NOTICE OF MEETING

**There will be a meeting of the Senate
on Friday, March 10, 2023, at 2:30pm
Location: Room 203 Anthony P. Toldo Health and Education Centre**

AGENDA

Land Acknowledgement

1   Approval of Agenda (Unstarring agenda items)

2   Minutes of the meeting of February 10, 2023   Approval
                                                                        S230210M

3   Business arising from the minutes

4   Outstanding Business/Action Items

5   Reports/New Business
   5.1   Program Development Committee
      5.1.1   Master of Social Work for Working Professionals – Major   **Lionel Walsh**-Approval
                 Program Changes (Form B)   S230310-5.1.1

      *5.1.2   Program/Course Changes   **Lionel Walsh**-Approval
         (a)   Education (Graduate) – Minor Program Changes   S230310-5.1.2a-c
                  (Form C)
         (b)   Women's and Gender Studies – Minor Program
                  Changes (Form C)
         (c)   Women's and Gender Studies -– New Course
                  Proposals (Form D)

      *5.1.3   Computer Science – Learning Outcomes   **Lionel Walsh**-Information
                                                                              S230310-5.1.3

      *5.1.4   Languages, Literatures and Cultures   **Lionel Walsh**-Information
                 (French Studies) – Learning Outcomes   S230310-5.1.4

   5.2   Academic Policy Committee
      5.2.1   Information Technology Services Annual Report   **Isabelle Barrette-Ng**-Information
                                                                              S230310-5.2.1

      5.2.2   Internationalization Annual Report   **Isabelle Barrette-Ng**-Information
                                                                              S230310-5.2.2

      *5.2.3   Leddy Library Annual Report   **Isabelle Barrette-Ng**-Information
                                                                              S230310-5.2.3

      *5.2.4   Policy on the Repetition of Courses – Nursing   **Isabelle Barrette-Ng**-Approval
                 Revision   S230310-5.2.4

*5.2.5 – Revisions to English Language Proficiency
Requirements – Kinesiology (Graduate)

Isabelle Barrette-Ng-Approval
S230310-5.2.5

5.3   Senate Governance Committee
5.3.1   Proposed Bylaw Revisions
[Bylaws 11, 12, 13, 14, 16, 17, 18, 19]

Jess Dixon-Approval
S230310-5.3.1

5.4   Senate Student Caucus

Dave Andrews-Information

5.5   Report from the Student Presidents

UWSA/GSS/OPUS-Information

5.6   Report of the Academic Colleague

Lisa Porter-Information
S230310-5.6

5.7   Report of the President
5.7.1   University of Windsor Strategic Plan

Gordon-Approval
S230310-5.7.1

5.7.2   Update from the Senior Advisor to the President on
Indigenous Relations and Outreach

Beverly Jacobs-Information

5.7.3   Cybersecurity Framework

Marcin Pulcer-Information

5.7.4   2020-2025 Strategic Mandate Agreement (SMA3) Annual
Report

Rose Zanutto-Information
S230310-5.7.4

5.8   Report of the Provost

Patti Weir-Information
S230310-5.8

5.8.1   Enrolment Management Update

Chris Busch-Information
S230310-5.8.1

5.9   Report of Vice-President, Equity, Diversity, and Inclusion

Clinton Beckford-Information
S230310-5.9

5.10   Report of Vice-President, Research, and Innovation

Chris Houser-Information
S230310-5.10

5.11   Acting Associate Vice-President, Student Experience – Contract
Renewal to Official Starting Date of AVPSE *(in camera)*

Patti Weir-Approval

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

5.1.1:   **Master of Social Work for Work Professionals – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the major program changes to the Master of Social Work for Working Professionals be approved.^*

^Subject to approval of the expenditures required.
*The degree requirements of the regular MSW and the MSW for Working Professionals are the same, as required by the accrediting body.

Rationale/Approvals:
▪ This major program change has been approved by the School of Social Work, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, the Faculty of Graduate Studies Council, the Provost, and the Program Development Committee.
▪ The proposal to remain online was originally discussed and confirmed with Dean Guarini in February and March 2021 before we came back Face-to-Face (f2f). The rationale was that the online format had worked very well for the MSWwp; that is, our student numbers were clearly on an upward trend, the students supported remaining online (survey data), and we continued to have a high number of instructor applications to teach in the program. So, surprising to all of us, it was working more efficiently. The School also confirmed that this had the approval of the COA (Commission on Accreditation). Moreover, as we admit students often 6 months to a year in advance, and hire instructors one year in advance, to change the format of the curriculum from online, then back to f2f, then online would have created an undue hardship for our students, instructors, and administrative team for the following reasons:
   1. Our instructors apply a year in advance for teaching opportunities.
   2. Part of the hiring process is mode of delivery which at the time was online (as instructors apply from all over Ontario to teach in the MSWwp).
   3. Our students also come from all over Ontario and consider feasibility of money, time, and travel in order to attend the program in-person or online.
   4. Moving the program back into the classroom would require the administrative team to locate a site in the GTA for in-person classes and ensure feasibility of classroom size, location, and IT services available in the classroom along with offices for staff to be on-site.
▪ In order for the program to go back in-person we would have to consider the following:
   1. Students already in the program would need to finish the program online as this is the mode of delivery advertised at the time of admission.
   2. This would not be functional until Fall 2026 when the current student body will complete online courses (as we have already advertised and accepted admissions for Fall 2023).
   3. Students coming into the program in Winter 2024 and Fall 2024 would be in-person if the mode of delivery changes, meaning we would be hiring instructors for both online and in-person.

4. We do not have the staff capability to run a synchronous online and in-person program over the next two years, which is when the students currently entering the program will graduate.

- There was no delay in formalizing the change, but rather a misunderstanding of what was required to do so. Once this was clarified we immediately started to develop the form and processed it through our school committees.
- Accessibility to a diverse group of students who would not normally have access economically to such an online program: With respect to student diversification/demographic data, this data is collected through self-report information at the time the student applies. Therefore, it has inherent limitations; but this data (as it relates to specific equity seeking groups is included in the document p.7 & 10) is reported for 2022 admissions. We have included additional data charts identifying the geographic location of the students admitted to MSWwp. We are including this data from 2019-2022. With respect to accessibility, as noted in this data, for example, we have made inroads into Nunavut, Huron/Perth/Waterloo/Wellington, Northern Ontario, Quebec, and York/Durham/ Headwaters.
- Accessibility and success of the online program is further denoted through an increase of 106 students admitted between 2018-2022. (see Appendix B). The MSWwp remains a highly sought-after program, in 2008 at its inception it had 96 students, it has grown to more than 4x that size in 2022.
- OSAP data from 2018-2023 is included in Appendix C. When comparing the 2018-2019 OSAP data when the program was f2f to the 2020-2023 OSAP data when the program was online, this shows a marked increase in the numbers and speaks to the economic accessibility this program may have for students who may be economically challenged.
- *See attached.*

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PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B

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Form History *(Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)*

Date of Modification	Approval Body Modifying (*eg*, Program Committee, AAU Council, *etc.*)	Reason for Modification
June 17, 2021	MSW Committee – September 14, October 5, 2022 School of Social Work AAU Council – October 26, 2022	Continuous online synchronous format

ALL SECTIONS OF THIS FORM _MUST_ BE COMPLETED. PDC FORMS WITH SECTIONS THAT HAVE NOT BEEN COMPLETED WILL BE SENT BACK.

A. Basic Program Information

Faculty(ies)	FAHSS
Department(s)/School(s)	School of Social Work
Name of Program as it Will Appear on the Diploma (*e.g.,* Bachelor of Arts Honours Psychology with thesis)	Master of Social Work
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	2023 Spring (piloted during COVID to W2023)
Mode of Delivery:	Continuous online synchronous format
Planned steady-state Student Enrolment (per section B.4.2)	25-27
Normal Duration for Completion:	16 months Advanced or 32 months Foundation
Will the program run on a cost-recovery basis?	Yes

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)

> *Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.*

The decision to move to an online synchronous program with classes of the same content and duration, held at the same time as face-to-face classes, had begun with the urgent need to move classes to a Zoom and Blackboard delivery format in March 2020 due to the impact of COVID 19. This process did not involve any revision to the MSWwp program except for the mode of delivery to MSWwp students. When it was decided to continue online delivery of the program there was no change from what had been done for the previous two years. With the approval of the School of Social Work Council (May 2021), a decision to remain online was approved by Council. The Council's decision allowed the MSWwp program to be delivered in the same manner it had been delivered during COVID 19.

Describe the overall aim and intended impact of the revised program.
The program was not revised. A decision was approved by the School of Social Work Council to continue the delivery of the MSWwp program online. There was no change in the synchronous delivery of classes, the content of the classes, or the time and duration of classes. The response by students in yearly exit surveys and surveys conducted at the end of each term has been positive. The students of this program are working professionals stressed for time while meeting the obligation of school approximately every other weekend. The students appreciated the fact they did not have to travel to school on weekends and arrange care for children and /others in their absence.

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

Although the program was not revised, the change in delivery of the program from classroom face-to-face to online synchronous classes held at the same time with the same content reflected the University of Windsor mission, goals,

and objectives as outlined in its strategic plan. In accordance with the comments by the University of Windsor President and Vice-Chancellor, the MSWwp program is student-focused and addresses the need for safe and healthy communities through social work education of exceptional students. The MSWwp program meets the strategic goals of being student-centred and progressive. Reflecting strategic goals the MSWwp program aims for accountability and transparency through its management structure and reporting to the School of Social Work Council, the Faculty of Arts, Humanities, and Social Sciences, the accrediting body for the profession of social work, the Canadian Association of Social Work Education, and the Ontario Ministry of Colleges and Universities (through the IQAP process). The Commission on Accreditation (COA) was consulted by Dr. Robin Wright, Director, School of Social Work prior to the vote at School Council in May 2021.

B.2 Changes to Program Content (QAF Section 2.1.2.2)

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

The curriculum is consistent with the current state of the discipline of Social Work. The curriculum is accredited by the Canadian Association of Social Work Education (CASWE) evident, in the courses and program provided. The program and courses remain unchanged with the transition to online synchronous delivery.

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)

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

As before, in the face-to-face course delivery, prior to COVID 2019, synchronous course delivery is on Friday evenings from 3:30-9 pm and Saturdays from 8:30 – 4pm. The only distinction in the delivery of the MSWwp program is the change from face-to-face to online instruction. All other facets of the program remain the same. Although there are other online MSW programs in Canada the University of Windsor MSWwp program is unique in its synchronous online weekend delivery.

B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

> *The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the <u>Truth and Reconciliation Report</u> (2015) (page 1), the unique legal requirements of the <u>Constitution Act 1982</u> (Sections 25, 35), the provincial legal requirements of the <u>Ontario Human Rights Code</u>, 1990, and provincial legislation <u>Bill Pr36</u> (1967). In <u>revising this program</u>, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*
>
> *Please consider these prompt questions and <u>additional Resources</u> including disciplinary examples:*
> - *What **process** has your department/Faculty used to consider Indigenization?*
> - ***How** have you considered the importance or relevance to the course/program?*
> - *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
> - *What do the <u>TRC</u> and <u>University Principles</u> documents suggest relevant to your course?*
> - *What have other similar courses/programs done that might be relevant to your course/program?*
> - *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
> - *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
> - *Which <u>literatures</u>, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
> - *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*

> - *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The process of discussing Indigenization in the MSW curriculum is an on on-going, iterative, reflective process which has highlighted the need to integrate Indigenous content into all social work courses at the School of Social Work.

The MSW committee has prioritized MSW students being knowledgeable about the historical and contemporary issues impacting Indigenous peoples and communities. As future social workers, MSW students are being prepared for professional practice; should be thinking of health as on a continuum; intersectionality, ecological perspective, learning about culturally appropriate ways to support the health and wellness of all people including Indigenous peoples.

Our faculty is constantly working to deepen our understanding of Indigenous issues, and to that end we have completed trainings and workshops as well as presented at peer reviewed conferences on settler work and responsibilities in relation to TRC Calls to Action. Our faculty sit on the CASWE Field Education Committee, Commitment to Change working group, which is working on identifying some ways on Indigenizing field education processes across Canada.

We are grateful for the expertise of the Indigenous scholar, Dr. Cynthia Stirbys of the School of Social Work, who has experience in the areas of Mental Health and Addictions; Social Determinants of Health; Indian Residential School; Governance; Gender-based Analysis; Research Ethics; Trauma and Transpersonal Counseling. Dr. Stirbys has provided context and advice to identify policy gaps in services, and in developing interventions that meet the needs of Indigenous Peoples. She is passionate about supporting students learning and understanding of the complex social issues impacting wellness of all peoples and cultures including Indigenous Peoples. For example, Stirbys and Finestone (2018) produced a book entitled, *Indigenous Birth in Canada: An Emerging Dialogue on Reconciliation and Reproductive Justice in the Settler State*.

In addition, supported by the School of Social Work, Katka Hrncic-Lipovic-completed Decolonizing Education Certificate (2018) at the Centre for Indigegogy, Wilfred Laurier University. (Description of the certificate program from Wilfred Laurier website): "The Decolonizing Education Certificate is for Indigenous and non-Indigenous people who want to develop their capacity to understand Indigenous perspectives in the history of colonization to contemporary realities in Canada. This certificate has been developed to build capacity among educators and anyone interested in responding to the Truth and Reconciliation Commission of Canada's (TRC) calls for action in a meaningful way." Website:

https://continuingeducation.wlu.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=1040446

The following TRC calls apply to these courses, with specific areas of focus highlighted in red:

Health

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long term trends. Such efforts would focus on indicators such as: infant mortality,

maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.

21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.

22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

23. We call upon all levels of government to: i. Increase the number of Aboriginal professionals working in the health-care field. ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. iii. Provide cultural competency training for all healthcare professionals.

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Professional Development and Training for Public Servants
57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Education for Reconciliation
62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. **ii.** Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above.

In addition to leveraging faculty expertise within the School of Social Work, the field of social work has a number of established Indigenous scholars (Cindy Blackstock- McGill, Bonnie Freeman – McMaster, Michael Yellowbird – University of Regina, Raven Sinclair- University of Calgary). Whenever possible we will use the work of Indigenous Social Work scholars for assigned readings.

PROGRAM DEVELOPMENT COMMITTEE
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The attached learning outcomes for the course include Indigenous peoples and the unique concerns they face in Canada. Additional information for how these principles will be explored in the courses are available on the PDC form Ds.

Please note that all the submitted outcomes were recently reviewed and revised to better address these (and related) issues, and that Social Work will continue to be committed to ongoing improvement.

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)

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

There is no change to the program name or program degree designation.

B.4 DEMAND FOR THE MODIFIED PROGRAM
B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.

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

Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:
1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),
2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or
3) the anticipated duration of, and trends in societal need.

Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.

Due to COVID 19 all MSWwp courses had to be quickly transferred to an online format in March 2020. The complete program of courses was successfully transferred to an online synchronous learning format that mirrored the former face-to-face program. Courses were delivered synchronously at the same scheduled days and times. At the time it was unknown how long the needs of the students for online access would be required. In any case, online instruction from the Centre for Teaching and Learning (CTL) and online Zoom training was arranged immediately for instructors and was successful in appropriately preparing instructors, staff members and program attendants who assisted the students and instructors during class times. Periodic training is consistently provided to all staff as well as incoming instructors, program attendants and incoming students. The training measures put in place resulted in a smooth transition to online synchronous instruction.

1) The online MSWwp program provides a societal need/access for students who want to be admitted into a professional Master of Social Work program that they can complete while working full-time. Economically the MSWwp program provides this opportunity as it allows the students to work while taking classes on scheduled weekends. The MSW degree allows students the opportunity to enter into more advanced or supervisory positions upon graduation. The program also provides accessibility to a diverse group of students who would not normally have access economically to such an online program.
2) The MSWwp program is available to all students in Ontario ensuring greater accessibility to MSW students who would have challenges if travel were required to an in-person program. This development is crucial to address the education needs of students who were geographically located throughout the Province and in some cases other Provinces in Canada.
3) At the same time of transitioning to an online environment, a literature review was conducted to explore the outcomes of online program delivery elsewhere within Canada and internationally. The results of this literature

review supported the benefits of online instruction and was shared with the School of Social Work Council. There has been a steady increase in student applications since going online and therefore the sustainability of program is supported by remaining online.

B.4.2   Estimated Enrolments (Senate Co-op Policy)

> *Provide details on projected enrolments for the first five years of operation of the revised program in the following table.*
> *(If the program is in operation, use actual and projected data.)*
>
> *For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
In the regular program (non-co-op)	2018 - 285		2019- 331		2020 - 372		2021 - 379		2022 - 391	
In the co-op/ experiential learning stream (if applicable)										

Notably, the number of applications and admissions began to increase once it became known to prospective students that the program was being offered online. Larger numbers of prospective students were inquiring about admission to the online MSWwp program. At this time, we continued throughout COVID 19 to deliver the program synchronously with the same format as the face-to-face instruction.

B.4.3 Duplication (Ministry section 3)

> *Indicate whether the revised program is in a new area of study or delivery for the institution.*
> *List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include*
> *https://www.ontariouniversitiesinfo.ca/programs and https://www.universitystudy.ca/search-programs/*
> *If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs*

The synchronous online program delivery is not a new area of study. The program is delivered exactly as it was delivered in person at the same time with the only difference being synchronous online teaching instead of face-to face teaching.

There are other online MSW programs for example, Renison University College at the University of Waterloo, Dalhousie University, Lakehead University, and Wilfrid Laurier University. However, we are the only completely synchronous online MSW program offered bi-weekly on Friday evenings and Saturdays. This program provides increased accessibility and affordability for students who need to maintain their employment throughout the week. As a result, this has become more accessible to students throughout the province. In addition, in 2022 the MSW program received (510) applications, on each application we ask for self reporting data. For 2022 analysis of self-reported data from our students (242) indicate that many are from diverse backgrounds, including racialized peoples (23%), members of the 2SLGBTQIA+ community (11%), persons with disabilities (12%) and Indigenous Peoples (1%).

PROGRAM DEVELOPMENT COMMITTEE
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FORM B

Our applications for Sessional Instructors are broken down for 2022 based on 109 applications and 61 instructors hired. For 2022 analysis of self-reported data from our instructors indicate that many are from diverse backgrounds, including racialized peoples (41%), members of the 2SLGBTQIA+ community (10%), persons with disabilities (9%), Indigenous Peoples (3%), and Women (71%). The school of Social Work is a welcoming community committed to equity and diversity in our teaching, learning, and work environments. In pursuit of the University's Employment Equity Plan, members from the designated groups (Women, Aboriginal Peoples, Visible Minorities, Persons with Disabilities, and Sexual Minorities) are encouraged to apply for open teaching positions and to self-identify.

B.5 RESOURCES
*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal to PDC.]*

B.5.1 Resources Available
B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example:
- *faculty resources (within and outside the unit),*
- *existing courses (within and outside the unit),*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
- *staff support,*
- *library,*
- *teaching and learning support,*
- *information technology support,*
- *laboratory access,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

Since the inception of the MSWwp program in 2008 the program has been taught by Sessional instructors. Numbers for 2022 for the Winter, Summer and Fall semesters total 85 courses with sessional instructors totalling 85 for 16 sections that have a varying number of courses. Direction to the Sessional instructors is provided by the Director of the School of Social Work, Academic Coordinator of the MSWwp, Field and Academic Advisor of the MSWwp and 2 MSWwp Program Administrators. In addition, for 2022 we had 31 Curriculum Leads drawn from current faculty supervise course instructors in anywhere from 2-5 sections of each course. The role of the Curriculum Lead is to ensure consistency between the on-campus program and the MSWwp program delivery and is required for accreditation by the Canadian Association of Social Work Education (CASWE). The role of the Curriculum Lead arose out of concern by the Accreditation Committee of CASWE that there was no full-time faculty teaching in the MSWwp program. Thus, Curriculum Leads were created to oversee the quality of instruction in the MSWwp program to ensure it mirrored what was taught in the on-campus MSWwp program. An MSW Graduate program should be taught by full Faculty members with PhD's. The MSW on-campus program is fully staffed with

full-time faculty. As this is not the case in the MSWwp program, Curriculum Leads were put in place initially, and intended to be temporary, with the understanding full-time faculty would be hired to ensure accreditation standards were met within the program (see accreditation document 2018).

Resources Available
- *existing courses (within and outside the unit)*
Course remain the same.

- *equipment or facilities outside the proposer's control*
There is no longer a need for classroom facilities except for Orientation and seminars.

- *external resources requiring maintenance or upgrading using external resources*
Zoom licenses.

- *staff support*
Staff support remains the same.

- *library,*
Library resources and support remain the same.

- *teaching and learning support*
CTL resources and support remain the same.

- *information technology support*
Resources and support remain the same.

- *laboratory access*
There is no need for laboratory access.

- *student support services*
    Resources and support remain the same.

- *space,*
We are no longer renting space in the GTA for classrooms.

- *equipment*
Resources remain the same.

- *facilities*
    We are no longer renting space in the GTA for classrooms or offices.

- *GA/TA*
Resources remain the same.

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B.5.1.1a Faculty Expertise Available and Committed to Supporting the Revised Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)

> *Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring.*
>
> *Include:*
> - *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
> - *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
> - *any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

The MSWwp program has been in existence for 14 years (2008 – 2022). Recruitment numbers are consistent and sustainable as evidenced in the longevity of program. Presently the program has approximately 400 students and requires (as indicated by CASWE) seven full-time faculty plus 30 Sessionals. Continuing the program online on an extended basis was approved by the School of Social Work Council (May 2021). The program is presently supported by a limited number of faculty: Director, Academic Coordinator, and Field and Academic Advisor. The program also has two full-time Program Administrators and one Graduate Secretary. The Director is in discussion with university administration and has been submitting proposals to receive additional resources for the program for several years. Consistent regular reports have indicated the need for additional faculty support.

Fortunately, the program has been successful in attracting a highly qualified and diversified group of instructors who reapply yearly to teach in the MSWwp program. Although returning instructors are a strong feature of the hiring process, new applications are also typical and help maintain a highly qualified group of instructors.

Our applications for Sessional Instructors are broken down for 2022 based on (109) applications and (61) hired. The analysis of self-reported data from our instructors indicate that many are from diverse backgrounds, including racialized peoples (41%), members of the 2SLGBTQIA+ community (10%), persons with disabilities (9%), Indigenous Peoples (3%), and women (71%). The school of Social Work is a welcoming community committed to equity and diversity in our teaching, learning, and work environments. In pursuit of the University's Employment Equity Plan, members from the designated groups (Women, Aboriginal Peoples, Visible Minorities, Persons with Disabilities, and Sexual Minorities) are encouraged to apply for open teaching positions and to self-identify.

B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

> *Describe the area's expected reliance on, and the role of adjunct, limited term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.*

There is no change in the reliance of adjunct, limited term, and sessional faculty in delivery of the MSWwp online program.

B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

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

There is no change in graduate faculty qualifications and supervisory loads.

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B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

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

There is no financial assistance for graduate students as this program is for working professionals other than the Ontario Student Assistance Program (OSAP). OSAP is the only financial assistance available.

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

Presently the program has approximately 400 students requiring seven full-time faculty plus 30 sessionals. Continuing the program online on an extended basis was approved by the School of Social Work Council (May 2021). The program is supported by a limited number of faculty: Director, Academic Coordinator, and Field and Academic Advisor. The program also has two full-time Program Administrators and one Graduate Secretary. The Director is in discussion with university administration and has been submitting proposals to receive additional resources for the program for several years, consistent with the faculty/student ratios of other comparable Canadian Social Work schools (see below).

English speaking accredited Social Work programs with 3 levels of programming (BSW, MSW, PhD) and at least two methods of delivery (i.e., distance, online, or remote)

University	# of ft students	# of pt students	# of full time faculty	Ratio
University of Windsor	857	81	19	1:47.2
Memorial University	209	67	21	1:11.5
University of Calgary	847	35	42	1:20.5
University of Manitoba	548	326	34	1:20.85
Wilfrid Laurier University	472	354	28	1:23.1

Regular reports from the CASWE Council on Accreditation have reflected the above numbers. The need for additional faculty support and requests for additional permanent faculty have been submitted to FAHSS.

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

> *Describe all opportunities for <u>internal reallocation of resources and cost savings</u> identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)*

There are no cost savings to the revised program.

B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

> *Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

The program is supported by a limited number of faculty: Director, Academic Coordinator, and Field and Academic Advisor. The program also has two full-time Program Administrators and one Graduate Secretary. The Director is in

discussion with university administration and has been submitting proposals to receive additional resources for the program for several years. Consistent regular reports have indicated the need for additional faculty support and requests for additional permanent faculty have been submitted to FAHSS.

B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by <u>all affected</u> areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.   If not applicable, write n/a.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

There are no additional institutional resources and services required.

C. Program Details

C.1   Admission Requirements (QAF section 2.1.2.5)

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

There are no changes to admission requirements, selection criteria, credit transfer, exemptions for special entry, or alternative admission requirements.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)

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

The admission requirements and attainment of learning outcomes have not changed. To be eligible for the Advanced Track, you must have a Bachelor of Social Work (BSW) from a CASWE Accredited Program. To be eligible for the Regular Track, you must have a four-year Honours Degree from an Accredited University in a relevant discipline.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)

NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.

Identify in BOLD and STRIKETHROUGH the changes to program requirements.

Total courses: 16-month Advanced MSW totals 9 courses and the 32-month Foundation totals 18 courses. The MSWwp program has a prescribed number of courses taken in sequence with no electives.

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Degree requirements:

<u>**Regular Track Full-time MSW and MSW for Working Professionals**</u>
This program is available to students who are working in a social service delivery position and who hold an Honours degree in a related discipline. This program takes eight (8) consecutive semesters (32 months) to complete and includes a required Foundation Practicum and an Advanced Practice Internship (API). The Foundation Practicum and the API may involve travel and/or weekend hours, and students are responsible for transportation to and from their field placement or internship location.

Students are required to complete a total of nine (9) courses, one of which is a practicum in the Foundation level of study: SWRK-8503, SWRK-8504, SWRK-8531, SWRK-8532, SWRK-8533, SWRK-8534, SWRK-8550, SWRK-8570, and SWRK-8571 (Foundation Practicum – 6.0 credit hours). Students are required to complete a total of nine (9) courses, one of which is an internship in the Advanced level of study: SWRK-8521, SWRK-8547, SWRK-8610, SWRK-8611, SWRK-8622, SWRK-8630 **or** 8631, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship – 6.0 credit hours).

<u>**Advanced Standing Full-time MSW and MSW for Working Professionals**</u>
This program is available to students who are working in a social service delivery position and who have completed a BSW degree from a Canadian Association for Social Work Education or Council on Social Work Education accredited program. The program takes four consecutive semesters (16 months) to complete and includes the completion of an Advanced Practice Internship (API). The API may involve travel and/or weekend hours, and students are responsible for transportation to and from their internship location.

Students are required to complete a total of nine (9) courses, one of which is an Internship: SWRK-8521, SWRK-8547, SWRK-8610, SWRK-8611, SWRK-8622, SWRK-8630 **or** 8631, SWRK-8640, SWRK-8680, and SWRK-8681 (Advanced Practice Internship – 6.0 credit hours).

Courses used to calculate the major average: Students must maintain an average of 73% / B or greater in the last two years of your qualifying degree. Once admitted to the program students must main an average of 73% in the program.

Description of thesis option (if applicable):
There is no thesis requirement for the MSWwp program.

C.2.1 Co-op/Experiential Learning Component (if applicable)

> *Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to.*
>
> **Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

There is a field placement in an agency within Ontario.
- Foundation Field Practicum (FFP) - a minimum of 450 hours completed (5 days per week) to be completed in Term 4
- Advanced Practice Internship (API) - a minimum of 450 hours completed (5 days per week) to be completed in Term 8

Is the completion of the experiential learning/co-op component a requirement of the revised program?

Yes, the completion of the experiential learning component is a requirement of the program and remains the same with no changes to the in-person or online placement component.

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C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

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

There are no changes to the program sequencing.

C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)

Describe how the structure and requirements of the revised program are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.

There is no change in the structure/requirements and attainment of learning goals in the program.

C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)

C.3.1.1 Normal Duration for Completion

Provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.

There is no change in the program length/duration or requirements.

C.3.1.2 Program Research Requirements

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised program.

There are no changes in the research requirements in the MSWwp program.

C.3.1.3 New or Changes to Fields in a Graduate Program (optional)

Where fields are contemplated, provide the following information:
The master's program comprises the following fields: ...[list, as applicable]
The PhD program comprises the following fields: ...[list, as applicable]

There are no changes to the field requirements in the MSWwp program.

C.3.2 For All Program Proposals
C.3.2.1 New or Changes to Standing Required for Continuation in Program

Minimum average requirements for continuation in the program.
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

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

There are no changes to standing required for continuation in the program.

C.3.2.2 New or Changes to Standing Required for Graduation

Minimum average requirement to graduate in the program.
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

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

There are no changes to standing required for graduation in the program.

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)

COMPLETE THIS TABLE FOR GRADUATE PROGRAMS

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

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

Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

For programs with an Experiential Learning or Co-op Option*: Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	OCGS-approved Graduate Degree Level Expectations
A. Communicate effectively verbally, non-verbally, and in writing in both scholarly and reflective manner. (Also applies to E, F.) Analyze and develop policies that promote the wellbeing and inclusion of individuals, families, and communities. (Also applies to B, C, G.)	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	OCGS-approved Graduate Degree Level Expectations
B. Apply, participate in, and critique, social work research to advance professional practice, policy development, and service provision. (Also applies to D.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. Identify social inequalities, injustices, and barriers through an intersectional lens particularly when working with equity-seeking populations including Indigenous Peoples, Francophone Peoples and communities, and African Caribbean and Black communities. (Also applies to E, I.) Develop interventions and engage in advocacy to address structural sources of injustice and inequities including economic, political, historical, cultural, social, and professional issues that impact social policy, social interventions and human behaviours. (Also applies to E, G, H, I.) Critically reflect on the complex nature of their own social locations, identities, personal biases, and preferences. (Also applies to E.)	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. Communicate effectively verbally, non-verbally, and in writing in both scholarly and reflective manner. (Also applies to E, F.)	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. Engage ethically with individuals, families, groups, and/or communities across the levels of social work practice from an ecological systems perspective with special attention to the contexts of health, gerontology, and child protection. (Also applies to F, I.)	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits
F.	F. interpersonal and communications skills	5. Level of Communication Skills

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
G.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

The learning outcomes of the MSWwp program are developed by the MSW on campus Committee. The MSWwp Academic Coordinator and the MSWwp Field and Academic Advisor both sit on the MSW Committee. As a first step in the development of learning outcomes for the MSW program, the learning outcomes are developed by the MSW Committee and are then submitted to the School of Social Work Council for approval.

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

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

The learning outcomes are those as prescribed and approved by the MSW on campus program. The proposed modes of delivery are appropriate to facilitate student successful attainment of MSW learning outcomes. The synchronous online teaching venue is identical to the face-to-face teaching previously used in the MSWwp program. With respect to learning outcomes no differences are anticipated with respect to the acquisition of specific skills, knowledge, and attitudes on the part of students.

D.   MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

There are no new learning outcomes and degree level expectations in the online synchronous delivery of courses. Student achievement is achieved through the same processes as prior to the adaption of an online synchronous venue. The MSWwp Graduate exit surveys and end of term surveys indicate students are satisfied with their achievements in the online synchronous program delivery.

D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)

Describe the appropriateness of the plans to monitor and assess:
- *the overall quality of the revised program;*
- *whether the revised program is achieving in practice its proposed objectives;*

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> - *whether its students are achieving the program-level learning outcomes;*
> - *the perceived student workload and student experience; and*
> - *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

The program is monitored and assessed by the yearly MSWwp Graduate exit surveys and end of term surveys.

Student field placement supervisors indicate that students are achieving and maintaining the level of practice evident prior to online synchronous course delivery. Field placement supervisors are surveyed at the end of each placement term.

Students are achieving program level learning outcomes evident in their program success and acquisition of professional social work employment following graduation. The program receives informal feedback from students when they are hired after graduation. Many of the Social Work students are hired directly from their practicum work sites.

The online MSW program for Working Professionals is fully accredited by the Canadian Association for Social Work Education (CASWE) which has a comity degree recognition agreement with the Council on Social Work Education (CSWE). Graduates are eligible for membership in the Ontario Association of Social Workers, the Canadian Association of Social Workers and are eligible to apply for registration to the Ontario College of Social Workers and Social Service Workers.

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)
[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience (Ministry section 2)

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

Acquisition to learning experiences remain the same in the online synchronous teaching program.

E.2 Knowledge and Skills Brought to the Workplace

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

Students will bring to the workplace the same knowledge and skills as acquired in the MSW School of Social Work program as they did prior to the development of the online synchronous social work program.

E.3 Evidence of Availability of Placements (Ministry section 2)

> *Provide evidence of the availability of **sufficient** good quality positions both inside and outside the Windsor area for the new or revised co-op/experiential learning option (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates). Provide a summary of the types of positions that would be suitable at each level of work-term. How will these placements/opportunities be developed? [NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]*

The MSW for Working Professionals continues to place students in practicum throughout Ontario and have affiliation agreements with over 500 agencies. There has been no change to the program.

E.4 Supervision of Placements (QAF section 2.1.2.6)

> *If required, explain the provision of supervision of new or revised experiential learning opportunities.*

There has been no change to the program.

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E.5 Fees Associated with Experiential Learning Component

Provide information on the fees associated with the new or revised experiential learning component, if applicable.

NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

There are no new fees associated with the online synchronous program.

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

Please obtain signatures for the following statement for new/revised co-op programs.

Before a determination can be made regarding the feasibility of a co-op program, there must be a clear indication of support for the program from the AAU. Support implies that the area will provide ongoing departmental funding to establish a co-op faculty representative who will liaise with the Centre for Career Education in the operation of the program and that the area will ensure that an adequate number of faculty members in the AAU or program contribute to the co-operative education program by grading work-term reports, attending and evaluating work-term presentations, assisting in the job development process, establishing a departmental co-op committee as appropriate, etc. (see Policy on Co-op Programs, Summary of AAU/Faculty Member Involvement in a Co-operative Education Program, for more on the role of the AAU and faculty members). This commitment must be agreed to by the AAU Council at a meeting at which the development or modification of a co-op program was considered and approved.

Signed agreement by the AAU Head, acting as chair of the AAU Council, that AAU members support the development of the co-op program.*

Name of AAU Head (typed or e-signature): N/A
[Approval of the program by the AAU Council shall constitute agreement and support by AAU members of the development of the co-op program.]

Name of Director of the Co-op Services (typed or e-signature: N/A
[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

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

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Appendix B-Student Location Table

Student Location	2019	2020	2021	2022	Grand Total
York, Durham and Headwaters	85	62	71	117	335
Greater Toronto Area	33	118	137	36	324
Southwest Ontario	46	110	88	35	279
Bruce Peninsula, Southern Georgian Bay and Lake Simcoe	86	16	13	82	197
Huron, Perth, Waterloo and Wellington	18	30	31	44	123
Hamilton, Halton and Brant	4	9	12	23	48
Kawartha Northumberland	27	13	9	8	57
Niagara	9	4	5	15	33
Southeastern Ontario	12	6	7	8	33
Northeastern Ontario	4	2		10	16
Sault Ste. Marie - Algoma				6	6
Muskoka, Parry Sound and Algonquin Park	1	2	2	1	6
Ottawa and countryside	3		1	2	6
Quebec	1		2	2	5
Haliburton Highlands to the Ottawa Valley	2				2
British Columbia			1	1	2
Nunavut				1	1
Grand Total	**331**	**372**	**379**	**391**	**1473**

British Columbia includes: Surrey, Vancouver, Victoria

Bruce Peninsula, Southern Georgian Bay and Lake Simcoe includes: Barrie, Borden, Collinwood, Midhurst, Orillia, Owen Sound, Penetanguishene, Walkerton, Wasaga Beach

Greater Toronto Area includes: Brampton, Concord, Etobicoke, Mississauga, North York, Scarborough, Toronto, York

Haliburton Highlands to the Ottawa Valley includes: Minden

Hamilton, Halton and Brant includes: Astra, Brantford, Burlington, Dundas, Hamilton, Milton, Oakville, Stoney Creek

Huron, Perth, Waterloo and Wellington includes: Cambridge, Guelph, Kitchener, New Hamburg, Rockwood, Seaforth, St. Jacobs, St. Marys, Stratford, Waterloo

Kawarthas Northhumberland includes: Campbellford, Cobourg, Lindsay, Peterborough, Port Hope

Muskoka, Parry Sound and Algonquin Park includes: Bracebridge, Parry Sound

New Brunswick includes: Fredericton

Niagara Canada includes: Niagara Falls, Smithville, St. Catharines, Thorold, Welland

Northeastern Ontario includes: North Bay

Northwest Ontario includes: Thunder Bay

Ottawa and countryside includes: Kanata, Ottawa

Quebec includes: Gatineau

Sault Ste. Marie - Algoma includes: Sault Ste. Marie

Southeastern Ontario includes: Belleville, Kingston, Lombardy, Napanee

Southwest Ontario includes: Chatham, Forest, Harrow, Kingsville, Leamington, London, Point Edward, Sarnia, Simcoe, St. Thomas, Strathroy, Tecumseh, Wallaceburg, Windsor, Woodstock

York, Durham and Headwaters includes: Aurora, Beaverton, Caledon East, Maple, Markham, Newmarket, Orangeville, Oshawa, Pickering, Port Perry, Richmond Hill, Sharon, Vaughan, Whitby, Woodbridge

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Appendix C-MSWwp Student Accessing OSAP

Program	MSWwp Students Accessing OSAP				
	2018-19	2019-20	2020-21	2021-22	2022-23
Advanced					
1 year	17	63	57	54	59
2 year	32	16	49	41	46
Total Adv.	**49**	**79**	**106**	**95**	**104**
Regular					
1 year	30	54	48	52	37
2 year	51	34	51	46	45
3 year	35	47	30	44	43
Total Reg.	**116**	**135**	**129**	**142**	**124**
Grand Total	**165**	**214**	**235**	**237**	**230**

University of Windsor
Senate

*5.1.2a: **Education (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Fowarded by: **Program Development committee**

MOTION: That the degree requirements for Master of Education be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals
▪ The changes have been approved by the Faculty of Education 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 February 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 5.2.

University of Windsor
Senate

*5.1.2b: **Women's and Gender Studies – Minor Program Changes (Form C)**

Item for: **Approval**

Fowarded by: **Program Development committee**

MOTION: **That the degree requirements for General BA in Women's and Gender Studies, BA Honours in Women's and Gender Studies, Combined Honours in Women's and Gender Studies, Combined Honours Women's and Gender Studies when taken with Criminology, Honours Business Administration and Women's and Gender Studies (with/without thesis), Honours Bachelor of Social Work and Women's Studies, Certificate in Women's Studies, Women's and Gender Studies Major and Minor Concentrations – Bachelor of Interdisciplinary, and, Minor in Women's and Gender Studies be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved by the School fo Social Work Council, the Faculty of Arts, Humanities, and Social Sciences 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 February 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 5.2.

University of Windsor
Senate

*5.1.2c: **Women's and Gender Studies – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following courses be approved:^
         WGST-2380 Good Relations: Indigenous Sovereignty, Feminism, and Reconciliation
         WGST-3000 Seminar in Emerging Feminist Scholarship
         WGST-4900 Special Topics in Women's and Gender Studies

^Subject to approval of the expenditures required.

Rationale/Approvals
▪ The proposals have been approved by the School of Social Work Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Program Development Committee.
▪ Supporting documentation for the new course proposal can be accessed by contacting the University Secretariat at ext. 3325, or through the February 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 5.7.

University of Windsor
Senate

*5.1.3:   **Computer Science – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:
COMP-2980. Co-op Work Term I
COMP-3980. Co-op Work Term II
COMP-4970. Co-op Work Term III
COMP-4980. Co-op Work Term IV
COMP-4700. Project Using Selected Tools
COMP-3220: Object-Oriented Analysis and Design
COMP-3340. World Wide Web Information Systems Development

See attached.

COMP-2980. Co-op Work Term I
(These are new learning outcomes)

Course Learning Outcomes COMP-2980. Co-op Work Term I At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Match elements of algorithm design and program development with workplace practices and requirements.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
• Identify basic workplace skills and assess personal competencies.	D. literacy and numeracy skills
	E. responsible behavior to self, others and society
• Adhere to appropriate workplace culture.	F. interpersonal and communications skills
• Observe and identify protocols and dynamics for teamwork.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• Reflect on academic and career goals, as well as individual strengths, weaknesses, and preferences.	I. the ability and desire for continuous learning

COMP-3980. Co-op Work Term II
(These are new learning outcomes)

Course Learning Outcomes COMP-3980. Co-op Work Term II At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Match elements of algorithm design and program development with workplace practices and requirements.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

Course Learning Outcomes COMP-3980. Co-op Work Term II <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
• Analyze industry problems and develop appropriate solutions.	C. critical thinking and problem-solving skills
• Assess personal strengths and areas for growth for a range of workplace skills.	D. literacy and numeracy skills
• Observe group dynamics to identify behaviours that contribute to, and detract from, constructive and cooperative teamwork activities. (Also applicable to G)	E. responsible behavior to self, others and society
• Successfully adapt to the workplace culture.	F. interpersonal and communications skills
• Identify possible networking contacts, which may include colleagues, supervisors and/or associated contacts at the workplace.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• Reflect on academic and career goals, as well as individual strengths, weaknesses, and preferences.	I. the ability and desire for continuous learning

COMP-4970. Co-op Work Term III
(These are new learning outcomes)

Course Learning Outcomes COMP-4970. Co-op Work Term III <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
• Design algorithms and programs to effectively meet client or workplace requirements. • Describe and compare personal preferences related to possible academic and career plans.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Critically analyze industry problems, develop appropriate solutions, and provide justification for the analyses.	C. critical thinking and problem-solving skills
• Interpret technical data and design specifications.	D. literacy and numeracy skills
• Facilitate constructive and cooperative approaches to teamwork activities. (Also applicable to G) • Reflect on personal growth and achievement in the development of workplace skills. (Also applicable to I)	E. responsible behavior to self, others and society

Course Learning Outcomes COMP-4970. Co-op Work Term III At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Contribute to positive and professional workplace cultures.	F. interpersonal and communications skills
• Participate in professional networking events and reflect on effective strategies for fostering contacts.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• Reflect on academic and career goals, as well as individual strengths, weaknesses, and preferences.	I. the ability and desire for continuous learning

COMP-4980. Co-op Work Term IV
(These are new learning outcomes)

Course Learning Outcomes COMP-4980. Co-op Work Term IV At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Advise on appropriate algorithm design and program development to meet workplace needs most effectively.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Critically analyze industry problems, develop appropriate solutions, and provide justification for the analyses.	C. critical thinking and problem-solving skills
• Prepare and write technical reports and presentations. (Also applicable to F)	D. literacy and numeracy skills
• Contribute constructively and co-operatively to group dynamics and teamwork activities. (Also applicable to G) • Reflect and create plans for ongoing professional development. (Also applicable to I)	E. responsible behavior to self, others and society
• Successfully adapt to the workplace culture.	F. interpersonal and communications skills
• Identify possible networking contacts, which may include colleagues, supervisors, and/or associated contacts at the workplace.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
• Articulate academic and career goals as well as career strengths, weaknesses, and preferences.	I. the ability and desire for continuous learning

COMP-4700. Project Using Selected Tools

These are new learning outcomes.

Course Learning Outcomes COMP-4700. Project Using Selected Tools At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• Identify authoritative sources, documentation, and standards related to the programming language(s) or tool(s) pertaining to a specific topic. • Define the key features and limitations of the programming environment or tool(s) pertaining to a specific topic.	A. the acquisition, application and integration of knowledge
• Differentiate computational problem feasibilities by means of evaluating requirements and classifying the underlying algorithmic complexities.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• Create conditional, compositional, and recursive algorithms for real-world computational problems (Also relevant to A)	C. critical thinking and problem-solving skills
• Develop industry or real-world applications of a particular tool and/or topic.	D. literacy and numeracy skills
• Explain the ethical standards and professional conduct attributed to the software applications and tool(s).	E. responsible behaviour to self, others and society
• Explain how solutions to computational problems are derived.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
• Explain and creatively solve complex problems. (Also relevant to C)	H. creativity and aesthetic appreciation
• Autonomously identify and integrate new and ongoing feature changes related to the standard or versions of the programming language(s) or tool(s) pertaining to a specific topic.	I. the ability and desire for continuous learning

COMP-3220: Object-Oriented Analysis and Design

Note: These are revised learning outcomes. Last updated January 24, 2011

Course Learning Outcomes COMP-3220: Object-Oriented Analysis and Design At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• ~~Determine and revise software requirements needed for a large project~~ • ~~Distinguish and explain the differences between properly designed and poorly designed object-oriented software~~ • **Distinguish the focus of different phases of software development processes and recognize their relationships** • Apply industry-standard tools and approaches	A. the acquisition, application and integration of knowledge
• ~~Determine and revise~~ Collect and interpret software requirements needed for large projects • Apply and integrate object-oriented design patterns **when creating solutions for given** ~~currently used in industry to solve new~~ problems	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• **Evaluate different design solutions and explain their difference in terms of quality** • ~~Distinguish and explain the differences between properly designed and poorly designed object-oriented software~~ • Integrate changes to and identify problems with poorly designed object-oriented software • ~~Integrate changes to and~~ **A**ppraise the benefits of properly designed object-oriented software • ~~Recognize the benefits of solid software architecture~~ • **Select and** apply ~~and integrate object-oriented~~ design patterns **in object-oriented design** ~~currently used in industry to solve new problems~~	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
• ~~Determine and revise software requirements needed for a large project.~~	E. responsible behaviour to self, others and society
• **Use common terminology, UML diagrams, and design patterns for appropriate communication during software analysis and design.**	F. interpersonal and communications skills
• ~~Recognize the benefits of solid software architecture~~ • **Recognize the complexity of software products and the need of teamwork in software development projects**	G. teamwork, and personal and group leadership skills
• ~~Recognize the benefits of solid software architecture~~	H. creativity and aesthetic appreciation
• ~~Apply and integrate object-oriented design patterns currently used in industry to solve new problems~~ • **Appraise object-oriented methodology as one of the software engineering approaches and identify new trends in practice**	I. the ability and desire for continuous learning

COMP-3340. World Wide Web Information Systems Development
Note: These are revised learning outcomes. Last updated January 24, 2011

Course Learning Outcomes COMP-3340. World Wide Web Information Systems Development At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
• ~~Apply industry-standard tools, such as JSP, EJB, JPA, PHP, Oracle, ECMAScript, and AJAX to create web applications.~~ • Describe fundamental concepts of the Web, cloud computing, and information systems. • **Explain service-oriented architecture.** • Apply and recognize the benefits of different web application architecture patterns, such as MVC.　　(Also relevant to C) • **Develop and implement distributed applications and protocols over the Internet.** • **Apply industry-standard tools to create dynamic web applications.** • ~~Recognize application security vulnerabilities and apply common practices to prevent and eliminate them.~~ • ~~Recognize and apply effective human-computer interaction principles~~	A. the acquisition, application and integration of knowledge
• **Identify and define real-life problems and propose and determine solutions in the form of web applications to solve them.** • ~~Determine application security vulnerabilities and apply common practices to prevent and eliminate them.~~	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
• **Analyze web application requirements**. ~~Apply industry-standard tools, such as JSP, EJBJPA, PHP, Oracle, ECMAScript, and AJAX lo create web applications.~~ • Recognize application security vulnerabilities and apply common practices to prevent and eliminate them.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
• **Recognize and apply effective human-computer interaction and Accessibility and Inclusive Design principles.**	E. responsible behavior to self, others, and society
• Present and explain the architecture of web applications clearly and concisely.	F. interpersonal and communications skills
• Actively participate and contribute productively to project teams in different phases of projects.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor
Senate

*5.1.4:   **French Studies – Program Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:
BA General French Studies
BA Honours French Studies
BA/BEd Concurrent French Studies
Combined Honours French Studies

See attached.

PROGRAM TITLE: BA GENERAL, FRENCH STUDIES
DEPARTMENT/FACULTY: LANGUAGES, LITERATURES, & CULTURES/ARTS, HUMANITIES, & SOCIAL SCIENCES

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. identify and evaluate French and francophone literary traditions of different countries and historical periods; explain and evaluate the relationship between form and meaning in literary texts; identify, describe and deploy the principles of general and applied or diachronic linguistics, and the fundamental principles and strategies of contrastive grammar; compare cultural practices of the francophone world with their own, situating all within a broad historical framework. evaluate the mutual influence which exists between Canadian French language and culture and Canada's Indigenous languages and cultures.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. identify relevant topics and apply appropriate scholarly sources and research methodologies to follow fruitful lines of enquiry into the various aspects of French Studies (language, linguistics, literature, culture); effectively explain findings and resultant interpretations; document sources according to MLA, APA, or Chicago style guidelines, as appropriate.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. identify applicable and useful analytical approaches, thus supporting hypotheses, positions, and arguments with textual or linguistic evidence (also B, D).	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. express themselves correctly, coherently, and idiomatically in French, using a well-developed vocabulary, both orally and in writing; read actively, deploying flexible close reading tools to identify and discuss nuanced meaning in complex literary texts and sources in the areas of linguistics and literary theory;	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
effectively revise, redraft, and edit for grammar, style, and clarity.		
E. listen and respond respectfully to the contributions, questions and ideas of others (also F,G); constructively discuss language, literature, and other cultural forms as expressions of human condition, histories and identities.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. present ideas clearly and cogently, orally and in a variety of written forms; respond constructively to feedback.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. collaborate effectively with peers harness the specific potential of diverse backgrounds, perspectives, experiences, and ideas.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. discuss language as a dynamic system of human communication, and as a force and site of constant innovation, evolution, and creativity; explain their perception of how varied literary tools and approaches shape human imagination into sophisticated and coherent creative works.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. apply linguistic, critical, and analytical skills as actively engaged citizens, readers, listeners, observers, evaluators, writers and creators, and continuously assess these capabilities as their careers develop.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM TITLE: BA HONOURS, FRENCH STUDIES
DEPARTMENT/FACULTY: LANGUAGES, LITERATURES, & CULTURES/ARTS, HUMANITIES, & SOCIAL SCIENCES

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. identify and evaluate French and francophone literary traditions of different countries and historical periods, and describe the diversity of the voices which constitute them;	A. the acquisition, application, and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
explain and evaluate the relationship between form and meaning in literary texts, as well as the role of cultural , aesthetic and sociopolitical contexts within this relationship; discuss the history of the French language and identify, describe and deploy the principles of general and applied or diachronic linguistics; identify, describe and deploy the fundamental principles and strategies of contrastive grammar and translation; compare cultural practices of the francophone world with their own, situating all within a broad historical framework. evaluate the mutual influence which exists between Canadian French language and culture and Canada's Indigenous languages and cultures.		3. Application of Knowledge 5.Awareness of Limits of Knowledge
B. identify relevant topics and apply appropriate scholarly sources and research methodologies to follow fruitful lines of enquiry into the various aspects of French Studies (language, linguistics, literature, culture, translation studies); effectively explain findings and resultant interpretations; document sources according to MLA, APA, or Chicago style guidelines, as appropriate.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. identify varied, applicable, and useful analytical approaches and critical theories, integrating them judiciously in their own analyses, thus supporting hypotheses, positions, and arguments with textual or linguistic evidence and sound critical premises, as applicable (also B, D).	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. express themselves correctly, coherently, and idiomatically in French, using a well-developed and sophisticated vocabulary, both orally and in writing; read actively, deploying flexible close reading tools to identify and discuss nuanced meaning in complex literary texts and sources in the areas of linguistics and literary theory;	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
effectively revise, redraft, and edit for grammar, style, and clarity.		
E. listen and respond respectfully to the contributions, questions and ideas of others (also F,G); constructively discuss language, literature, and other cultural forms as expressions of human condition, histories and identities.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. present ideas clearly and cogently, orally and in a variety of written forms; respond constructively to feedback.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. collaborate effectively with peers harness the specific potential of diverse backgrounds, perspectives, experiences, and ideas.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. discuss language as a dynamic system of human communication, and as a force and site of constant innovation, evolution, and creativity; explain their perception of how varied literary tools and approaches shape human imagination into sophisticated and coherent creative works.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. recognise, express and harness the creative force of language in the development of ideas and of imagination itself; apply linguistic, critical and analytical skills as actively engaged citizens, readers, listeners, observers, evaluators, writers and creators, and continuously assess these capabilities as their careers develop.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM TITLE: BA/BED CONCURRENT PROGRAM, FRENCH STUDIES
DEPARTMENT/FACULTY: LANGUAGES, LITERATURES, & CULTURES/ARTS, HUMANITIES, & SOCIAL SCIENCES/ EDUCATION

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. EDUCATION: make decisions based on an understanding of the development of children and youth (intellectual, physical, emotional, social, creative, spiritual, moral), and the nature of learning, demonstrating this understanding by the following: Respect and care for all students' physical, psychological, and educational well-being, guided in their work by the nature and characteristics of the learners (Also E, F & G) Create and maintain inclusive classroom environments that engage and facilitate the learning of all students (also E) Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics (also C, E, G, & H) Recognize, differentiate among, select, and apply general and subject specific theories and models of teaching and learning (also C, E, F, G & H); apply their knowledge of subject matter in Ministry of Education curriculum documents in their division (IS) and curriculum specialization (also C, H); FRENCH STUDIES: identify and evaluate French and francophone literary traditions of different countries and historical periods; explain and evaluate the relationship between form and meaning in literary texts; discuss the history of the French language and identify, describe and deploy the principles of general and applied or diachronic linguistics; identify, describe and deploy the fundamental principles and strategies of contrastive grammar and translation;	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
compare cultural practices of the francophone world with their own, situating all within a broad historical framework. evaluate the mutual influence which exists between Canadian French language and culture and Canada's Indigenous languages and cultures.		
B. EDUCATION: recognize a range of knowledge and perspectives, including the importance of research; locate, examine, assess, analyze and apply professional literature related to educational practice Question alternative perceptions such as post-colonial bodies of knowledge; FRENCH STUDIES: identify relevant topics and apply appropriate scholarly sources and research methodologies to follow fruitful lines of enquiry into the various aspects of French Studies (language, linguistics, literature, culture, translation studies); effectively explain findings and resultant interpretations; document sources according to MLA, APA, or Chicago style guidelines, as appropriate.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. EDUCATION: critically reflect on, and commit to, professional learning to enhance and develop their practice. demonstrate professional aptitude for observation, critique and assessment to improve student learning. Engage in critical perspectives on different theories of assessment; use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students' needs, abilities and contexts;	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
employ strategies to elicit critical and creative thinking and developing problem solving capabilities in students (also H); Think critically about issues in education and the role of teachers in society, informed by a sound knowledge of the social, historical, political and cultural foundations of public education FRENCH STUDIES: identify varied, applicable, and useful analytical approaches and critical theories, integrating them judiciously in their own analyses, thus supporting hypotheses, positions, and arguments with textual or linguistic evidence and sound critical premises, as applicable (also B, D).		
D. EDUCATION: apply literacies, ways of knowing, and pedagogical expertise in the context of subject-matter knowledge (also A); communicate fluently and proficiently in both oral and written forms in academic and professional settings (also F); employ effective practices and subject expertise to support and develop students' abilities in reading, writing and mathematics including financial literacy. FRENCH STUDIES: express themselves correctly, coherently, and idiomatically in French, using a well-developed and sophisticated vocabulary, both orally and in writing; read actively, deploying flexible close reading tools to identify and discuss nuanced meaning in complex literary texts and sources in the areas of linguistics and literary theory; effectively revise, redraft, and edit for grammar, style, and clarity.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
E. EDUCATION: commit to the values of social justice, equity, and diversity in all aspects of their professional roles; engage and embrace the strengths of English language learners and multi-lingual learners; contribute to the life of the school and community by employing effective approaches to communication and collaboration with stakeholders (also F); incorporate materials and/or strategies that raise local, national and global issues of equity and justice; utilize effective curricular, pedagogical, and evaluative tools and practices to promote the educational success of Aboriginal learners (Also A, C, F); pursue opportunities to advance social responsibility and environmental citizenship (also A); facilitate the civic responsibility of students and the development of citizenship. FRENCH STUDIES: use the French language actively, and teach it effectively by incorporating the exploration of francophone cultures and histories; listen and respond respectfully to the contributions, questions and ideas of others (also F,G); constructively discuss language, literature, and other cultural forms as expressions of human condition, histories and identities.	E. responsible behaviour to self, others and society	6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. EDUCATION: cultivate and support collaborative and communicative abilities in learners through a variety of approaches; apply/integrate educationally appropriate uses of social media and communications technologies (also G). FRENCH STUDIES: present ideas clearly and cogently, orally and in a variety of	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute. At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
written forms; respond constructively to feedback.		
G. EDUCATION: respond to and be responsible to learners, families, colleagues, and communities (also A, F); promote collegiality, cooperation, and professionalism in schools and among teachers in an equity-based contest (Also A, F). FRENCH STUDIES: collaborate effectively with peers; harness the specific potential of diverse backgrounds, perspectives, experiences, and ideas.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. EDUCATION: demonstrate inclusive and collaborative pedagogical praxis that values diversity and prepares students for living in a global, multicultural and equity-informed context (Also A, C). FRENCH STUDIES: discuss language as a dynamic system of human communication, and as a force and site of constant innovation, evolution, and creativity; explain their perception of how varied literary tools and approaches shape human imagination into sophisticated and coherent creative works.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. EDUCATION: recognize the transformative power of learning for individuals and communities; develop diagnostic, formative and summative tools to assess individual and community learning; take responsibility for their own learning and professional growth; utilize classroom research to advance their own professional practice (also B, D);	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
facilitate the application of subject-matter to real-life experience in areas such as career education and financial literacy, and foster lifelong learning habits and postsecondary aspirations in students (also B). FRENCH STUDIES: recognise, express and harness the creative force of language in the development of ideas and of imagination itself; apply linguistic, critical and analytical skills as actively engaged citizens, readers, listeners, observers, evaluators, writers and creators, and continuously assess these capabilities as their careers develop.		

PROGRAM TITLE: COMBINED HONOURS, FRENCH STUDIES
DEPARTMENT/FACULTY: LANGUAGES, LITERATURES, & CULTURES/ARTS, HUMANITIES, & SOCIAL SCIENCES

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. identify and evaluate French and francophone literary traditions of different countries and historical periods, and describe the diversity of the voices which constitute them; explain and evaluate the relationship between form and meaning in literary texts, as well as the role of cultural , aesthetic and sociopolitical contexts within this relationship; discuss the history of the French language and identify, describe and deploy the principles of general and applied or diachronic linguistics; identify, describe and deploy the fundamental principles and strategies of contrastive grammar and translation; compare cultural practices of the francophone world with their own, situating all within a broad historical	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
framework; articulate the differences and intersections which exist between French Studies and the other discipline that they have chosen; describe the interdisciplinary nature of the field of French Studies. evaluate the mutual influence which exists between Canadian French language and culture and Canada's Indigenous languages and cultures.		
B. identify relevant topics and apply appropriate scholarly sources and research methodologies to follow fruitful lines of enquiry into the various aspects of French Studies (language, linguistics, literature, culture, translation studies); effectively explain findings and resultant interpretations; document sources according to MLA, APA, or Chicago style guidelines, as appropriate; compare research methodologies and norms of source citation between French Studies and the other discipline that they have chosen.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. identify varied, applicable, and useful analytical approaches and critical theories, integrating them judiciously in their own analyses, thus supporting hypotheses, positions, and arguments with textual or linguistic evidence and sound critical premises, as applicable (also B, D).	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. express themselves correctly, coherently, and idiomatically in French, using a well-developed and sophisticated vocabulary, both orally and in writing; read actively, deploying flexible close reading tools to identify and discuss nuanced meaning in complex literary texts and sources in the areas of linguistics and literary theory; effectively revise, redraft, and edit for grammar, style, and clarity.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) _This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute._ <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
E. listen and respond respectfully to the contributions, questions and ideas of others (also F,G); constructively discuss language, literature, and other cultural forms as expressions of human condition, histories and identities.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. present ideas clearly and cogently, orally and in a variety of written forms; respond constructively to feedback.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. collaborate effectively with peers harness the specific potential of diverse backgrounds, perspectives, experiences, and ideas.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. discuss language as a dynamic system of human communication, and as a force and site of constant innovation, evolution, and creativity; explain their perception of how varied literary tools and approaches shape human imagination into sophisticated and coherent creative works.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. recognise, express and harness the creative force of language in the development of ideas and of imagination itself; apply linguistic, critical and analytical skills as actively engaged citizens, readers, listeners, observers, evaluators, writers and creators, and continuously assess these capabilities as their careers develop.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

University of Windsor
Senate

5.2.1:   **Information Technology Services Annual Report**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Information Technology Services
Fiscal 2022 / 23

1.   **Executive Summary**

A.   **Introduction**

The mission of the Information Technology (IT) Services Department is to ensure that University systems, applications, and processes are designed, implemented and operated both effectively and efficiently, and serve the Mission and Strategic Priorities of the institution. The department provides a wide range of services to UWindsor faculty, staff, and students.

The goals, objects, and campus projects are heavily influenced this year by the cybersecurity incident that impacted the University in June of 2022. In response to the severe effects of the incident, significant effort and resources were/are continued to be devoted to remediation efforts and new mitigations to prevent future large-scale cyber incidents.

For additional information regarding how the strategic direction of IT Services supports the Strategic Priorities of the University, please refer to the IT Services IT Strategic Plan.

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

In alignment with the Strategic Priorities of the University, IT Services had established Departmental goals and supporting initiatives for the fiscal 2022/23 year. In response to the cyber incident, the approach to goals and objectives and any planned projects were paused to allow for the re-deployment of resources. Major projects continue to be supported through the department throughout the current fiscal.

In continuation of past practices, IT Services undertakes a robust project management process to ensure related activities are aligned with the University's Strategic Priorities. Some examples of this alignment with the University's Strategic Priorities can be referenced in the projects and initiatives highlighted below:

1.   *Provide an exceptional undergraduate experience*:
   - Continued practice of extended service coverage hours on the IT Service Desk to include evenings and weekends and support of live chat functionality for campus users
   - Supported PUM upgrade of UWinsite Student to address several existing system issues, make available new features, and introduce improvement the overall experience for users
   - Maintained technical support for the planning of several University capital projects including finalizing Lancer Sport & Recreation Centre (LSRC) and 300 Ouellette, and continued support for Transforming Windsor Law (TWL), new Student Residence, and new WECHU building
   - Implement new student-facing applications to support student placements and micro-credentialing
   - Continued upgrade of multiple classrooms to allow for hyflex and modern styles of instruction

2.   *Pursue strengths in research and graduate education*:
   - Continued support of ongoing campus Research Data Management (RDM) in collaboration with the Leddy Library and Office of Research Services to finalize policies and processes for researchthe ers in completion of Data Management Plans and other data governance practices. New RDM policies to include heavier reliance on cybersecurity practices
   - Provide upgraded support of RedCap to ensure more secure and resilient support for researchers in the management of online databases and surveys
   - Completed upgrade of the eRSO system (research portal) to modernize the application and improve experience for users

3. ***Recruit and retain the best faculty and staff***:
   - Increased professional development opportunities to staff to a total of $150,000/year in order to modernize skillsets and bridge knowledge gaps
   - Utilize Oracle University training for key identified UWinsite staff
   - Supported updates to VIP, the University Human Resource Information System, to finalize time and attendance system, and new eRecruitment modules
   - Implementing replacement for ARAC and Form 1/2/3 utilizing eRecruitment modules in VIP

4. ***Engage and build the Windsor and Essex County community through partnerships***:
   - Maintained participation in Connecting Windsor-Essex (CW-E), a non-profit organization comprised of over 40 local stakeholder members and supported ongoing enhancements to internet connectivity for the Windsor-Essex region and other community initiatives including Technovation, a global challenge for students to work with mentors to identify a community problem and build a potential resolution into a working app
   - Support the onboarding of new third party providers (bookstore and food services) and new partnerships with WECHU

5. ***Promote international engagement***:
   - Implementation of new SMS functionality for UWinsite Engage along with regular updates / enhancements to deliver relevant and timely communications to campus constituents in order to improve engagement

C.   Successes

In collaboration with various campus partners, IT Services has completed and continues to support several key University projects and initiatives including:

Major Campus Projects / Initiatives

- Capital Projects
  - Maintained technical support for finalizing IT work in LSRC along with new and ongoing projects (TWL, 300 Ouellette) and other key capital projects to ensure timely completion of assigned activities

- Infrastructure
  - In coordination with campus partners, IT Services has led and supported the implementation of several major IT infrastructure upgrades / updates to improve user experience including:

    - Server and Storage Modernization – Phase 2
      - Completed delivery and configuration of equipment to upgrade and modernize current server and storage infrastructure. Anticipating moving all systems to new server and storage infrastructure by end of the fiscal.

    - Network
      - Completed upgrades to wireless network core to modernize administrative functionality and enhance performance at identified campus location

    - Classroom
      - Substantial completion of AV in 10+ classrooms through funding available through Ontario's TERF 1 (Training and Equipment Renewal Fund) successful grant application
      - Completion of 12 mobile to support instructional use, with an additional 8 mobile carts being prepped for deployment to further support academic and administrative collaboration

- Continued refinement and enhancement to hyflex technologies in existing classrooms and mobile carts to ensure rich experience by students and faculty
- Implementation of hyflex technology in 8 meeting rooms across campus for use by faculty, staff and students

- **Applications**
    - Significant upgrades / updates have been made to key University systems including:

        - **Microsoft**
            - Based on continuing updates and enhancements to the overall Microsoft solution, IT Services has undertaken significant effort to maintain, improve and support respective applications including:

                - **Office 365**
                    - Continuing deployment of feature updates and enhancements to several MS applications including PowerApps, PowerBI, Forms, and Teams for the University community to improve collaboration and scheduling activities

                - **Windows 10 and 11**
                    - Continued migration of University owned PC's from non-current versions of Windows to Windows 11 to support modernized desktop experience

        - **UWinsite**
            - Successful negotiation of required renewal of existing ERP licensing with Oracle
            - Continued provision of technical expertise and support to the respective Student, Finance and CRM (Engage, Service) systems:

                - **UWinsite Student**
                    - Investigation of revamped graduate application process using Campus Solutions / replacing legacy application
                    - Expanded use of GT Forms to facilitate improvements to self-service functionality
                - **UWinsite Finance**
                    - Implementation of ongoing Quarterly Releases to maintain current version
                    - Implementation of Research Grants – Payroll Commitments Integration to improve processing efficiencies
                    - Implementation of Supplier Self-Service Portal to streamline vendor management
                    - Replacement of legacy eCommerce system with enhanced solution
                - **UWinsite Engage and Service**
                    - Enhancements to chat functionality to improve user experience
                    - Investigation into recruitment tools such as Oracle Fusion Sales & Service and Oracle Digital Assistant & Intelligent Advisor for potential implementation
                    - Data integration fixes and review of new integration tools (Oracle Integration Cloud)
                    - Implementation of SSO (Single Sign-On) for Ask Portal
                - **UWinsite Licensing Renewal**
                    - In collaboration with campus partners, finalizing renewal of yearly ERP licensing, with primary objective to optimize licensing and enhance functionality of overall solution

- - Blackboard (LMS) / D2L
    - In collaboration with the Centre of Teaching & Learning and Office of Open Learning completed procurement of new LMS.

  - VIP Core Upgrade
    - Completed required upgrades to facilitate implementation of modules that support time capture, time and attendance and e-Recruitment activities

  - Website
    - On-going development and maintenance critical University websites and web-based solutions
    - Continued completion of accessibility audits and implementation of required updates to University websites to ensure compliance with WCAG 2.0
    - Finalized selection of automated accessibility and web governance solution to support compliance process
    - Completed required planning and initiate migration of current Drupal version (v7) to more current version (v9)

- IT Service Management (ITSM)
  - Maintained extended service coverage hours on the IT Service Desk to include evenings and weekends and introduced new chat function to provide additional support coverage for campus users
  - Continued development of ITSM program to facilitate continuous improvement of technical services and support including the continued integration of "one-stop" shop for Client Services to support all information and classroom technology related needs through:
    - Standardization of systems and operational processes for all information and classroom technologies and services
    - Reassignment of staff to provide enhanced services and support
    - On-going training of IT Services staff on service management industry best practices (ITIL version 4) to ensure alignment of services with operational needs

  - Performance Metrics
    - Continuing review of key service metrics related to the technologies, systems and processes supported by IT Services to assess and improve Departmental performance, most notably:

    - Service Requests (Tickets)
      - Volumes
        - Decrease in ticket volumes overall with significant increase in requests / inquiries through live chat

Year	New / In Process	Completed
2022	22,837	18,840
2021	33,105	19,018
2020	35,613	20,731
2019	26,924	16,863
2018	20,702	14,563
2017	18,973	14,968

- Service Level Agreement (SLA) Resolution Rates by Service Type
  - IT Services reviewing SLA metrics to make continuous service improvements through process efficiencies and resource allocations

Service Type Category	Number of Days[1]			SLA Improvement (YOY)
	2020	2021	2022	
Identities & Directories (6,359)	2.6	0.9	0.9	-
Teaching & Learning (2,486)	4.6	1.0	1.1	-9%
UWinsite (2,566)	20.4	7.75	7.3	6%
Messaging & Collaboration (1,695)	5.2	3.3	4.2	-21%
Other Services (7,696)	1.3	3.9	4.9	-20%

- Client Satisfaction
  - IT Services continuing to administer surveys to assess client satisfaction
    - Overall satisfaction scores of survey respondents decreased slightly in 2022 in comparison to 2021 for overall satisfaction rating, but continue to trend positively in relation to prior years

Year	Average Satisfaction Score (rating out of 5)			Satisfaction Variance (YOY)
	Online / TDX[2]	Website Experience	Overall Service Rating	
2022	4.68	4.79	4.59	0%, 3%, -3%
2021	4.68	4.66	4.75	-1%, 0%, -1%
2020	4.72	4.65	4.78	3%, 3%, 4%
2019	4.56	4.52	4.62	2%, 2%, -2%
2018	4.49	4.45	4.69	-

- System Availability
  - Average uptime of core systems (monitored) has slightly improved in 2022

Year	Average Uptime	Variance (YOY)
2022	98.1	0%
2021	98.0	0.1%
2020	97.9	-0.7%
2019	98.6	1.0%
2018	97.6	-

- Security
  - Several existing and new security related metrics are being monitored including:

Metric	Performance (2022 YTD Nov*)	Performance (2021 YTD Nov*)
E-Mail Blocked	56%	42%
Incoming Connections Blocked at Firewall	99%	99%
Known Comprised Accounts	103	127

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[1] Average number of days (based on business / operating hours), not including tickets with no defined SLA (e.g., Scantron service requests)

[2] Online / TDX refers to using TeamDynamix ticketing application

- Security
  - Maintained efforts to enhance the University's cybersecurity program through:
    - Conducted self-phishing exercises for HR department to improve cyber awareness of staff members
    - Maintained participation in number of external cybersecurity initiatives with partner organizations (i.e., CUCCIO, CW-E) to further improve cybersecurity program
    - Continued efforts to further develop existing IT Cybersecurity Program to strengthen user awareness and improve current security protocols
    - Finalized implementation plan for enterprise encryption solution

D.   Challenges

IT Services continues to face several challenges in supporting increasing service and technology expectations from the campus community. Some key challenges have been highlighted below:

- Resources
  - Cybersecurity incident has put significant strain on IT Services resources. All projects halted during cybersecurity remediation from June to September and cybersecurity continues to put large pressure on IT priorities.
  - On-going enhancements, maintenance and necessary client support for core campus systems and technologies, most notably Office 365, UWinsite, Blackboard and hyflex classrooms, have continued to consume significant IT Services time and resources in order to address operational needs.

- Financial Sustainment
  - Escalating technology costs caused by incremental reliance on technology and increased equipment, licensing and support costs, further heightened by supply chain shortages as a result of the pandemic, have continued to constrain the budget of IT Services
  - Financial burden of cybersecurity will create significant challenges for next fiscal year. Over 2M of base budget has been committed to new technology procurements to mitigate against future cybersecurity events over the next 5 years.

- Supply Chain
  - Global chip shortages, along with other supply and logistics related concerns have resulted in significant lead time and delivery issues (up to 18 months for some vendors)

2.   Report

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

As mentioned previously in the Report, goals and objectives this year were paused as a result of the cyber incident on campus. Major projects continue to be supported through the department throughout the current fiscal but originally defined goals and objectives have been paused / deferred.

As the University rolls out the new strategic plan, the department will endeavour to provide an updated ITS strategic plan aligned with the new strategic priorities.

B.   Future Actions/Initiatives

- Classroom Technology
  - Update of other identified campus classrooms and lab spaces to implement active learning and realize other collaborative and pedagogical opportunities
    - Planned implementation of AV in 17 classrooms / labs through funding available through Ontario's TERF 2 successful grant application
    - Upgrades to 8 classrooms to replace aging equipment

- Capital Projects
  - Continue to provide technical leadership for IT work for new and ongoing projects (TWL, 300 Ouellette, WECHU, New Residence) and other key capital projects to ensure timely completion of assigned activities

- Microsoft
  - Given the evolving nature of the Microsoft environment, IT Services continues to make significant resource investments to support of several related applications and programs. Some notable investments moving forward include:

    - Windows 10 and 11
      - Re-organized / re-energized deployment of Windows 11 planning for broader rollout to campus in response to cyber incident
    - Office 365
      - On-going implementation of new and continually changing Microsoft apps including Teams, PowerBI and PowerApps that further support collaboration and productivity activities across campus

- UWinsite
  - Review, identification, prioritization and implementation of planned system enhancements for broader UWinsite solution, most notably for:

    - Student
      - Planned implementation of new major PUM (PeopleSoft Update Manager) cumulative updates along with infrastructure upgrades (PeopleTools, Oracle database version, and server rebuilds)
      - Planned migration from AIX-based server to x86-based systems to increase speed and reliability
      - PUM project expected to deliver several system enhancements to improve student, faculty and staff experience
      - Planning for upgrade of eGAS to fold into UWinsite

    - Finance
      - Planning implementation of risk-management modules
      - Continued development and enhancement of query and reporting tools

    - Engage and Service
      - Implementation of ongoing Quarterly Releases to maintain current version
      - Planned implementation of SMS through professional service engagement

- Blackboard (LMS) / D2L
  - Complete migration to D2L from Blackboard including migration of course sites, integrations with UWindsor systems, similarity checker (Turn it in) and extended basic user support through vendor chat.

- VIP (HRIS)
  - In collaboration with the Office of the Provost, Human Resources and Finance finalize efforts to launch
    - Time & Attendance – establishment of a standardized, enterprise solution
    - Time Capture – integration of time capture devices and VIP system
    - e-Recruitment – replacement of Authorization for Hire, ARAC and Form 1/2/3 processes

- Website
  - Implement accessibility and web governance tool across all University websites
  - Launch plan to update website from Drupal version 7 to new modern system

- Network Infrastructure
  - Continue efforts to update the campus wireless network to improve performance at identified locations and enhance overall user experience
  - Installation / Replacement of 350 new Access Points across identified locations

- Cybersecurity Program
  - Implement all recommendations stemming from cyber incident audit. Cybersecurity action plan to be made public on ITS Website in Q1 2023.
  - Major in process / upcoming technologies
    - Cortex XDR Endpoint security system
    - Upgrade Firewalls
    - Password and Privileged management system
    - Increased security standards for systems / servers
    - Mandatory cybersecurity training
    - Mandatory device management

- Training
  - Implementation of yearly $150,000 training plan to address critical knowledge and training gaps.

- IT Services Management
  - On-going assessment and refinement of a balanced IT scorecard that can be used to assess overall Departmental performance and effectively communicate status of identified key performance indicators
  - Signing and implementing of campus-wide TeamDynamix agreement to allow additional license holders and more comprehensively support SLA development on campus

- University Strategic Planning
  - Provide continued assistance, reporting and technical support for pending campus Strategic Planning process

- Other Applications
  - As a result of the cyber incident, several applications have been moved / in the process of moving to modernized and / or cloud architectures
    - Grant Thorton – Whistle blower software
    - Advocate – Student Conduct management
    - Sonia – Student Placement System to support Faculty of Education
    - SCLogic – University mail and package tracking
    - KeyWin – University key management
    - Raisers Edge NXT – Alumni software migrated to new cloud solution
    - Verkada (Campus Security Cameras) – Several year migration/replacement plan in process
    - PowerBI – Funnel report replacement
    - Fusion – Athletics replacement for ActiveNet

- Continue the following activities:
  - Advocating for ongoing education of adoption of cybersecurity initiatives and other new technology solutions being introduced across campus
  - Providing regular feedback on current campus technologies, systems and services that will support further enhancement of the user experience
  - Reinforcing the need to be compliant with applicable policies, protocols, recommendations and best practices to ensure the protection of University information technology related assets

C. **Recommendations for Senate consideration (if any)**
None.

University of Windsor
Senate

5.2.2:   **Internationalization Annual Report**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

1.   Executive Summary

A.   Introduction

At the University of Windsor and across other Canadian post-secondary institutions, the intensification of internationalization, or the incorporation of an international dimension or perspective into the tripartite mission of universities, has become woven into the everyday fabric of the higher education landscape (Sabzalieva, 2020). It is central to contemporary higher education; however, it often becomes a catch-all phrase to describe anything remotely linked to higher education's global, intercultural or international dimension or solely focused on international recruitment.

The COVID-19 pandemic significantly impacted internationalization efforts for the University and the international education sector. Travel restrictions and quarantine requirements disrupted the international mobility of students, staff, and faculty. While remote learning and online classes provided in-person international exchange and collaboration opportunities, they also raised concerns about equity and access for international students with limited resources or poor internet connectivity. Changes in immigration policies and visas created uncertainty for international students who wished to start their degree, leading to significant deferrals and decreased international enrollment has impacted our diversity and global engagement efforts.

International education is an essential pillar of Canada's long-term competitiveness. Canadians who study abroad gain exposure to new cultures and ideas, stimulating innovation and developing essential cross-cultural competencies. Students from abroad who study in Canada bring those same benefits to our shores. If they choose to immigrate to Canada, they contribute to Canada's economic success. Those who choose to return to their countries become lifelong ambassadors for Canada and Canadian values (Global Affairs Canada, 2019). International student enrolment has grown dramatically at Canadian campuses, expanding by 226% from 2000 – 2014 and another 35% between 2014 and 2017 (Canadian Bureau for International Education, 2018; Sá & Sabzalieva, 2018). International students bring tremendous value to our campus and community, including making our campus more cosmopolitan, future talent for the industry and valued contributors to our community.

Before and after the pandemic, more countries recognize that international students are essential sources of revenue and human capital sources. The sector has become more competitive with traditional competitors (e.g., Australia, New Zealand, and the United States) and emerging ones (e.g., China and Malaysia) investing more in marketing their educational offerings. UWindsor is responding to global competition by increasing our direct and agent-facilitated recruitment investments, which has increased year-over-year enrolment during the reporting period. More than 50% of our international students in Canada come from China and India, a pattern shared by the University of Windsor. Attracting students from a wider variety of regions and schools diversifies our student population, enhances the student experience and fosters sustainable growth for the university. Our international recruitment efforts focus on diversifying the countries where international students originate, their fields of study, and degree levels. While the pandemic has severely impacted these efforts, we are seeing the results of establishing in-country recruiters across diversification markets, expanding our agent network and increasing our recruitment efforts in the diversification of our student body.

B.   Goals and Objectives of Reporting Year

The American Council on Education defines comprehensive internationalization as "a strategic and integrated approach to internationalization in which institutions articulate internationalization as an institutional goal (if not priority), develop an internationalization plan driven by sound analysis, and seek to bring together the usually disparate and often marginalized aspects of internationalization" (Olson, Green, & Hill, 2006). In keeping with this

definition, this report has been compiled through the work of multiple areas who worked across the institution over the last year to engage internal and external partners in internationalization efforts to enrich our campus and the extended community, including:

Academic Faculties
Centre for Teaching and Learning
International Student Centre
Office of the Associate Vice-President - Enrolment Management (AVP-EM)
Office of International Collaboration
Office of Institutional Analysis
Office of the Provost and Vice-President Academic
Office of the Registrar
Office of the Vice-President, Research and Innovation
Student Recruitment

C.   Successes

1. *Provide an exceptional and supportive undergraduate experience*
Launched undergraduate and international course-based master's application prioritization process
The university often receives applications from individuals who are unlikely to enrol, ultimately slowing down the response time for applicants who are highly likely to enrol. We implemented a mechanism to enable in-country team members to identify applications to be prioritized by our international admissions team. These efforts have increased student diversity and conversion.

Enhanced the quality framework of our educational representatives abroad
Using high-quality educational agents to assist in recruiting international students ensures quality representation and compliance with relevant laws and policies, enhances cultural sensitivity, increases the number of applicants and diversity of the student body, streamlines the recruitment process, and helps establish and maintain a positive reputation for the university within the international education community. In 2021/22, we undertook changes to our quality framework to evaluate agent performance better, including seeking feedback from our students on their performance, holding bi-annual office visits, and tracking conversion rates.

Kicked off two international student mobility projects funded by the Global Skills Opportunity Program
Encouraging Canadian students to gain new skills, intercultural competencies, and international networks through study and work abroad is essential to their careers and economic growth. Led by Chris Houser, Judy Bornais, and Chris Busch, and in partnership with the Deans, the University applied and received $1m of funding from Employment and Social Development Canada to support international mobility opportunities and market diversification for underrepresented students (e.g., low-income students, Indigenous students, and students with disabilities) who are least likely to pursue study abroad opportunities, and support students from outside these groups, prioritizing study abroad outside of traditional destinations (e.g., the United States, the United Kingdom, France, and Australia).

iWIL Go Global – Experiential Learning Abroad program provides financial support for students to participate in either in-person or virtual international work-integrated learning (iWIL) opportunities, including global work-integrated learning (e.g., internships (paid and unpaid) and cooperative education placements), community service-learning posts, and research projects abroad.

The Go Global First Year STudy Abroad ExPeriences (Go Global STEPs) allow first-year students to participate in short-term faculty-led study abroad programs in non-traditional and institutionally strategic countries. From the jungles of Costa Rica to automotive engineering in Italy and cultural exchanges with the Maori of New Zealand, the credit-bearing programs offer cultural and environmental immersion in the host country supported by our

international partners. STEPs provide first-year students with an early introduction to international experiences, and this awareness and confidence, in turn, supports upper-year and postgraduate mobility.

Both programs will involve pre- and post-reflection, cultural and safety awareness training, and pre-departure virtual mobility experiences.

Destination	Participants
Costa Rica - May	17
Costa Rica - June	18
Iceland	11

Launched a new agent portal to enable students to identify authorized recruitment partners
Prospective students need to know if an educational agent is authorized to recruit for the university to ensure that they only engage with reliable agents, avoid scams, receive quality service and support, and ensure financial protection in case of disputes or issues arising from services provided by the agent. In 2021/22, we launched and promoted a new [web-based portal](#) to easily search and find information on our agent network.

Continued with in-country representatives across eight geographic regions
Having in-country representatives to support agents and direct recruitment of international students to universities is important because of their local knowledge, networking abilities, credibility, and visibility within an increasingly competitive market, especially after the pandemic. In 2021/22, we had team members physically located in South Asia, West and East Africa, Eastern Asia, Latin America, the Middle East, Europe and Central Asia, and Southeastern Asia.

Piloted a conflict scholarship program to support individuals affected by the war in Ukraine
The university provided financial assistance to those directly impacted by the conflict and who may have difficulty accessing higher education due to the disruption caused by the war. These scholarships help cover tuition, books, and other expenses related to attending university.

Hired additional staff members to support international students
Hired an additional Registered Immigration Student Advisor (RISA) within the International Student Centre to guide and assist international students on immigration and visa-related matters. RISAs help students understand and navigate the complex rules and regulations related to studying in Canada, including student visa applications, study permit extensions, work permits, and post-graduation work permits. It is important to note that only those who have been registered with the Immigration Consultants of Canada Regulatory Council (ICCRC) are authorized to provide immigration advice, and only RISAs can provide immigration advice to international students in Canada.

Supporting the success of our international students
The University offers a wide range of support services to ensure the success of international students on our campus, including orientation programs, cultural events and activities, counselling and mental health services, career services, and health insurance and medical care.

The ISC continues to offer hybrid services that will reinforce their ability to interact with a larger group of students and provide students with flexibility. They offer in-person and virtual services through appointments and drop-in sessions to address student needs, which has been working efficiently.

Information sessions offered:	Frequency
Study Permit Renewal Workshop	Monthly
Post Graduate Work Permit Workshop	1 x semester
Temporary Resident Visa Workshop	2 x semester

Coop work permit Workshop	1 x semester
Rules of working in Canada	1 x semester
Farewell session for graduates with campus partners	1 x semester
SIN Workshop	1 x semester
Express Entry Workshop	2 x year

Faculty/Program specific workshops:	
Master of Management	Per intake
Master of Medical Biotechnology	Per intake

Transition Support:	
ISC – International Student Orientation	1 x semester
Suitcase to Backpack	1 x semester
Softlanding Program	1 x semester

Launched the "Suitcase to Backpack" transition program for international students

This initiative from the International Student Centre is designed to help incoming international students gain life skills and transition smoothly to UWindsor. During this six-week program, students will learn more about being better students and receive information about available resources for increased success. In addition to the once-a-week virtual sessions, this program includes a peer mentorship component. Current students are grouped with incoming first-year international students to offer guidance and support in their early weeks as UWindsor Lancers.

Recognized synergies within Student Recruitment and the Office of the Registrar

Evaluated past practices for recruiting domestic and international students, identified shared activities and possible areas of synergy and addressed any duplication of efforts. Identified communications and engagement strategies in collaboration with colleagues in the Registrar's Office to better support their efforts in adjudicating applications, specifically supporting incomplete applicants, follow-up and conversion activities.

Supporting the financial needs of International students

Scholarships play a significant role in international student recruitment by making a university more financially accessible, helping to differentiate it from competitors, encouraging applications, and acting as a marketing and retention tool. Scholarships can also help differentiate a university from its competitors and can be essential for students deciding where to study. There was a 116% increase in financial aid allocated to international students since 2019-20, including the creation of four International Student Renewable Scholarships of Excellence ($5,000 x 4 years).

Established an English Language Improvement Program Advisory Group

The ELIP Advisory Group consists of experts in specialized areas bringing forward extensive knowledge and guidance. The current composition includes Director, Open Learning, Black Student Support Coordinator, Indigenous Curriculum and Pedagogy Initiatives Coordinator, Associate University Librarian, International Student Advisor, Director, Anti-Racism – Organizational Change, Acting Director, International Recruitment & Admissions. The aim is to grow the Advisory Group further as needed.

Providing opportunities to gain international experience

International exchange programs allow students to study abroad and gain international experience, enhance students' career opportunities, promote personal development, internationalize the university and establish partnerships and collaborations.

Mobility Direction (2021/22)	# of Students
Outgoing*	23 (26 semester units)
Incoming	57 (79 semester units)

Strengthened the recruitment of undergraduate and graduate international students.
International student enrolment in Canada and the University of Windsor has grown significantly over the past three years. International students in Canada have increased by more than 20% since 2018, driven by factors such as the country's reputation for quality education, favourable immigration policies, and a welcoming and inclusive society.

Faculty	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Engineering	1,002	1,055	1,177	1,328	1,596	1,935	1,904	2,024	2,226	2,513
Science	374	435	534	659	751	847	938	1,036	1,179	1,425
Business	670	683	613	503	481	444	421	407	520	789
FAHSS	298	279	254	241	227	258	261	216	226	219
Education	30	49	63	84	77	77	83	65	76	103
Law	9	14	15	17	18	13	18	16	19	13
Human Kinetics	11	10	7	12	8	14	19	13	18	30
Nursing	3	12	14	12	11	8	1	3	2	8
Inter-Faculty Programs	7	5	11							
Total	2,404	2,542	2,687	2,855	3,167	3,595	3,645	3,780	4,265	5,100

Figure 1: Total international enrolment by faculty (headcount)

Faculty	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Science	254	309	356	387	341
Engineering	332	304	246	217	164
FAHSS	224	212	183	193	176
Business	147	129	83	97	112
Human Kinetics	9	15	10	13	24
Law	9	15	9	12	10
Nursing	8	1	3	2	8
Education		1	1	3	1
Total	982	986	891	924	836

Figure 2: Total undergraduate enrolment by faculty (headcount)

Faculty	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Engineering	1,603	1,600	1,778	2,009	2,349
Science	593	629	680	792	1,085
Business	297	292	325	423	677
Education	77	82	64	73	102
FAHSS	34	49	33	33	43
Law	4	3	7	7	3
Human Kinetics	5	4	3	5	6
Total	2,613	2,659	2,889	3,341	4,264

Figure 3: Total graduate enrolment by faculty (headcount)

2. *Pursue strengths in research and graduate education*

3. *Recruit and retain the best faculty and staff*
Hired a new International Enrolment Advisor
According to the Government of Canada, over 600,000 international students hold study permits in Canada, and around 40% of students are enrolled in primary and secondary schools. At UWindsor, around ¼ of the international undergraduate applications are from international students already in Canada. A new International Enrolment Advisor was created to recruit and support international applicants in Canada and promote UWindsor to

international secondary schools in Canada. The new recruiter is also part of the integral team of the Office of Student Recruitment and supports various recruitment events/initiatives on campus.

4. *Engage the Windsor-Essex community*
Collaborated with St. Clair College to prepare to co-host a familiarization tour (May 2022)
The purpose of a familiarization tour (fam tour) for educational agents is to give them an in-depth understanding of the institution, its programs, and its facilities. These events help establish and maintain a positive relationship between the institution and the agents, leading to increased recruitment efforts and a more diverse student body. Fam tours also allow educational agents to see the institution firsthand, which can help them better understand the institution's culture and values, which can help them to better match students with the right institution. In 2021/22, we started work to co-host our second fam tour in collaboration with St. Clair, hoping to see 50+ agents visit our campus in May 2022.

5. *Promote international engagement*
Launched the Global Student Ambassador Program (May, 2022)
The UWindsor Global Ambassador program is a new initiative to provide an authentic voice to the experience of international students on the UWindsor campus. The program was to build a diverse team of 16 international students from major recruitment markets to support the significant and regional recruitment efforts, support prospective student and applicant inquiries, and showcase the vibrant campus life through various social media platforms. This program provides paid work opportunities to help the new international students learn about Canadian work experience, make new friends with local and international students, and become role models for incoming international students. It is a small step to enhance international students' experience on campus, but it will grow a much stronger bond between UWindsor and international alums over time.

Launched the UniBuddy platform
UniBuddy is a student-led web-based platform that provides prospective students with a personalized and authentic perspective on the UWindsor student experience by connecting with current students who have first-hand experience of what it means to live and learn at UWindsor.

Prospective students can use UniBuddy to:
- Connect with current students who are studying the same course or major
- Ask current students questions about their experience at the institution
- Learn about the institution's culture and student life
- Get a sense of what it is like to study at the institution

Early Indicator of Successes:
While the launch of the Unibuddy platform did not occur until August 2022, over 20,000 questions from prospective students have been answered as of Feb 1, 2023.

Secured support and approval for revised international tuition under the JAY Treaty
In support of UWindsor's commitment to fulfilling the recommendations of Canada's Truth and Reconciliation Commission, UN Declaration on the Rights of Indigenous People, and the Jay Treaty of 1975, the university now offers domestic tuition rates to any Indigenous person that have an Indigenous kinship, relationship and lived Experience, whether they live on the north or south side of the colonial border. Previously, these students were only eligible for our "US Good Neighbour" rate, which is appropriately equivalent to in-state tuition.

Expanded the US "Good Neighbour" rate to include research-based grad students
Since 2013, the university has offered a "U.S. Neighbour Fee" to undergraduate students who apply to any program except law and education (second entry programs). This lower fee sees American students pay a lower price than

international students. In 2021/22, we expanded the discount program to include research-based graduate programs to be competitive with and support research collaborations with adjacent American universities.

Suspended international agreements (e.g., MOUs) with Russian partners in support of the war in Ukraine
The university suspended all academic agreements with Russian academic partners due to the war in Ukraine and the ongoing political tensions between the two countries, economic sanctions, and security concerns – all leading to a challenging environment for academic collaborations.

Facilitating international collaborations
The University of Windsor has a wide range of active agreements with institutions around the globe. The areas included in these agreements include joint research activities, participation in institutional seminars and academic meetings, exchange of educational materials, short-term academic programs, and student and faculty exchange. The Global Engagement team facilitated establishing or renewing twenty-two agreements during the reporting period. For more information, see Appendix III.

Hosted multiple international delegates on campus
The university often hosts international delegations to help increase recruitment efforts, support partnerships and collaborations with other institutions leading to opportunities for research collaborations, student and faculty exchanges, and joint degree programs, demonstrate our commitment to internationalization and provide opportunities for the university's students, staff and faculty to learn about different cultures and societies and to gain a broader perspective on the world. Hosting delegations support institutional and faculty strategic goals, such as promoting diversity and inclusion, fostering internationalization and research collaboration, and building our reputation as a global institution.

Led business development and recruitment activities across all major markets
International business development trips support building relationships and partnerships with other institutions, organizations and governments to promote the university's reputation and increase its global reach, including assisting with recruitment, research collaborations, partnerships, networking and branding. In 2021/22, multiple business development trips were undertaken during the reporting period, including collaborating with the Canadian Bureau for International Education and Languages Canada trade missions and connecting with international partners as part of international education conferences (e.g., NAFSA, AIEA, etc.)

Developed and implement a strategy to diversify our international student population
Undertook intensive recruitment activities, raising awareness across a broad, relevant range of markets, proactively managing and incentivizing third-party agents, streamlining admissions processes and enhancing the provision and delivery of international student support.

Piloted the development of an International Enrolment Management (IEM) plan
An International Enrollment Management (IEM) plan outlines goals, objectives, and strategies for international enrolment, explicitly focusing on international recruitment and partnerships. An IEM plan aims to ensure that our efforts are aligned with its overall mission and goals and to provide a framework for decision-making and resource allocation. For 2022/23, we anticipate expanding the depth and breadth of the plan to better coordination and collaboration of internationalization, including incorporating market analysis and insights (e.g., conducting ongoing market research, intelligence and analysis), identifying critical enrolment communications and enhancement of recruitment and admissions practices, including administration, analysis and development of global enrolment partner networks.

Continued work on implementing our International Partnership Management and Mobility Platform.
The current agent management system (AAMS) and agent application form were implemented over a decade ago and are no longer supported by internal and external partners. International recruitment has decided to use the MoveOn platform for managing international partnerships, agreements and student mobility programs to manage

agent agreements, milestone communications, assessment results, etc. MoveOn allows us to consolidate the agent application form and map in one place where the agent agreements, agent application form and agent maps are managed through three different platforms/channels. The planning of the MoveOn enhancement was started during the reporting period. However, the integration and migration were implemented in the current cycle.

Revised our Agent Agreement
The initial agent agreement was drafted in 2012/2013, and the agreement template has not been updated since 2018/2019. The revised agent agreement reflects current academic dates, programs, new marketing material platforms, and commission structures. The new deal also clarifies and strengthens the expectations on agent training, recruitment targets, performance assessment, etc. Guidance on the excellent conduct of educational agents has also been updated in the new version.

Created a new portal for Agent Resources leveraging Media Valet
Agent resources have been updated to our digital asset management platform, Media Valet. The new platform provides a seamless and efficient way to give the latest assets to all educational agents. It also offers procedural documents like the commission claim process, adding/changing an agent, etc. It also has a section that reminds the agents that their code of conduct is essential.

Enhanced our agent performance system
In the past, the agent performance was reviewed annually and at the time of contract renewal by studying the agencies' application to enrolment performance, the market's importance, and any concerns about the agency's code of conduct. Agent performance is reviewed semi-annually, annually, and at renewal during the reporting period. Regional recruiters must reach out to all authorized agents and provide a thorough qualitative assessment of each agent in their region. In the past, due to many reasons (lack of staff, time difference, language barriers, etc.), it took much work to provide a qualitative assessment of the agents. A set of criteria and questions are provided to the recruiters to collect the recruiter's assessment. Recruiters can also add comments/suggestions they have observed but are not included in the assessment criteria. The next step is to document the evaluation results in the new agent agreement management system (MoveOn) so that the assessments are documented centrally and accessible to all stakeholders.

Actively promoted English Language training for academic purposes.
The Centre for English Language Improvement delivered 30 live and online presentations to prospective students, current agents, and relevant stakeholders. ELIP Webinars (n=22) provides an overview of the ELIP – including but not limited to registration, level objectives, learning modality options, assessment types, student wellness support, and FAQs. ELIP Samplers (n=10) emphasize the program's commitment to high teaching standards. These interactive sessions include a micro-teaching focus and highlight ELIP's teaching philosophy.

Agent and Student Satisfaction Surveys
International Recruitment developed two surveys for semester one international students and all authorized educational agents. The student survey aims to gather feedback about UWindsor international students' application and admission process. The survey also collects information on students' experiences using an educational agent. The agent survey is designed to ensure that UWindsor's programs and services remain competitive in the global market through learning about the agent's experience working with UWindsor teams. The student surveys are deployed once a semester after the financial drop date. The first Student Satisfaction Survey was conducted in S22, and 935 international students participated. The agent survey was also deployed in the S22 semester and is scheduled to be deployed annually during the summer.

Sponsored The John's Model United Nations (MUN)
They were first held in India at one of the most prestigious high schools in Punjab, India, in 2021. The event attracted over 100 Indian students to participate and compete online. After a successful event in 2021, over 400 students from 80 secondary schools from different parts of India participated in the MUN 2022 in Chandigarh, India.

MUN 2022 was well promoted across over 20 national and regional print and social media channels. One of St. John's High School alums supported the event – Mr. Ayushmann Khurrana, the only Indian actor on Time's 100 most influential list. Because of the support and presence of Mr. Khurrana, the MUN 2022 and the University of Windsor are known by millions of young people in India. The event was held in July 2022, but most of the preparation was done during the reporting period.

The University of Windsor sponsors John's MUN 2022. Over 400 students from 80 schools in India participated in the event. Over 200 students and teachers of St. John's High School, one of Punjab's most reputable high schools, have volunteered for the MUN. (Source: The John's MUN Instagram)

D. Challenges

2021-2022 Timeframe (May 2021 – April 2022)

Limited participation in outbound exchange: During the COVID-19 pandemic, international travel was heavily restricted, and many countries closed their borders to non-essential travellers to slow the spread of the virus. This made it difficult or impossible for Canadian students to go on outbound exchange programs abroad. Additionally, the University restricted study abroad programs as a precautionary measure to protect the health and safety of our students.

Mobility Direction	Outbound		Inbound	
	# Participants	Semester Units	# Participants	Semester Units
2017/18	58	70	69	97
2018/19	82	99	80	107
2019/20	57	72	78	105
2020/21	1	1	7*	10*
2021/22	23	26	57	79

- online

We continue to facilitate global engagement, outside of international student recruitment, with a limited budget, small staff complement and competing priorities, limiting the number of initiatives underway at any time. However, we continue collaborating with other areas (or Faculties, AAUs, and individual faculty members) to internationalize the University further. At a macro level, the University of Windsor faces challenges outside the institution's control, such as increased global competition, visa denials, and limited growth/opportunities. These realities require the institution to adapt its recruitment strategy and invest further in promoting the institution abroad.

The University faces several challenges in its attempts to internationalize. Challenges in fostering a supportive and inclusive environment for international students and faculty include addressing cultural differences, discrimination,

and language barriers and balancing the need for internationalization with the desire to maintain a strong national identity and focus on domestic priorities. While ensuring that internationalization efforts align with broader sustainability and social responsibility goals, including reducing carbon emissions from travel and promoting ethical and equitable international engagement.

2.   Report

A.   Area's Goals and Objectives and the University's Strategic Plan for 2021-22

1. *Provide an exceptional and supportive undergraduate experience*
- Facilitate recruitment, conversion, and successful transition into all undergraduate programs
- Provide pathway programs to enable access to high-quality undergraduate education
- Establish a system to allow faculties to communicate to students how an international experience can be incorporated into their degree
- Increase student participation in mobility programs
- Enhance support available to international students to ensure that they have a rich learning and cultural experience
- Promote articulation programs
- Implement feedback and evaluation processes to monitor program quality

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

3. *Recruit and retain the best faculty and staff*
- Facilitate opportunities for academic and non-academic staff to participate in mobility programs, such as ERASMUS+.

4. *Engage the Windsor-Essex community*
- Build partnerships within the community to increase awareness of Windsor-Essex as a study destination and pathways to the University's programs and services
- Build partnerships with school boards and private schools to proactively recruit graduating international students

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

B.   Future Actions/Initiatives

For the 2022-2023 reporting period, we are working on the following initiatives:

System Modernization: Launch the new MoveOn platform and continue to enhance functions to create a seamless agent contract management process and user-friendly access to regional recruiters. Sunset, the current agent management system (AAMS), migrate to UWinsite for agent and student relationships, commission payment records, and reporting.

In-Country Representation: UWindsor hired as a two-year pilot eight in-country representatives abroad (not agents) to help recruit international students, support our agent network, and assist these students before they arrive on campus. Additionally, in-country representatives help establish partnerships and collaborations between the university and other organizations in their region, to help to further the university's academic and research goals. We plan to continue with in-country representation for 2022/23 to evaluate the model's effectiveness for 2023/24.

Business Development: Participate in the market activation and business development activities in each of our key markets to support our in-country team members (e.g., training, conversion, and pre-departure activities) and establish and strengthen relationships with international partners, such as other universities, research institutions, government agencies, and private sector organizations. These trips promote the university and its programs, build partnerships and collaborations, and create new opportunities for research, teaching, and student exchange.

Service Level Expectation: Create, execute and report on Service Level Expectations (SLEs) associated with international recruitment efforts (off-shore staff), such as lead management, agent performance management, post-offer follow-up engagement etc. SLEs outline the services provided to applicants, agents and the university, as well as the standards that will be used to measure the quality of these services, to communicate clearly and transparently what services are available, who is responsible for providing them, and how they will be delivered.

UWinsite Service Enhancements: Expand the use and functionality of the UWinsite Service platform to enable in-country representatives to manage their interactions with prospective international students, current students, and other regional stakeholders. UWinsite Service can help them be more organized, efficient, and effective. Plus, centralize data, automate repetitive and time-consuming tasks, communicate more effectively with prospects and applicants, provide detailed reporting and analytics, and ensure compliance.

Strengthen relationships abroad: Build stronger connections with international associations of regional and national school boards to promote internationalization. Building strong connections with international associations and regional and national school boards can help universities to promote their programs, recruit international students, establish partnerships and collaborations, and stay informed about current trends and developments in international education.

A core element of the University's internationalization efforts is building, cultivating and maintaining relationships with international organizations to expand networks and increase impact, but are they strategic? Create an **International Partnership Assessment Rating System** (IPARS) to assess existing university partnerships (i.e., academic programs and collaborations, mobility programs and research collaborations), identify top partners in each country, develop strategic partnerships, and decide whether to re-engage a stalled partnership or eliminate it. This system would enable UWindsor to ensure we only enter agreements that advance our international goals and vision. Rubrics will be determined through consultation with senior executive leaders, Faculty associate deans and International Office staff to ensure the creation of a comprehensive system.

In collaboration with the Office of the Provost and Vice-President Academic and other campus stakeholders, establish a **Global Engagement Advisory Committee** to guide, support, encourage, develop and facilitate international engagement, such as the development of an international strategy, fostering internationalization across all academic disciplines, supporting international teaching partnerships, engaging international institutions, supporting experiential education opportunities through global mobility and further engage with overseas alums.

Collaborative online international learning (COIL) is a pedagogical approach that leverages technology to facilitate collaboration between students from different countries in online learning activities. COIL aims to provide international and intercultural experiences involving students from other institutions or countries working together on a shared project or assignment using online platforms such as video conferencing, discussion forums, or shared documents (Vahed & Rodriguez, 2021). COIL can enrich online learning by providing opportunities for students to interact with peers from different backgrounds, practice language skills, and gain a broader perspective on global issues. Consideration should be given to encouraging and supporting faculty to incorporate COIL into their courses and providing training and resources for effective implementation.

C.   Recommendations for Senate consideration

Knight (2003) defines internationalization as the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society. To determine where we sit upon the spectrum of "internationalization," it would be beneficial if the PDC form and UWinsite Student system could include a method to identify and articulate how the course(s)/degree learning outcomes build an international, intercultural, or global dimension within the curriculum, if applicable. This also allows faculty, staff, and students to raise awareness of the process.

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Appendix 1: International Student Awards and Financial Aid (2021-22)

International Student Renewable Scholarship of Excellence ($5,000 x 4 years)
Number of Awards: 4
Award Value: $5000 x 4 years or $20,000
Terms: Several renewable entrance scholarships are available to international students entering their first year, directly from high school, into any first-entry program who exhibit high academic standards and who can demonstrate their commitment to their community and good citizenship. Students must have an entering average of a minimum of 80% and maintain a minimum of 75% cumulative average in-course to renew into years 2, 3 and 4. Additional renewal requirements must be met.

New scholarships approved to support international students ***starting in the 2022-23 academic year***:

Chitkara University Transfer Scholarship
Number of Awards: 10
Award Value: $5000 x 2 years or $10,000
Terms: This is a transnational education project with Chitkara University (India) and the Odette School of Business. As part of this program, international students complete the first two years of their 'Odette' degree in India and relocate to the University of Windsor in Years 3 & 4. Students are co-admitted to Chitkara University (Y1 & Y2) and UWindsor (Y3 & Y4). Students in good academic standing will be eligible for an automatic renewal of this scholarship for up to 3 additional terms (4 terms X $2,500).

International Student Global Conflict Relief Bursary ($5,000 x 8 semesters)
Number of Awards: 5
Award Value: $10,000 x 4 years or $40,000
Terms: The University of Windsor offers financial support to entering and, in course, undergraduate international students whom a global conflict has impacted, established in 2022-23. Entering students apply via the International Student Scholarship of Excellence entrance application, and in-course, students apply directly to the Director, Student Awards & Financial Aid.

Odette Business Global Leaders Award
Number of Awards: 30
Award Value: $5,000
Terms: The Odette School of Business Global Leaders Award provides selected candidates with a $5,000 tuition award ($2,500 x 2 semesters), recognizing the hard work of high-achieving applicants worldwide. Students receiving this award must have a minimum cumulative average of 75% entering the Business Administration undergraduate program. Recipients must be full-time international business undergraduate students enrolled for in-person studies at the Odette School of Business starting Fall 2022. This award is not transferable to a future term or any other program. This award is tenable with other entrance scholarships offered by the University of Windsor.

2021-22 Summary of Award Allocations

Student Status	Funding Allocated	# of Awards	Distinct # of Students	% of Total Funding Allocated
Domestic				
EDUC	$190,259	103	82	1.49%
GRAD	$301,014	189	139	2.36%
LAW	$1,855,657	626	327	14.53%
UGRD	$9,641,344	5156	3698	75.51%
International				
GRAD	$231,850	240	231	1.82%
UGRD	$547,571	322	250	4.29%
Total	**$12,767,696**	**6636**	**4726**	**100.00%**

2020-21 Summary of Award Allocations

Student Status	Funding Allocated	# of Awards	Distinct # of Students	% of Total Funding Allocated
Domestic				
EDUC	$145,816	83	62	1%
GRAD	$157,912	127	101	1%
LAW	$1,581,001	582	348	13%
UGRD	$9,264,614	5024	3504	77%
International				
GRAD	$451,050	456	405	4%
LAW	$3,200	2	1	0%
UGRD	$497,843	278	210	4%
Total	**$12,101,435**	**6552**	**4626**	**100%**

2019-20 Summary of Award Allocations

Student Status	Funding Allocated	# of Awards	Distinct # of Students	% of Total Funding Allocated
Domestic				
EDUC	$150,167	106	75	1.15%
GRAD	$364,267	228	165	2.80%
LAW	$3,054,542	993	521	23.48%
UGRD	$9,081,662	5046	3419	69.80%
International				
GRAD	$54,133	91	86	0.42%
LAW	$1,500	2	2	0.01%
UGRD	$304,359	154	125	2.34%
Grand Total	**$13,010,631**	**6620**	**4393**	**100%**

Appendix 2: Centre for English Language Development – Enrolment Report

English language learning for academic purposes is essential in higher education because it can help students to access academic programs, improve academic performance, gain career opportunities, understand the culture, and engage in research opportunities.

Despite the pandemic, the Centre for English Language Development (CELD) and its "English Language Improvement Program" welcomed 141 new English language pathway learners from 15 countries, including 48 undergraduate and 90 graduate students and three non-academic learners.

Country of Origin	# Students
Bangladesh	4
Canada	2
China	99
Colombia	1
Congo, Democratic Republic of the	2
Egypt	1
Guinea	1
Haiti	1
Hong Kong	1
India	6
Iran	8
Iraq	1
Jordan	1
Korean, South	1
Mexico	1
Pakistan	1
Russia	1
Syria	2
Turkey	2
Uzbekistan	1
Vietnam	4
Total	**141**

Appendix 3: International Academic Agreements (2021-22) (new or renewed)

Canadian University Dubai
Central Queensland University
Chitkara University - Faculty Mentorship
Deakin University
East China Normal University
Glasgow Caledonian University
Global University Systems
Hanoi University of Mining and Geology
Henan University
ICEAP Toronto
Kremenchuk Mykhailo Ostrohradskyi National University
Research Center of Neurology
Sechenov University
St. Augustine University of Tanzania
Université du Québec à Montréal
University of Chile
University of Derby - Data Sharing Agreement
University of Notre Dame Australia
University of Plymouth
University of the West Indies Mona
Vrije Universiteit Brussel (VUB)

University of Windsor
Senate

*5.2.3:   **Leddy Library Annual Report**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

1.   Executive Summary

A.   Introduction

The Leddy Library facilitates and transforms learning, research, and teaching by providing services, collections, and physical space to meet the needs of our community of students, staff, faculty, and researchers. Leddy Library serves as the main library for all disciplines at the University of Windsor, except for the Faculty of Law, which is served by the Paul Martin Law Library. The Leddy Library includes the University Archives and Special Collections, the Centre for Digital Scholarship, and the Academic Data Centre.

The library houses a collection of almost **2.1 million** titles in all formats, including roughly **1.1 million** unique e-book titles and **110,000** e-journal titles. There are more than **18,000** digital objects available through the Leddy Library's institutional repository, Scholarship at UWindsor. Additionally, the Leddy Library has built a comprehensive collection of online, full-text databases, journals, reference tools, and indexes to meet the needs of the campus faculties, schools, centres, and institutes. In the reporting year, Leddy Library users conducted **1.12 million** unique searches in our databases and viewed **1.27 million** items records.

As digital resources have grown, the library has transitioned away from print-based journals and books, and funding for this material has been re-directed to electronic resources. Print resources continue to circulate and through our partnerships with OCUL (Ontario Council of University Libraries), the campus community can now search and borrow resources from over 16 Ontario university libraries. Launched in January of 2022, the Automated Fulfillment Network (AFN) facilitates requests between institutions, through OMNI (the library catalog) allowing faculty and students from partnering libraries to access the Leddy Library's extensive collections, while also providing our faculty and students access to their collections. Since the launch in 2022, our campus has borrowed **1,099** resources from partnering institutions, and we have loaned **2,256** resources from our collection to others.

Our virtual branch, the Leddy Library website, is as important as the two buildings that contain our campus physical environment. It connects library patrons near and far with our services and collections. In the Fall 2021 semester, the Leddy Library launched its new website. The website's main navigation allows users to explore content organized under four main headings, *Search Our Collections, Use the Library, Learning and Research Support*, and *About Us*. From September 2021 – June 2022, the library homepage was visited **217,265** times.

Like other units on campus, the Leddy Library adapted services to meet the needs of the university community while complying with provincial and campus health and safety regulations due to COVID-19. The 2021-2022 academic year was a time of transition as the University slowly returned to campus activity. The Leddy Library was integral to ensuring students had a safe space on campus to study, and access resources and technology. The library officially re-opened to students in the Fall of 2021. With new capacity restrictions and enhanced health and safety measures, the Leddy Library welcomed over **37,000** visitors, with an average of 150 visitors in the building at any given time. After the holiday break, the Winter 2022 semester saw an increase in library hours and welcomed **57,303** visitors during the semester.

During this transition, the library continued to offer modified services such as Print Pickup and Digitization to ensure users had access to the library's physical collections. The library processed **1,665** print pickup requests and loaned out over **10,000** items through this service. Over **500** digitization requests were processed via the Digital Delivery service. With the library being one of the main spaces open on campus, we were also able to assist our campus partners in circulating other essential course materials such as kits and cameras for Forensic Sciences (FRSC 3105) and Biology (BIO 2071).

With classes transitioning to hybrid methods, the library converted spaces such as the graduate study rooms, to personal study rooms to provide students a non-disruptive space to take part in online classes. In total, **44** rooms were available for users. During the reporting year, these rooms were reserved over **15,000** times, and used by students for over **45,000** hours. Due to popularity, this change has become permanent, and students can book these rooms regularly.

The teaching and instruction work of librarians also adapted throughout the reporting year. With some classes remaining remote and others moving back to campus, the library delivered **41** teaching presentations using virtual technology such as Microsoft Teams and Zoom and delivered **40** teaching presentations in person. In addition to in person and virtual classes, librarians and library staff also connected with students and faculty through in person and remote research help. The library responded to **242** research requests via email. Starting in February 2022, when the campus resumed some in person classes and campus resources, the library re-launched in person research help, after a pause of almost two years. A new service desk was set up to follow all distancing rules and the library initiated an on-call model where librarians would be called out to assist whenever someone on site needed research help. While many users remained remote, the library did assist **72** people with research questions, on site, during this five-month period.

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

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

   The Leddy Library continues to be responsive to the changing needs and requests of undergraduate students. In the 2021-2022 academic year, the impact of the pandemic continued to occur. While many students returned to in-person learning, many students began their on-campus experience for the first time. Ensuring that undergraduate students have the space, technology, and support for their success is an ongoing priority for the Library. Leddy also continues to develop as a site for experiential learning on campus, with new opportunities emerging each year.

   - The Leddy Library reopened to students in the fall of 2021. With classes taking place both online and on campus it was critical that the library be open to students to support their studies in a safe manner. Students and staff were required to download the Safe Lancer App and complete daily self-assessments to attend campus.
   - The Leddy Library officially launched its new website in September 2021. The new website includes a transformed homepage and navigation menu to make it easier for students to find the information they use most frequently and to stay up to date on library news.
   - The Leddy Library started lending laptops in November 2021. The library secured a limited number of Chromebook laptops for patron use. Active University of Windsor students, faculty, and staff with no outstanding fines were eligible to borrow a laptop for a 24-hour loan. This borrowing practice continues to be offered.
   - In effort to provide activities to reduce stress, in the wake of final exams, the Leddy Library partnered with the Wellness Office to host *Comfort in Colour*, a mindful painting event for students led by UWindsor artist and Leddy Library staff member, Laura Pepper.
   - During the Fall 2021 semester, many campus and community buildings were closed, and the Leddy Library was a popular space for Communication, Media, and Film students to film projects. The library saw an increase in student requests to use library spaces as locations for their films.
   - University of Windsor Masters student and Anti-Black Racism Student Leadership grant recipient, Willow Key, in collaboration with Leddy Library's Centre for Digital Scholarship, Archives and Special Collections, the Essex County Black Historical Research Society, and Windsor Law's Centre for Cities launched *We were here: Recovering the stories of Windsor's McDougall Street Corridor*, a project that examines the history of the Black community in a central Windsor neighbourhood and the urban renewal project of the 1960's that displaced many residents. The final product will include a digital exhibit to highlight the region's unique history and share how the redevelopment plan impacted Black homeowners and businesses in the neighbourhood.

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

Leddy Library continues to support and enable the creation and long-term stewardship of the scholarship produced at the University. The library provides access to resources and services that supports across the research process. Supporting open access, sustainable scholarly communication models, and new modes of dissemination are areas of continuing importance and development for academic libraries across Canada.

- To celebrate International Open Access Week the Leddy Library hosted an online lecture that discussed how the partnerships between Coalition Publica, libraries, and scholarly journals are transforming the availability of original scholarship produced in Canada, and how the University of Windsor's Leddy Library publishing services can help researchers, authors, prospective editors, and graduate students. The Leddy Library continues to explore and expand this work.
- UWindsor English professor Thomas Dilworth's commercially published biography on war veteran and artist, David Jones, is now available as an open-access online resource, thanks to Leddy Library's scholarly publishing services. The new digital version is a slight revision of the original transcript that is three times longer than the print publication and includes 174 more reproductions of Jones' artwork.
- During the reporting period the Academic Data Centre provided data support to 752 users (students, faculty, and staff) across all support modalities (in-person drop-in, email, in-person/virtual consultations). In addition, the Centre hosted eight workshops, taught lectures to campus departments, and facilitated Ignite Student work placements for two UWindsor students.
- The Statistics Canada Research Data Centre (RDC) had 9 active projects during the reporting period in which individual faculty and graduate students and teams of researchers investigated a wide range of topics for publication in scholarly journals, Ph.D. dissertations, and master's theses. The nature of support involved answering questions and helping with RDC applications, and for successful applicants, providing statistical assistance inside the RDC.
- In January 2022, Leddy Library launched the Automated Fulfillment Network (AFN) in partnership with 16 other Ontario university libraries that facilitate requests between institutions, through OMNI (the library catalog) and partner institution holdings. This partnership provides UWindsor students with access to physical resources from 16 partner institutions across the province and gives partnering libraries to access the Leddy Library's extensive collections. In addition to borrowing from other libraries, patrons are also able to request material pickup at any of the partner locations.
- The complete collection of The Windsor Review is now available as an open-access resource online. Leddy Librarians in Scholarly Communications and the Centre for Digital Scholarship work to provide open and stable methods for knowledge preservation, mobilization, and dissemination.

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

The staff and faculty of Leddy Library demonstrate their commitment to and passion for the students and faculty of the University of Windsor every day. The people of Leddy Library are a key reason that students and faculty recognize the library as a safe, welcoming, and supportive space. The values and priorities of Leddy Library are reflected in ongoing and new initiatives by and for the staff and faculty. Leddy also ensures that faculty and staff across campus have seamless access to the services and resources offered by the library.

- The Leddy Library's course resource system, Leganto, is steadily growing in popularity among faculty. During the reporting period 968 reading lists were created connecting students in 33 departments to over 9,000 resources required for their courses.
- After launching in February 2021, Leddy Library Anti-Black Racism (ABR) Book Club –a virtual book club that brings together librarians and library staff (from both the Leddy Library and the Law Library) has continued to operate in the reporting period. The club gets together bi-weekly to read books that

help to inform individuals about Anti-Black Racism. It is an opportunity for the library community to learn about and engage with issues of Anti-Black Racism.

- *The North was our Canaan: Exploring Sandwich Town's Underground Railroad*, a collaboration between the Leddy Library's Centre for Digital Scholarship and the Essex County Black Historical Research Society, was honoured with Lieutenant Governor's Ontario Heritage Award for its work in preserving the unique history of local Sandwich Town through a documentary film. The award recognizes exceptional projects in heritage conservation completed over the last year.
- Dave Johnston, Access Services Department Head, was honoured with the Excellence in Leadership Award during the 2022 Employee Recognition Awards. When the library team returned to resume essential library services during the COVID-19 shutdown, Dave considerately and carefully planned how to return the Access Services department to the physical work environment. His leadership in this capacity set an example for the rest of the library team and other campus areas on how to safely return to the on-site work environment.

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

Leddy Library plays important roles within the region, offering a welcoming and inviting space for the community to engage with the University. Leddy Library's events and initiatives capture not only the attention and interest of our staff and students, but also the wider community. The Library and Archives also have a critical and growing role in collecting, stewarding, and preserving the rich and unique history of the region.

- The Leddy Library partnered with the Centre for Canadian Baseball Research to launch the *Journal of Canadian Baseball.* This new publication featuring articles in English and French from community and academic researchers has been added to our collection of open journal publications
- *Treaty Canoe*, a full-size art installation by artist Alex McKay (BFA 1990), was displayed in the Leddy Library's Student Research Collaboratory for the 2021 Treaties Recognition Week**.**
- Following the success of the 2020 film *The North was our Canaan*, the Leddy Library's Centre for Digital Scholarship in partnership with the Essex County Black Historical Research Society launched a new project, *Across the River to Freedom: Early Black History in Sandwich Ontario,* to share chapters of Sandwich Town's history.
- The Leddy Library and the UWindsor community launched a digital reading list to recognize Black History Month. Each day during the month of February one recommendation from the list was shared on the library's social media channels and featured in an online collection on the library's website. This reading list continues to be available for the campus and community.
- Leddy Library's geospatial data analyst, Carina Luo, designed a web application to raise awareness about climatic hazards in the area, particularly flooding and extreme heat. Geospatial Information Systems (GIS) assist with spatial analysis and visuals to geographically-based research problems. GIS Services are available through the Academic Data Centre.
- Leddy Library joined campus initiatives to honour Orange Shirt Day. Orange hearts were displayed in the library Collaboratory along with a book display to share resources about residential school and Orange Shirt Day. *Every Child Matters* buttons were made and shared to support the Orange Shirt Day Walk and other campus initiatives and events.

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

The staff and faculty of Leddy Library participate and promote issues and initiatives that reach international audiences. Librarians' membership on international professional, academic associations and societies help to ensure the library at the University of Windsor remains an important voice on timely issues.

- The Leddy Library's geospatial data analyst, Carina Luo, created a story map to educate and raise awareness about the residential schools that operated in Canada to help educate the campus and

community as part of the UWindsor Orange Shirt Day Initiatives. In addition, another application was created for GIS Day in November to raise awareness of the water crisis in First Nation communities.

- When the conflict began in early 2022 between Ukraine and Russia, Shine Bright YQG launched in Windsor to show support for Ukraine by distributing sunflower seeds to paint Windsor yellow in solidarity with Ukraine. The Leddy Library in collaboration with Shine Bright YQG gave away free sunflower seeds to the campus community.
- The Leddy Library is part of a collaborative project launched by the Canadian Association of Research Libraries (CARL) and the Association of Research Libraries (ARL) to facilitate the implementation of the Marrakesh Treaty in libraries in Canada and the United States. The treaty aims to increase equitable access to information and scholarly knowledge to individuals who experience vision barriers. Librarian, Pascal Calarco, is one of two CARL Program Officers appointed for the project.
- Data Librarian, Berenica Vejvoda, presented her emerging research on Equity, Diversity, and Inclusion as it relates to the practice of research data librarianship to national and international audiences at three conferences. She addressed the International Association for Social Science Information Service and Technology (IASSIST) and the Registration Data Access Protocol (RDAP) conferences, as well as researchers at the International Institute of Social Studies in the Hague. Partly informed by her doctoral work in the School of Social Work, Berenica's research explores the need to structurally situate data in a cultural, political, and social context to ensure data does not become a structural oppressor that discriminates and stigmatizes traditionally marginalized groups. The application of the principles of data inclusivity across the stages of the research data lifecycle was discussed as a means to mitigate this risk.
- The English Conversation Group (ECG) at the Leddy Library continued to offer virtual sessions for the 2021-2022 reporting year following the COVID-19 pandemic restrictions. The ECG has been successful in assisting international students to interact with university life and improve their English language skills as well as learn to use the academic resources of Leddy Library. The ECG has been recognized as an important point of contact for international students who wish to feel more engaged with Canadian academics and the University of Windsor. A total of 424 students joined during the reporting period from countries all around the world such as India, China, and Turkey.
- The Scholarship at UWindsor repository is a service of the Leddy Library and the University of Windsor that not only provides free and open access around the world to the scholarship and research of the University of Windsor, but also satisfies the Canadian Tri-Agency Open Access Policy on publications. In the 2021-2022 reporting year, there were 768,444 downloads from over 223 counties.

C. Successes

- Planning, design, and construction to re-imagine three library spaces into wellness rooms was completed during the reporting period. Construction began in early 2022 and were ready for the fall semester.
- As faculty transitioned their face-to-face instruction to the remote learning environment, many have adapted their previous teaching methods to include virtual teaching methods. The Library created a technologically rich and engaging space to facilitate the creation of engaging learning materials.
- A new policy was developed to waive borrowing fees for Indigenous community members. Community members who self- identify as First Nations, Inuit, and/or Métis will be able to get a free external borrowers card. External borrowers can borrow material from the Leddy Library and the Paul Martin Law Library.
- The Leddy Library continues to be a vital part of the academic experience and was a leader for campus re-opening. During the reporting year the library was one of the first buildings on campus to allow the return of students and staff. Because many buildings continued to have limited access, the library was able to help campus partners by acting as a pick-up service point allowing students to pick up essential course items such as cameras for Forensic Science (FRSC 3105) and Biology (BIO 2071).

D. Challenges

- The evolution of the pandemic and the resulting changes to the University's plan to Return to Campus have posed challenges to Leddy Library and many campus units. During the reporting period the University implemented Safe Lancer scanning stations that required the library to re-assign and contract additional support to monitor the library's main entrance, including the installation of a new key fob system.
- In tandem with the return to campus plans the University launched a Flexible Work Arrangement program for staff and faculty. The equitable implementation of FWA poses challenges for the library, as the library is a front-facing service where many employees hold roles directly related to physical space and resources in the library.
- In the reporting year, the University of Windsor transitioned to a cashless campus model that impacted the payment of library fines and print card operations. Adding funds to print cards was problematic for students as the only working machine to add funds to UWinCards is in the CAW Student Centre. The new model continues to raise challenges regarding print card sales and supply.
- At the end of the reporting period, the entire University was affected by a significant cyber security incident. The impact on the library was far reaching. The library was unable to provide internet access or printing services to neither staff nor patrons of the library. In addition, access to the library's website and electronic resources became inaccessible. The library found alternative ways to ensure that users had access to critical resources they required. Many of the library's digital collections were inaccessible for an extended period. The consequences of the cybersecurity incident will continue to be addressed in the coming years and will have significant resource and budgetary impact.
- Leddy Library continues to provide computer access and support for UWindsor students and community members, ensuring students have access to up to date, modern, and secure computing and peripherals will require investment.
- Building maintenance continues to be a challenge for the library. The Leddy Library staff must be responsive to the declining infrastructure. For example, both the west and main building continue to succumb to water issues that require immediate action to protect resources in the area.

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

The Leddy Library's 3-year Strategic Plan was operational from 2018-2021 and enabled the library to work collectively to track progress and completion of the library and its various departments goals and initiatives. From 2018-2021 the library embarked on several priorities outlined within its Strategic Plan that supported the University of Windsor's goals to provide an exceptional undergraduate experience, pursue strengths in research and graduate education, recruit and retain the best faculty and staff, engage in community partnerships, and promote international engagement. The Leddy Library looks forward to building a new strategic plan in alignment with the University's *Aspire Together for Tomorrow strategic* plan.

B. Future Actions/Initiatives

Progress Report on Future Actions and Initiatives: 2021/2022 Annual Report

1. **2021-2022 Initiatives:** Student wellness and mental health are among the top priorities for the University. The Leddy Library is developing dedicated rooms for students to focus on their mental wellness within the library. These spaces will encourage students to unwind and de-stress in a supportive environment.

   Update: During the reporting year the Leddy Library re-imagined three spaces in the library to dedicate as Wellness Rooms. Construction began at the end of reporting period and were open to students in time for the Fall 2022 semester.

2. **2021-2022 Initiatives:** With more classes and events taking place in a virtual format the library is committed to increasing access to technology for students and staff. The library is exploring options to provide laptop lending services for the campus community.

   Update: With more classes and events providing online and hybrid options, the Leddy Library purchased laptop computers for students, faculty, and staff to borrow.

3. **2021-2022 Initiatives:** The Library's Archives and Special collections will be expanding our local community-based archival collection. Unique donations such as the Mike Graston political cartoon archive, Windsor Star photo archive, Black History items, and Windsor pride items are currently undergoing processing to share with our community in the coming years.

   Update: The Archives and Special Collections dedicated significant work toward archiving and scanning over 2600 cartoons donated by editorial cartoonist, Mike Graston. The library is working with advancement and the Office of the President to plan a formal donor recognition ceremony to take place in the fall of 2022.

4. **2021-2022 Initiatives:** Following in the footsteps across other units on campus, the Leddy Library will be creating an Equity, Diversity, Inclusion (EDI) committee to embed EDI values into our various practices. This means making sure that our spaces are inclusive, that we look to enhance our collections to reflect the communities we serve, and we contribute to building a diverse workforce through our intentional recruitment and retention practices.

   Update: Although this remains an important goal, an initial consultation determined that an assessment and reflection is required before a committee is formed. The Library continues to strive for inclusive spaces, enhancing our collections and building a diverse workforce. Four areas need consideration before moving forward including: decision making authority for the committee, lived experience from more than one racialized individual, true EDI expertise, and explicitly named barriers which are understood by the unit/organization.

5. **2021-2022 Initiatives:** As faculty transitioned their face-to-face instruction to the remote learning environment, many have considered adapting their previous teaching methods to include some of benefits and best practices that virtual learning exposed to their future teaching methods. Instructors and graduate students who wish to create high quality and professional virtual experiences for students may not have the technology, space, and resources needed at home or in departmental offices. The library intends to launch a teaching studio to facilitate the creation of engaging learning

   Update: 2022 saw the creation of the teaching studio. Working with the Centre for Teaching and Learning, this space includes a green-screen wall, cameras, and recording equipment. This space has been requested by faculty members and we plan to promote the space to our faculty and students in 2023.

6. **2021-2022 Initiatives:** The library has embraced new communication technology while adapting to the evolving pandemic restrictions. Online consultations have proven to be an effective and convenient way to deliver research consultations to patrons. The library will explore options to keep virtual consultations as part of its core research services.

   Update: Traditional reference services are evolving, the Library has combined services to include both virtual research sessions as well in-person by using a triage system at the information desk. We are actively consulting with our librarians to assess the best model for research consultations are investigating ways to evolve services to respond to the delivery of research help for students.

7. **2021-2022 Initiatives:** The library intends to develop new system for statistical collection to measure the impacts of our resources and activities in relation to our budget capacity to use for future reports.

   Update: The library continues to work towards ensuring open and transparent collection, analysis, and sharing of service data. There is recognition that we must create streamlined and open data collection and dissemination practices. This work was not completed this year.

In the current reporting year (2022/2023) Leddy Library is pursuing the following specific actions and initiatives:

1. The Leddy Library's 3-year Strategic Plan operated from 2018-2021 and enabled the library to work collectively to track progress and completion of the library and its various departments goals and initiatives. The Leddy Library looks forward to building a new strategic plan in alignment with the University's Aspire Together for Tomorrow strategic plan in the current reporting year.

2. Alongside other academic libraries across Canada, Leddy Library will begin to explore how the subject headings, used by the library, can be updated in order to best reflect identities, histories, cultures, modes of understanding, and the traditional knowledges of the First Nations, Inuit and Metis communities (Indigenous Communities).

3. In early 2020, Leddy Library embarked on a systematic, comprehensive evaluation of its print circulating collection with the intent of identifying materials suitable for deselection (withdrawal) from the library. The Leddy Library Collection Review and Deselection Project has included careful qualitative and quantitative analysis and a thorough review by each liaison librarian of titles in their respective subject areas and will begin remove the identified items from the collection.

4. The Leddy Library was the recipient of an extensive collection of more than 2,600 political cartoons by well-known social commentator Mike Graston. They have been donated to the University of Windsor's Archives and Special Collections. The Library intends to plan an exhibit and event in Fall 2022 to recognize and thank Mr. Graston for the generous donation.

6. Construction for the Wellness Rooms, scheduled for completion by August 2022, will be available to students by the start of the Fall semester.

7. A "Teaching and Learning Group" (TLG) will be formed with the goal of re-energizing the teaching and learning culture in the library, and to encourage collaboration with librarian work.

8. The Leddy Library embarked on a master space plan in 2020. After collecting feedback from the campus community, the library hired Hariri Pontarini Architects to devise a library renovation plan. The completion of this plan took a significant amount of time as well as financial resources. With many capital projects currently taking place on the UWindsor campus, the library continues to advocate for a commitment to renovate the buildings and activate this master space plan. The Leddy Library continues to endure space, facility, and maintenance challenges. Investment in the library infrastructure will ensure that the library is able to better meet the current and evolving needs of students, faculty, and staff.

Recommendations for Senate consideration
N/A

QUICK FACTS & STATISTICS

10,216 items were loaned to patrons through the Request for Pickup service.

524 items were scanned and delivered to patrons through the Digital Delivery service.

968 course resource lists were made that shared **9,494** resources for **33** campus departments.

The UWindsor community has borrowed **1,099** resources from partnering institutions, and we have loaned **2,256** resources from our collection to others through the Automated Fulfillment Network (AFN).

The Leddy Library was able to safely welcome **over 94,000 visitors** to the library.

1.12M database searches (unique searches in a database)

REFERENCE

1.27M item investigations (times that patrons looked at a library record or followed the 'Get it' button)

718k unique item requests (times that patrons accessed a full-text journal article)

44 graduate study rooms were converted to personal study rooms. They were reserved over **15,000** times, and used by students for over **45,000** hours.

September 2021

Leddy Library re-opens under capacity, masking, vaccine, and social distancing guidelines for the Fall 2021 semester. Employees return to in-person work on a modified schedule.

December 2021

Campus closes for lockdown with the new threat of the omicron variant. Library offers curbside pickup and personal study rooms only.

January 2022

Leddy Library re-opens under capacity, masking, vaccine, and social distancing guidelines for the Winter 2022 semester.

March 2022

Capacity and social distancing changes allow for increased occupancy and return of group study rooms.

May 2022

University returns to 100% presence of staff and faculty on campus. Screening and vaccination policy suspended.

June 2022

Campus wide systems outage impacts library computer. internet and printing services.

University of Windsor
Senate

*5.2.4:   **Policy on the Repetition of Courses – Nursing Revision**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the Policy on the Repetition of Courses be approved.

Proposed Revisions:
[revisions are in bold and strikethrough]

Students in first entry undergraduate programs may repeat a course a maximum of two times (three attempts in total when the original attempt is included).

In the Faculty of Nursing, students who failed a required nursing course may not repeat the course more than once. No more than two required nursing courses may be repeated in the case of failures. **Students who voluntarily withdraw from the same clinical course more than once will be required to withdraw from the Nursing Program. In exceptional circumstances, the Dean (or designate) may grant exemptions to this policy.**

[…]

Rationale:
- Students withdraw from clinical courses primarily when they are not meeting course outcomes due to unsafe or unprofessional practice. These performance concerns generally become apparent before the VW date allowing the student time to withdraw without penalty. When the course is repeated, the issues frequently occur again, resulting in another VW. The goal of this policy change is to prevent this from occurring multiple times. Students occasionally withdraw due to exceptional circumstance (illness, extenuating personal circumstances); we would grant exemptions in such cases.
- For greater clarity and transparency, the revision will also be added to the Nursing's program regulations section of the undergraduate calendar: 2)Students who fail a clinical course may require remediation in a lab or clinical setting prior to re-taking the course to ensure competence for safe practice at the expected level. Clinical courses in the nursing program require the application of theory to practice. Therefore, a student who fails a required theory course may be advised to repeat its paired clinical course to ensure continuing safe clinical practice. **Students who voluntarily withdraw from the same clinical course more than once will be required to withdraw from the Nursing Program. In exceptional circumstances, the Dean (or designate) may grant exemptions to this policy.**
- The proposal was approved by Nursing Council (January 24, 2023).

University of Windsor
Senate

*5.2.5:   **Revisions to English Language Proficiency Requirements – Kinesiology (Graduate)**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: **That the English Language Proficiency Requirements for the Master of Human Kinetics, Master of Sport Management and Leadership, and PhD in Kinesiology be revised as follows:**

- A minimum score of ~~6.5~~ **7.0 (with no individual band lower than 6.0 for PhD in Kinesiology)** on the International English Language Testing System (IELTS) – Academic or IELTS Online.
- A minimum score of ~~83~~ **100** with a writing score of 20 on the Internet-based Test (IBT®) of English as a Foreign Language (TOEFL) or TOEFL iBT® Home Edition online test. Prospective students completing the Paper- Delivered Test (PDT) TOEFL (as offered from October 2017) will have their results assessed on an individual basis.
- […]
- A minimum score of 60 for undergraduates and a minimum score of ~~65~~ **68** for graduate applicants on the Pearson Test of English (PTE) – Academic or PTE Academic Online.
- […]
- **ADD: MELAB (now called MET): 85**

Rationale:
- The Faculty of Human Kinetics is proposing that the TOEFL, IELTS and Pearson requirements exceed the minimum requirements of the Policy. No changes are being proposed for the CAEL (70), Duolingo English Test (120) or the Cambridge English: Advanced/Cambridge English Proficiency (CEP) (176).
- The Senate Policy on English Language Requirement scores represent the minimum institutional requirement. However, specific graduate programs may require a higher overall score or specific component scores beyond the minimum stated.
- This proposed change reflects the current practice in the Faculty of Human Kinetics, but there is no record of the change being formally approved.
- This change will be reflected in the University of Windsor's Academic Graduate Calendar.
- The proposal has been approved by the Faculty of Human Kinetics Council (December 8, 2022) and the Faculty of Graduate Studies Council.

University of Windsor
Senate

5.3.1:   **Proposed Bylaw Revisions**
              [Bylaws 11, 12, 13, 14, 16, 17, 18, 19]

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the proposed revisions to Bylaws 11, 12, 13, 14, 16, 17, 18, 19 be approved.

Proposed Revisions
[revisions are in track changes]

Bylaw 11: Vice-Provost, Teaching and Learning

2.4   Recommendation

2.4.1   ~~Either on a recommendation for renewal or following a search, the Search Committee shall present in writing the name of a single candidate from the short list together with appropriate supporting material to the members of the Senate at an in camera meeting at which time individual Senators may elect to make written submissions to the Search Committee.~~

2.4.2   ~~After the meeting of Senate, the Search Committee shall review any written submissions and determine its recommendation.~~

2.4.3   ~~In the event that t~~ Either on a recommendation for renewal or following a search, the Search Committee ~~decides to recommend the appointment of the candidate whose name was presented to the Senate, it~~ shall present ~~the~~ its recommended candidate ~~recommendation~~ to the President. ~~The President may thereupon recommend the selected candidate to the Board of Governors which may by resolution either appoint such person the Vice-Provost, Teaching and Learning, or further instruct the Search Committee. If the Committee decides not to recommend the name of the candidate whose name was presented to the Senate it shall resume the search.~~

2.4.4   If the candidate endorsed by the Search Committee is not accepted by the President, the Search Committee shall reconsider its recommendations. If the second recommendation ~~which was presented to the Senate~~ is not accepted by the President, the Search Committee shall be reconstituted.

2.4.5   Should the Chair of the Search Committee declare that a lack of Committee progress requires it, the Chair may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made and/or that the Search Committee be reconstituted.

2.4.6   If the reconstituted Search Committee is unable to make a recommendation, or if the recommendation is ~~not endorsed by the Senate or~~ not accepted by the President, the President may recommend a candidate to the Board of Governors.

Bylaw 12: Associate Vice-President, Student Experience

2.3   Recommendation

2.3.8   Either on a recommendation for renewal or following a search, the Search Committee shall present the name of a single candidate in writing with appropriate supporting material to the members of the Senate at an in camera meeting at which time individual Senators may elect to make written submissions to the Search Committee.

2.3.9   After the meeting of Senate the Search Committee shall review any written submissions and determine its recommendation.

2.3.10   Either on a recommendation for renewal or following a search, In the event that the Search Committee decides to recommend the appointment of the candidate whose name was presented to the Senate, it shall present the its recommended candidate recommendation to the President. The President may thereupon recommend the selected candidate to the Board of Governors which may by resolution either appoint such person the Associate Vice-President, Student Experience, or further instruct the Search Committee. If the Committee decides not to recommend the name of the candidate whose name was presented to the Senate, it shall resume the search.

2.3.11   If the candidate recommended by the Search Committee is not accepted by the President, the Search Committee shall reconsider its recommendation. If the second recommendation by the Search Committee, which was presented to the Senate is not accepted by the President, the Committee shall be reconstituted.

2.3.12   Should the Chair of the Search Committee declare that a lack of Committee progress requires it, the Chair may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made and/or that the Search Committee be reconstituted.

2.3.13   If the reconstituted Search Committee is unable to make a recommendation, or if the recommendation is not accepted by the President, the President may recommend a candidate to the Board of Governors.

Bylaw 13: Associate Vice-President, Academic

2.4   Recommendation

2.4.1   Either on a recommendation for renewal or following a search, the Search Committee shall present in writing the name of a single candidate from the short list together with appropriate supporting material to the members of the Senate at an in camera meeting which time individual Senators may elect to make written submissions to the Search Committee.

2.4.2   After the meeting of Senate the Search Committee shall review any written submissions and determine its recommendation.

2.4.3   Either on a recommendation for renewal or following a search, In the event that the Search Committee, decides to recommend the appointment of the candidate whose name was presented to the Senate it shall present the its recommended candidate recommendation to the President. The President may thereupon recommend the selected candidate to the Board of Governors which may by resolution either appoint such person the Associate Vice-President, Academic, or further instruct the Search Committee. If the Committee decides not to recommend the name of the candidate whose name was presented to the Senate it shall resume the search.

2.4.4   If the candidate endorsed by the Search Committee is not accepted by the President, the Search Committee shall reconsider its recommendations. If the second recommendation which was presented to the Senate is not accepted by the President, the Search Committee shall be reconstituted.

2.4.5   Should the Chair of the Search Committee declare that a lack of Committee progress requires it, the Chair may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made and/or that the Search Committee be reconstituted.

2.4.6   If the reconstituted Search Committee is unable to make a recommendation, or if the recommendation ~~is not endorsed by the Senate or~~ not accepted by the President, the President may recommend a candidate to the Board of Governors.

Bylaw 14: Provost and Vice-President, Academic

2.4   Recommendation

2.4.1   ~~The Search Committee shall present in writing the name of a single candidate from the short list together with appropriate supporting material to the members of the Senate at an in camera meeting at which time individual Senators may elect to make written submissions to the Search Committee in the format prescribed in Appendix 1.~~

2.4.2   ~~After the meeting of Senate the Search Committee shall review any written submissions and determine its recommendation.~~

2.4.3   Either on a recommendation for renewal or following a search, ~~In the event that~~ the Search Committee~~, decides to recommend the appointment of the candidate whose name was presented to the Senate it~~ shall present ~~the~~ its recommended candidate ~~recommendation to the President. The President may thereupon recommend the selected candidate~~ to the Board of Governors who may by resolution either appoint such person the Provost and Vice-President, Academic, or further instruct the Search Committee. ~~If the Committee decides not to recommend the name of the candidate whose name was presented to the Senate it shall resume the search.~~

2.4.4   Should the President declare that a lack of Committee progress requires it, the President may request that the Senate decide among the following alternatives: that an Acting Appointment be made; and/or that the Search Committee be reconstituted.

2.4.5   If the reconstituted Search Committee is unable to make a recommendation, the President may recommend a candidate to the Board of Governors.

Bylaw 16: Vice-President, Research and Innovation

2.4   Recommendation

2.4.1   ~~The Search Committee shall present in writing the name of a single candidate from the short list together with appropriate supporting material to the members of the Senate at an in camera meeting at which time individual Senators may elect to make written submissions to the Search Committee.~~

2.4.2   ~~After the meeting of Senate the Search Committee shall review any written submissions and determine its recommendation.~~

2.4.3   Either on a recommendation for renewal or following a search, ~~In the event that~~ the Search Committee~~, decides to recommend the appointment of the candidate whose name was presented to the Senate it~~ shall present ~~the~~ its recommended candidate ~~recommendation to the President. The President may thereupon recommend the selected candidate~~ to the Board of Governors who may by resolution either appoint such person the Vice-President, Research and Innovation, or further instruct the Search Committee. ~~If the~~

~~Committee decides not to recommend the name of the candidate whose name was presented to the Senate it shall resume the search.~~

2.4.4 Should the President declare that a lack of Committee progress requires it, the President may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an Acting Appointment be made; and/or that the Search Committee be reconstituted.

2.4.5 If the reconstituted Search Committee is unable to make a recommendation, the President may recommend a candidate to the Board of Governors.

Bylaw 17: Associate Vice-President, Research

2.4 Recommendation

2.4.1 ~~Either on a recommendation for renewal or following a search, the Search Committee shall present in writing the name of a single candidate from the short list together with appropriate supporting material to the members of the Senate at an in camera meeting which time individual Senators may elect to make written submissions to the Search Committee.~~

2.4.2 ~~After the meeting of Senate the Search Committee shall review any written submissions and determine its recommendation.~~

2.4.3 Either on a recommendation for renewal or following a search, ~~In the event that~~ the Search Committee~~, decides to recommend the appointment of the candidate whose name was presented to the Senate it~~ shall present ~~the~~ its recommended candidate ~~recommendation~~ to the President. ~~The President may thereupon recommend the selected candidate to the Board of Governors which may by resolution either appoint such person the Associate Vice-President, Research, or further instruct the Search Committee. If the Committee decides not to recommend the name of the candidate whose name was presented to the Senate it shall resume the search.~~

2.4.4 If the candidate endorsed by the Search Committee is not accepted by the President, the Search Committee shall reconsider its recommendations. If the second recommendation ~~which was presented to the Senate~~ is not accepted by the President, the Search Committee shall be reconstituted.

2.4.5 Should the Chair of the Search Committee declare that a lack of Committee progress requires it, the Chair may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made; and/or that the Search Committee be reconstituted.

2.4.6 If the reconstituted Search Committee is unable to make a recommendation, or if the recommendation is ~~not endorsed by the Senate or~~ not accepted by the President, the President may recommend a candidate to the Board of Governors.

Bylaw 18: Vice-President, Equity, Diversity, and Inclusion

2.3 Recommendation

2.3.7 ~~The Search Committee shall present in writing the name of a single candidate from the short list together with appropriate supporting material to the members of the Senate at an *in camera* meeting at which time individual Senators may elect to make written submissions to the Search Committee.~~

2.3.8 ~~After the meeting of Senate, the Search Committee shall review any written submissions and determine its recommendation.~~

2.3.9   ~~Either on a recommendation for renewal or following a search,~~ ~~In the event that~~ the Search Committee~~,~~ ~~decides to recommend the appointment of the candidate whose name was presented to the Senate, it~~ shall present ~~the~~ its recommended candidate ~~recommendation to the President. The President may thereupon recommend the selected candidate~~ to the Board of Governors who may by resolution either appoint such person the Vice-President, Equity, Diversity and Inclusion, or further instruct the Search Committee. ~~If the Committee decides not to recommend the name of the candidate whose name was presented to the Senate it shall resume the search.~~

2.3.10 Should the President declare that a lack of Committee progress requires it, the President may request that the Senate decide among the following alternatives: that an Acting Appointment be made; and/or that the Search Committee be reconstituted.

2.3.11 If the reconstituted Search Committee is unable to make a recommendation, the President may recommend a candidate to the Board of Governors.

Bylaw 19: Associate Vice-President, Enrolment Management

2.3   Recommendation

2.3.8   ~~Either on a recommendation for renewal or following a search, the Search Committee shall present the name of a single candidate in writing with appropriate supporting material to the members of the Senate at an *in camera* meeting at which time individual Senators may elect to make written submissions to the Search Committee.~~

2.3.9   ~~After the meeting of Senate, the Search Committee shall review any written submissions and determine its recommendation.~~

2.3.10 Either on a recommendation for renewal or following a search, ~~In the event that~~ the Search Committee ~~decides to recommend the appointment of the candidate whose name was presented to the Senate, it~~ shall present its recommended candidate ~~the recommendation~~ to the President. ~~The President may thereupon recommend the selected candidate to the Board of Governors which may by resolution either appoint such person the Associate Vice-President, Enrolment Management, or further instruct the Search Committee. If the Committee decides not to recommend the name of the candidate whose name was presented to the Senate, it shall resume the search.~~

2.3.11 If the candidate recommended by the Search Committee is not accepted by the President, the Search Committee shall reconsider its recommendation. If the second recommendation by the Search Committee ~~,~~ ~~which was presented to the Senate~~ is not accepted by the President, the Committee shall be reconstituted.

2.3.12 Should the Chair of the Search Committee declare that a lack of Committee progress requires it, the Chair may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made and/or that the Search Committee be reconstituted.

2.3.13 If the reconstituted Search Committee is unable to make a recommendation, or if the recommendation is not accepted by the President, the President may recommend a candidate to the Board of Governors.

Rationale:
- At the January 13, 2023 and February 10, 2023 meetings, Senators agreed that the requirement for feedback on these appointments at a Senate meeting was redundant, in light of the numerous opportunities for feedback through the process, and requested that the SGC Bylaw Review Committee be tasked with removing it from the bylaws and streamlining the wording. As requested by Senate, the proposed wording removes this step, with Search Committee recommendations submitted directly to the President or Board, as appropriate.

University of Windsor
Senate

5.6:   **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Dr. Lisa A. Porter**

Academic Colleagues met in a hybrid format on February 7th and 8th 2023.

Evening meeting, February 7, 2023, 6:00 – 8:30 pm

A very thoughtful Land Acknowledgement was provided by Jenn McArthur, Toronto Metropolitan University. Introductions around the table.

Presentation: Dr. Benoit-Antoine Bacon, President and Vice-Chancellor of Carleton University. Dr. Bacon is a neuropsychologist by training with research into visual perception and cognitive neuroscience.

Dr. Bacon presented on his perceptions of mental health and the power of sharing life experiences for wellness within an academic setting. He discussed how many people are constantly searching to feel whole and well and that often substance abuse, and subsequently addiction is the answer for these individuals. His view of mental health is that it is a journey, a continuum that all people have to deal with. He has been speaking about his own struggles with mental health and intergenerational trauma with students and faculty; he wants to encourage open dialogue. He posed 2 thoughts for discussion: 1. There are many people on campus who are hurting. He feels that we need to start teaching our students to take care of their own wellness. How do we do this? He posed the idea that wellness should be at the centre of what Universities do. 2. He encouraged us to reflect on our own wellness journey as academics. He said that everyone is in a constant struggle between fear and love/wellness. In academia, faculty and students are in this balance – fear of failure, fear of rejection, fear of not being at the top of the field. How do we handle it, but also what are the weaknesses and where can the system do better? He mentioned two authors that he encouraged everyone to read: Clara Hughes & Gabor Mate.

The colleagues discussed how we handle truly distressed students. Dr. Bacon commented that on campuses with greater than 10K students, at any given time there is a student in distress. Jenn McArthur (TMU) mentioned a CARE report that they have that can be sent to student services. Dr. Bacon is not encouraging people to be healthcare professionals or to attempt to heal trauma – but rather to be honest with students about vulnerabilities, to not appear perfect (they mimic us and look to us and want to see that they can be us). He said it is OK to say something like "I see that you are suffering, can I call someone for you?"

All Universities shared their mental health resources – I shared the UWin resource page and that of the Sci of Relief program. I think our efforts were among the most impressive of those shared. COU mentioned resources for faculty and staff: Centre for Innovation in Campus Mental Health - https://campusmentalhealth.ca/

TMU and ThunderBay have an elder do regular talking circles. Laurentian mentioned that students in residents are often called upon to support other students without proper training - not sure if we have checked to see if this is a problem for our students in residence. They also mentioned the lack of mental health supports across Sudbury. This brought up discussion and thoughts about how the University resources intersect with city wide/hospital resources. This is a big problem, and it has to also be true in Windsor, Essex. We have very few mental health resources for young people.

There was a discussion about the responsibility of Universities to not take students who do not have the background to succeed, especially for international students. This is contributing to mental health stress.

My thoughts: I truly appreciated his approach and his sharing. Every student and faculty member should hear his conversation. I found it comforting that he said that classrooms can be places of healing – that finding your passion is in itself a therapy. ALL faculty need to be inclusive and empathetic, and we have to foster an environment that is positive and exciting and has the resources to support students who are struggling. We have a responsibility to ensure that we are not contributing to mental health stressors. COVID exemplifies the impact that a lack of human interaction has on mental health, which highlights the role that we can play on student wellness. But I really hear that we are not equipped to deal with this. Mental health is healthcare and requires a skillset and resources to deal with it. We don't want to trivialize what it takes to deal with mental health - a molecular biologist for example is not the person to do it. This is a conversation for the Provincial Government – there should be designated mental health supports for Universities. The UWindsor connection to WECHU is a perfect opportunity for us to be leaders in this space.

Morning meeting, Wednesday, February 8, 2022, 9:00 am – 12:00 pm

Updates from the Universities: Several schools commented on their struggles to fill upper management positions within their Universities and noted that this is a skills gap that the Province is beginning to feel. Several schools are struggling because of bill 124 concerns causing union conversations even if they had already ratified contracts. Several schools are redefining their teaching track terms and conditions. Laurentian is struggling with distrust between students/faculty with upper administration as a fall out of their economic status. Several schools noted stresses on student housing. Mask mandates are completely lifted at most all schools across the province. Several schools, like Windsor, are starting to have large scale discussions about how to use ChatGTP. Ottawa mentioned that their unions did an evaluation of the provincial budget cuts and they said that they uncovered some points about the budget that were not properly conveyed, they didn't elaborate but this is very curious and I will reach out directly to this individual. Most schools are feeling the push to take on more international students and to increase their tuition. Indigenous scholars at Nipissing University are leading a movement for Indigenous data sovereignty.

Update from Steve Orsini – President of COU: COU has worked hard on the advocacy front over the past month. They had a full court press for operating and program expansion in the past, all they have seen is some medical and nursing spaces, but the government did not address sustainability. As a result of this they have repeated a full court press, pressing for either an increase to the operating grant (not likely) but relaxed tuition. Their feeling is that there might be some targeted projects/programs that the government will support but COU does not feel that we will be successful in the short-term. This will affect the financial sustainability of Universities and deficits will continue to grow. Colleges are doubling down on international students 4:1. COU noted that with a lack of wrap around supports, college programs are starting to sacrifice quality and they caution that universities need to maintain quality.

Bill 124 – The Government intervened in the collective bargaining process. COU is monitoring to see how this will impact the sector.

There has been a decision to appoint a blue-ribbon panel to do a thoughtful review of the post-secondary sector. Steve thinks this will benefit the sector because currently most decisions are made quickly without evidence. But on the other hand he worries that this could increase the ability of the province to intervene into the sector and that it would challenge academic freedom.

Steve wants to draw on expertise and representation from the Academic Colleagues (ACs) to ensure that the COU's stance and responses to the blue-ribbon panel is broad based.

There is a government concern about types of research that is happening internationally. The concern is that this research may interfere with national security. COU is pushing to allow research to continue but we need to be mindful about the concerns of the government. There will be pushbacks on funding in certain areas. Policies will be raised to put safeguards on.

The Ministry is aware of our financial challenges and the stresses that the budget has put on the sector.

OUAC is collecting information regarding student registrations that go beyond just gender. EDI reference group at COU working on how we use this information and remove bias to further improve diversity. The ACs are inviting this group to come and talk about the data.

There was a discussion regarding the COU membership status of several small schools in ON. These schools include Royal Military College, Hearst/NOSM and UoF. COU has evaluated that you require ~5-10K students to be financially sustainable. They feel that none of these members meet the bylaws to become a full-member of COU. COU recognizes the need to be sensitive to the unique needs of communities. Recommendations to appoint as provisional members. Blue ribbon panel might look into this.

Update from the working group for International Education (WGIE). The following recommendations went to the Executive Heads:
1. Commit to leading practices related to governance and how international student relations are handled.
2. Commit to leading unified practices regarding how Ontario universities support international students. Require that this is transparent and that there is predictability in tuition and related costs.
3. COU support to get student VISAs processed from 'trusted institution' approval.
4. WGIE asked for data to be collected on international student successes.
5. Request for the government's International Student Recovery (ISR) fee policy to be looked at, as well as the ability of international students to participate in some government programs.

Executive Heads approved of 1-4 but asked for COU to come up with more data on how they will operationalize. They also wanted more information on recommendation #5 before approving.

Discussions following this:
- There were discussions about the number of international students that schools are pushing to take and the position it is putting Universities in regard to geopolitical stability. The ACs agreed that this should be a topic for future expanded discussion.
- There was a discussion about whether leading practices will include housing supports. COU is working on streamlining the approval process for Universities to build housing.
- COU noted that there is a government push to cap international student tuitions.
- COU is writing a letter of endorsement for the 'trusted institution' for VISA processes.
- COU is putting together some of the data regarding international student success.
- Suggestion to request that the ISR funding be reinvested into supporting international students.
- Discussions about future discussions, including: budget constraints and the push for specialization earlier. Lots of points were put forward; internationalization; skills gap; universities as leaders; leveraging ACs role to create reports; Universities' preparedness.

The Quality Council's report was provided by Jennifer Bethune, Ontario Universities' Council on Quality Assurance. Updates have been made to the website and the annual report is now posted. A question about the quality review and whether it actually ever gets rid of programs that were failing was largely dismissed, as many jumped to the defense of Quality Council and this process.

There was an update from the Board of Directors – financial statements have been provided and auditors appointed.

Respectfully Submitted,
L.A Porter, Academic Colleague.

University of Windsor
Senate

5.7.1:   **University of Windsor Strategic Plan**

Item for: **Approval**

Forwarded by: **President**

MOTION: **That the University of Windsor Strategic Plan be approved.**

See attached.

Aspire.
TOGETHER FOR TOMORROW

THE UNIVERSITY OF WINDSOR STRATEGIC PLAN

2023-2028

University of Windsor

Land Acknowledgement

The University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomi. As we make this land acknowledgement, it is also important that we continue to do the work to address systemic and historic injustices.

As outlined in the strategic priority section Advancing the Journey toward Truth and Reconciliation, a consultative process is currently underway to develop a new Land Acknowledgement for the University.

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Message from the President

A UNIVERSITY IS ITS PEOPLE.

As knowledge creators, learners, teachers, innovators, supporters, and advocates – the people that form a university community and their relationships to one another are the source of its transformative potential. Our stories about how we understand ourselves, what we do, what we think we are capable of, and where we have struggled both as individuals and as communities are all important in how we envision truly transformative institutional change.

During the *Aspire: Together for Tomorrow* strategic planning process, we heard many stories about the University of Windsor as a place of uplift, where we work to create excellence, opportunities, and possibilities, and where students' lives can be transformed. This plan is built on a commitment to better celebrate, support, and recognize people so that they can lead, learn, serve, and thrive – continuing to build that transformative potential.

There is no single story of an institution. There are many communities, and their stories are not always equally heard. *Aspire* has been an important opportunity to begin to build the bridges and spaces for us to hear one another better. I am proud of the honesty, integrity, and commitment people brought to this process and the leadership that reflects. This plan builds on that progress.

These stories also challenged us. They reinforced our role and responsibility in the national journey toward Truth and Reconciliation. They brought into focus the urgent collective need for action on climate change and environmental sustainability. They emphasized the importance of continued action to ensure justice, equity and inclusion on campus and beyond. They reminded us of the importance of openness to learning and building trust. These are challenging paths, but full of opportunity.

As a locally grounded, globally connected comprehensive university, we are an institution of and for the Windsor-Essex region. We are also the university for its future. Our capacity to evolve and change, to inspire curiosity and innovation, and to bring cutting-edge scholarship, creative activity, student experience and global perspectives to the table are critical. This capacity helps shapes the outlooks, aspirations, and skills of each new generation of graduates while supporting our local communities and regional economy. Here, the local is transnational. Our success and the region's success - our neighbours' learning and our own - are interdependent.

Aspire begins with a fundamental commitment to our people and the relationships among them: students, staff, faculty, alumni, and communities. This commitment must be our compass as we strive to be a university that serves its students along with its communities, and where people, learning, insight, and innovation thrive every single day.

Robert Gordon, PhD
President & Vice-Chancellor
University of Windsor

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Strategic Planning Process

Aspire strategic planning was shaped by the communities of the University of Windsor, who envisioned a process that valued transparency, inclusion, accessibility, and collective learning. Reconnecting and trust building were important priorities after more than two years of disrupted learning and working environments.

Research and committee development began in Summer 2021. In November, a draft position paper outlining the planned process was released for campus review and feedback, and the Steering Committee began its work. In February 2022, a year-long, multi-stage planning process officially began with the launch of a campus-wide survey focused on values, mission, vision and the kinds of priorities, goals and concerns people wanted the consultation process to address. Each consultation stage shaped the development of the next.

Data from other consultations have informed this work including the University's first employee engagement survey and an ongoing consultation process engaging in ne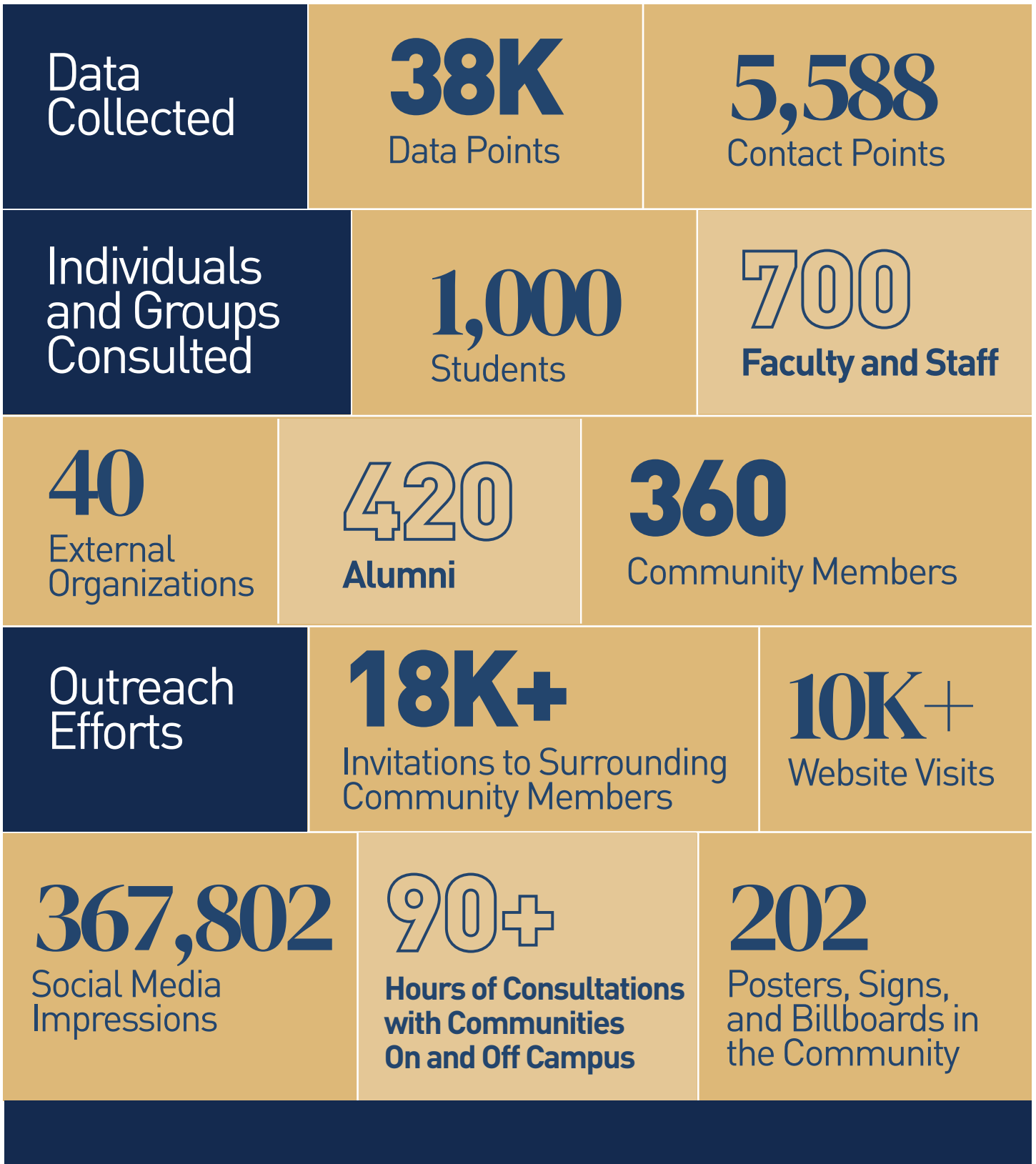cessary trust and relationship building to build the University's first Indigenous strategic plan. Analysis of contextual and institutional data including post-secondary sector best practices; local, regional, and provincial planning document; and other reports helped to frame planning.

The *Aspire* planning team engaged over 5,500 students, faculty, staff, and surrounding community members through virtual and in-person consultation events including town halls, focus groups, world cafés, and one-on-one meetings. The consultation sessions resulted in over 38,000 data points informing what would become this strategic plan.

In December 2022, the *Aspire* strategic framework and numerous summaries were shared with the campus and surrounding community to solicit feedback before preparing the final draft. This has been a new approach to campus consultation, made possible by the willingness of on- and off-campus communities to engage. As an institution, we want to continue to build these pathways for communication, transparency, data collection, knowledge mobilization, and accountability.

Strategic Planning by the Numbers...

Data Collected	**38K** Data Points	**5,588** Contact Points
Individuals and Groups Consulted	**1,000** Students	**700** Faculty and Staff
40 External Organizations	**420** Alumni	**360** Community Members
Outreach Efforts	**18K+** Invitations to Surrounding Community Members	**10K+** Website Visits
367,802 Social Media Impressions	**90+** Hours of Consultations with Communities On and Off Campus	**202** Posters, Signs, and Billboards in the Community

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Mission, Vision, and Values

Our Mission

To empower positive change through regionally and globally engaged inquiry, learning, scholarship, creative activity, and research.

Our Vision

As a locally engaged, globally connected institution, the University of Windsor will enable people to transform their circumstances. As partners, leaders, and learners, we will engage in impactful research, relevant teaching, creative endeavours, and inclusive relationship building to foster positive change.

Our Values

Values are the underlying beliefs that guide our decisions and actions. They articulate what the institution stands for and how we intend to conduct ourselves. Our values are listed alphabetically.

Academic Excellence

We strive for academic excellence in teaching, learning, research, scholarship, and creative activity. We encourage innovation and collaboration with local and global communities. Diverse ways of knowing, knowledge traditions, and ways of creating and disseminating knowledge enhance the richness of our academic pursuits.

Action on Indigenization, Truth, and Reconciliation

We have a responsibility to Indigenize and decolonize the University, to make it a place where Indigenous staff, students, faculty, and community members feel supported, and where the impacts of intergenerational traumas are addressed. There is much to learn from Indigenousways of knowing, teachings and traditions. Integrating Indigenous knowledge and values will improve our institution for everyone.

Community Impact

We are an anchor institution in our region, with the privilege and responsibility of living, learning, working, and creating partnerships here. We bring global perspectives, emerging knowledge, and leadership to the table as we address regional challenges together. Our impact is greatest when we all learn together.

Engagement with Students

We strive to be a place where all learners feel welcome, are included, and can succeed, and where students, staff, faculty, and communities work together to foster meaningful engagement and experiences. This requires us to ensure student voices and aspirations are heard, and that we respond to those voices with compassion, care, and flexibility.

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Environmental Sustainability

We are committed to working with on- and off-campus communities to ensure that climate action and environmental sustainability are integral to decision making. We are on a journey to greater sustainability through innovation, reciprocal partnership, collaborative action, and shared learning and knowledge.

Equity, Diversity, and Inclusion

Decolonizing the University, ensuring justice, and embedding anti-oppression and anti-racism in our institution requires long-term care and commitment. An equity focus must be engrained in all our decision-making in order to address the policies and practices that have oppressed and stigmatized community members for too long.

Openness to Change

We have shown that we can adapt and be agile when necessary. Our challenge now is to translate temporary adaptations into sustained transformative evolution of the institution. As an institution we need to evolve beyond the way we've always done things, be willing to take calculated risks, and continuously learn from our actions.

Prioritizing People

Our people are the foundation of all that we do. We are committed to becoming an institution that consistently operates from a place of care, compassion, respect, humility, and empathy.

Trustworthiness

Trustworthiness is founded on accountability, transparency, honesty, and integrity. It requires us to thoughtfully measure and report our progress. Where we miss the mark, we will acknowledge it, learn from our missteps, and use what we learn to inform future approaches. As a public institution, we are accountable for our stewardship of public funds: financial sustainability is critical to fulfilling our mission.

Strategic Framework

The areas framing our strategic plan fall into three distinct categories

Over the next five years, the University will address three key areas of activity: (i) **Foundational commitments**, which involve making important ongoing improvements to institutional processes that enhance the groundwork for transformative practice, (ii) **Strategic priorities**, which will focus on six institutional practices that are critical to our mission, and (iii) **Strategic opportunities**, which outline a framework for the identification, development, and implementation of ambitious cross-institutional initiatives. Efforts to advance all three areas of activity will enrich and expand the University's context of opportunity and better integrate our collective strengths, commitments, and efforts in the service and leadership of regionally and globally engaged inquiry, learning, scholarship, creative activity, and research.

Foundational Commitments

Improvements to institutional practices and processes to advance our institutional mission and enhance student experience and success. Addressing these challenges will create an environment where people and opportunity flourish, and will support the achievement of strategic priorities.

Strategic Priorities

Transformative priorities within specific areas of institutional practice that will help us further our mission, achieve our vision, live our values, and capitalize on our untapped potential.

Strategic Opportunities

Criteria and processes for framing ambitious, inter-disciplinary opportunities that have transformative potential and that integrate activities from multiple strategic priorities to create opportunities for regional, provincial, and national leadership.

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Foundational Commitments

Throughout the consultations, common themes emerged around processes and practices whose enhancement will augment efficiency and allow people to achieve their goals more effectively.

Effective, consultative, and data-driven progress on these foundational commitments will empower all of us to tackle ambitious institutional, regional, and global challenges collectively. Improvements will also enable us to focus more on strategic directions, and less on reactive response. An ongoing emphasis on improvement to foundational commitments is key to how we become an increasingly nimble university where everyone thrives.

6 THEMES HAVE BEEN IDENTIFIED

Establishing and Implementing an Institutional Data Strategy

- Develop, implement, and monitor a data strategy that will focus on data necessary for tracking, analyses, accountability, and recognition with an emphasis on enhancing the clarity, consistency, and availability of campus data related to our strategic priorities and institutional vision. These efforts will align us with the cutting edge of post-secondary institutional efforts to operationalize responsive, equitable, integrated, and engaged data use for effective planning.

Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration

- Build inclusive cross-campus collaboration, leadership, and innovation networks to enhance our institutional capacity to learn, lead, and innovate together and as individuals

- Expand social engagement spaces and opportunities for employees, students, and communities, with a focus on inclusion and belonging

- Improve and enhance community and industry partnership engagement through increased and strategic outreach, development, tracking, support, and growth strategies

Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces

- Engage cross-campus and community partners to focus on the safety and accessibility of campus spaces and virtual platforms

- Continue the process of ensuring that planning, building and maintenance of campus infrastructure is transparent, equitable, consistent with our values, aligned with institutional priorities, and responsive to stakeholder engagement

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Ensuring that Faculty and Staff Have the Skills and Support to Maximize Impact, Growth, and Engagement

- Foster equitable, inclusive, and just campus environments and processes

- Establish and implement campus mental health and employee engagement strategies

- Consultatively enhance positive work environments, for example through the exploration and development of safe and responsive feedback and conflict mediation mechanisms, strengths-focused performance review tools, succession planning, and a learning-focused approach to change management within the University's labour and policy context

- Continue to build inclusive and broad-based talent recruitment, career, and leadership development programs

- Implement strategies to foster greater diversity in leadership teams and governance bodies

Telling Our Stories and Sharing Our Knowledge

- Build and implement effective reputation-building communications strategies focused on campus, partner, and alumni success stories

- Create systematic and engagement-oriented neighborhood, regional, alumni, and global outreach strategies that reflect institutional priorities

- Improve internal communication channels to facilitate knowledge mobilization, campus engagement, and campus feedback loops for students, staff, and faculty

Improving Institutional Processes and Coordination of Services

- Build on and enhance user engagement in process development and review

- Reduce duplication of efforts through enhanced transparency and process analyses, and the systematic streamlining of processes, interfaces, and practices

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Strategic Priorities

Advancing Bold, Impactful Research, Scholarship, and Creative Activity

Advancing the Journey toward Truth and Reconciliation

Generating Local and Global Impact through Partnership and Community Engagement

Over the course of the last year, we have engaged in research, data analysis, reflection, and dialogue to identify and articulate six strategic priorities that are core to our mission and vision, and that enable us to live our values and capitalize on our untapped potential.

Becoming an Increasingly Equitable, Diverse, Inclusive and Just University

Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus

Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone

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Advancing Bold, Impactful Research, Scholarship, and Creative Activity

Research, scholarship, and creative activity at the University of Windsor contribute to technological and scientific innovation, social and civic engagement, thought leadership, environmental change, social justice, economic diversification, creative and cultural engagement, and student learning and opportunity. They stimulate the attraction, retention, and development of innovative leaders. The broad range of perspectives, methods, and knowledge traditions represented in this work enrich how we tackle critical disciplinary and global challenges, foster innovation, and seek evidence-based solutions to complex problems. The University's scholarly footprint is growing: in 2022, University of Windsor scholars produced more peer-reviewed publications and acquired more external funding than ever before.

Our strong history of student-engaged research at all levels is a powerful tradition we will build on to ensure our graduates have the skills and ability to make significant contributions to disciplinary knowledge, social change, innovation, and knowledge economies.

Over the next five years, we will continue to build inclusive cultures of inquiry and creation, increasing support for researchers across their careers, and recognizing, valuing and supporting diverse methodologies, approaches, and knowledge traditions. We will streamline and enhance research processes and services to maximize scholars' ability to focus on their research and creative activities. Approaches to resource and spaces allocations will be transparent, equitable, and strategically aligned. We will focus on building the infrastructure, opportunities, and collaborative contexts to better support community-engaged and interdisciplinary research. Through these efforts, we will enhance and amplify the impact and reputation of research, scholarship, and creative activity at the University, in local communities, and across Canada.

- Ensuring that the institution explicitly recognizes and increasingly engages with inclusive definitions of research, scholarship, and creative activity, acknowledging and valuing diverse methodologies, approaches, and knowledge traditions

- Nurturing and supporting collaborative and interdisciplinary activities, for example through cluster hiring, creating externally and internally funded research chairs, better aligning research gaps with strategic hires and developing opportunities and spaces for collaboration, social engagement, and knowledge sharing

- Increasing the number and diversity of opportunities for undergraduate and graduate students to participate in research, scholarship, and creative activity including the expansion of scalable paid and for-credit opportunities that enable inclusive participation

- Supporting strong cross-campus understanding and recognition of Indigenous (First Nations, Métis, and Inuit) research methods, traditional ways of knowing, and appropriate and respectful engagement with Indigenous communities

- Expanding support for partner- and community-engaged research opportunities, including strategic cross-sectoral resource and space sharing to enhance collaborative research, learning, and community service

- Enhancing consultative, user-based approaches to engaging with researchers and academic leaders towards the continuous improvement of research services

- Developing and implementing research communications and knowledge mobilization strategies that will share and celebrate the diverse outcomes of research, scholarship, and creative activity

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Advancing the Journey toward Truth and Reconciliation

The University of Windsor is currently in the preliminary stages of developing its first Indigenous strategic plan. Under the leadership of the Senior Advisor to the President on Indigenous Relations and Outreach, this process is currently focused on the trust- and relationship-building necessary for respectful consultations with Indigenous peoples (First Nations, Métis, and Inuit), communities and organizations. It is important for this process to unfold along its own timeline, and it is also essential that as an institution we affirm our commitment to Truth and Reconciliation. We have worked to outline preliminary directions here, based on the current consultative input. The University is committed to furthering these consultative efforts.

Universities have responsibilities under the *Truth and Reconciliation Commission of Canada: Calls to Action* and the Universities Canada *Principles on Indigenous Education*. The University of Windsor's continued journey towards Truth and Reconciliation encourages all of us to meaningfully engage with this process to foster mutual respect, shared understanding, and respectful approaches to Indigenous research methods and Indigenous ways of knowing. This work with Indigenous peoples, communities and organizations will include commitments to decolonizing the curriculum, training, and learning programs; the consultative re-development of the University's Land Acknowledgement; the recognition of Indigenous knowledge creation, ways of knowing, and identification in policy and practice; an emphasis on creating Indigenous campus spaces; and partnership and relationship building. These commitments will be integrated across all aspects of our activity and decision making. They are everyone's responsibility, and they are also a profound opportunity for leadership, learning, and transformation.

- Consultative and culturally relevant engagement of Indigenous peoples in governance

- Consultative redevelopment of the University's Land Acknowledgement

- Development and action on a University of Windsor Indigenous strategic plan

- Development of policies and practices related to identification of Indigenous peoples in all application processes

- Ensuring that the campus is truly welcoming to Indigenous peoples, including creating Indigenous spaces and Indigenizing existing spaces

- Meeting universities' responsibilities under the Truth and Reconciliation Commission of Canada: Calls to Action and the Universities Canada Principles on Indigenous Education

- Ongoing consultations, relationship building and partnership development with Indigenous communities

- Progress on the decolonization and Indigenization of curriculum, including land-based learning programs

- Partnership to support the learning of Indigenous languages

- Recognizing, advancing, and valuing Indigenous ways of knowing and supporting Indigenous knowledge creation and mobilization

- Training regarding anti-Indigenous racism and cultural safety

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Becoming an Increasingly Equitable, Diverse, Inclusive, and Just University

We are committed to tackling all forms of discrimination as we work toward a meaningfully inclusive, equitable, and just campus. Over the next five years, the University will broaden and deepen its efforts to dismantle systemic barriers to equity, inclusion, and justice. We will advance efforts to be a university that consistently combats and addresses systemic barriers and discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, or any other distinguishing characteristic or trait. This work will commit to decolonization, anti-racism, and anti-oppression, and to deeply and sustainably ingrain these changes in all aspects of campus culture and practice. It will solidify the position of the University of Windsor as a leader in truly inclusive practice.

It is important to acknowledge and honour the strength, courage, and commitment of people from historically marginalized communities who often must take on this work, and to recognize the efforts of those who take on leadership roles in these efforts. We will act on our commitment of equity-focused approaches and create and support opportunities for transformative leadership locally and nationally. We will be accountable for our progress through annual reporting on the Equity, Diversity, and Inclusion strategic plan.

- Establishing and implementing an Equity, Diversity, and Inclusion strategic plan with annual reporting on metrics and reflecting a commitment to respond to racism and equity issues across all campus communities

- Building the mechanisms, policy context, data, and reporting structures necessary to ensure accountability and build trust

- Creating and promoting programming that enables all members of the campus community to develop greater knowledge of equity, diversity and inclusion; the skills necessary to work, learn and lead together in a diverse world; and the awareness that change is everyone's responsibility

- Developing and implementing inclusive recruitment, hiring, and capacity building plans

- Employing an equity, diversity, and inclusion lens in planning, enhancing, and re-designing campus and student services

- Fostering inclusive and welcoming learning and knowledge creation environments

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Ensuring a High Quality, Relevant Teaching, Learning, and Student Experience for Everyone

Every year, more than 16,000 students pursue their educational and personal goals at the University of Windsor. We are committed to our mission as a comprehensive university in the Windsor-Essex region, offering a greater range of undergraduate, graduate, and professionally accredited programs than most comparably sized universities. We continue to develop as a global study destination, with an increasing focus on the holistic international student experience.

We are proud of our strong and growing profile in experiential, work-integrated, and research-focused learning. Our students bring varied personal circumstances, past experiences, needs, and strengths to their learning journeys. They differ in where, how, and what they want to learn, in their goals, and in what they value about a university education. An exceptional student experience – in the classroom and beyond, reflecting the rich diversity our students bring to their learning – should always be at the heart of decision making at the University of Windsor.

Over the next five years, we will expand opportunities for students, staff, and faculty to engage as partners and co-leaders in change. Varied student journeys will be supported through more flexible educational offerings in terms of format and credential type. Partners on- and off-campus will inform regionally and globally relevant curriculum development based on a diversity of lenses and approaches including enhanced work-integrated and experiential learning opportunities. We will continue to learn and build the relationships necessary to Indigenize and decolonize curriculum. Given the disruptive force that COVID has been for many, supporting learners in their educational journeys is more important than ever. We will work to inspire more learners to attend university, and foster students' wellness, perseverance, and success on their way to graduation and the futures and careers they envision. It is important that we value and recognize the daily work of faculty, staff, and

partners in inspiring, supporting, engaging, and challenging learners. Systematic opportunities for staff and faculty to connect, lead, learn, and share knowledge are critical to the sustainable evolution of our educational mission.

- **Establish an institutional teaching and learning strategy in line with the University's Strategic Academic Plan**

- **Create and enhance compelling, regionally, and globally relevant, effective curriculum, programs, instruction, and learning opportunities that meet the current and emerging needs of learners with diverse priorities, expectations, and experiences**

- **Explore and support interdisciplinary and collaborative program development**

- **Work towards integrated, holistic, and inclusive student support services that foster mental health and wellness, create a welcoming and engaging campus environment, and facilitate students' navigation of the educational paths they create and choose**

- **Develop and expand scalable, inclusive experiential, work-integrated and research-based learning opportunities that increase access and opportunity, and that prepare graduates to tackle the complex challenges we face as individuals, as a society, and as a region**

- **Recognize and further effective teaching based in a wide range of approaches, methods, and knowledge traditions; and support, value, and recognize the efforts of faculty and staff so that their student-focused work is informed, effective, and sustainable**

- **Enhance and maintain accessible formal and informal teaching and learning spaces across our campus that leverage new technology and modes of learning**

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Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus

Ensuring that people thrive and feel valued in their work, learning, and community leadership efforts is fundamental to establishing the kind of university culture people want. Fostering an engaged, healthy, and sustainable campus will mean making tangible investments in health and wellness, social programming, and equitable leadership development. For employees, it also means the development of strengths-focused performance and career development, and training and support programs that inspire agency, innovation, and mutual respect.

We will develop safe and responsive feedback mechanisms and better support for conflict mediation in support of healthy, compassionate, and respectful learning and work climates. We will encourage opportunities for exchange and collaboration across units and roles within the institution and beyond so that we can learn from and about each other. Increasing and expanding these connections will provide important continuity and lines of sight as we support and engage learners across the depth and breadth of their university experience.

As a new generation of students enter post-secondary education already acting as change agents on climate change, the University will accelerate and embed sustainability measures in research, teaching, and operations while fostering a culture that values the stewardship of natural environments, and social and environmental sustainability. The United Nations (UN) Sustainable Development Goals and the Principles for Responsible Investing will provide a strong framework for planning, enabling alignment with campus operations, research and creative activity, teaching, and community engagement, advancing our existing strengths in environmental research. We will establish an institutional goal and timeline for carbon neutrality and develop campus actions to reflect broader sustainability goals

including discontinuing use of single-use plastics, enhancing sustainable infrastructure, evaluating our water footprint, reducing food waste, conscious decision-making around transportation, and procurement.

- **Continue to build a culture of respect, trustworthiness, and transparency by emphasizing individual and public accountability, strong bicameral governance, and a clear and navigable policy context**

- **Consultatively explore and establish equitable and clear pathways for professional and career growth, and learning, for example including regular performance conversations, mentorship, leadership development programs, succession planning job shadowing, and opportunities for cross-organizational engagement**

- **Foster positive work environments, for example through the exploration and development of safe and responsive feedback and conflict mediation mechanisms and a learning focused approach to change management within the University's labour and policy contexts**

- **Reviving and enhancing the sense of energized belonging, connectedness, and engagement on campus through the creation of informal learning, connection and social spaces, and a greater emphasis on events that support togetherness and belonging**

- **Supporting capacity building for inclusive, equitable leadership in a context which embraces collective learning and new opportunities**

- **Working towards an environmentally sustainable campus and campus culture, and fostering strong partnerships that support and inspire regional participation in sustainable practice**

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Generating Local and Global Impact through Partnership and Community Engagement

The University of Windsor is one of the only Canadian universities operating in an urban context so closely integrated with a major American city and its transnational economies, ecosystems, communities, and histories. This is a unique regional dynamic that inspires inquiry, innovation, engagement, and learning. We are an anchor institution in the Windsor-Essex region: an engine of labour force stability, economic diversification, urban and regional vitality, sustainability, and civic engagement, and a catalyst for positive change and innovation. Our alumni networks link us to all employment sectors and fields in our region and around the world. We proudly embrace our role as globally informed and locally engaged partners. We continue to build the strong, reciprocal relationships with local and international industry and community partners, alumni, and retirees that support all our efforts to learn, lead, and serve. We are committed to expanding outreach, partnership, and connection through our downtown campus. Our students learn, serve, and contribute to companies and organizations across the region, and we are grateful for these expanding partnerships. We are committed to building strong municipal and regional coalitions, accountabilities, partnerships, and networks focusing on shared priorities.

The *Aspire* community consultation sessions told us much about the need for responsive relationship building and opportunities for collaboration, the University's role as a neighbor and a leader in good times and in challenging ones, and the need for a campus-neighbourhood strategy. This will involve engaging on key neighbourhood issues based on reciprocity, clear communication, and mutual benefit. There are many communities that operate within our common geographies, and it is important that the University listen and engage where this has not historically been the case. Enhancing our impact also means better supporting all of those who lead community-engaged practices and improving coordination of partnerships to streamline and amplify efforts. The University's increased emphasis on experiential and service learning and on helping our students build their own community networks and connections will also be furthered through community engagement.

- Building coalitions, partnerships, and networks focusing on shared priorities; information exchange; innovation; research, scholarship, and creative activity; knowledge mobilization and collaboration; talent development; resource sharing and cross leveraging of funding opportunities

- Building strong relationships and engagement with Indigenous communities

- Consultatively establishing, implementing, and tracking progress on a neighbourhood engagement strategy based on reciprocity, strong lines of communication, and mutual benefit

- Establishing a community engagement hub and team to help faculty, staff, students, and community members in developing collaborations and to assist with the coordination of engagement efforts across campus

- Expanding community-based and community-informed student experiences and educational opportunities

- Recognizing, supporting, and enhancing community-engaged research and practice across many campus roles

- Working respectfully and effectively with partners and prospective partners to remove barriers to community engagement and to engage and build trust with historically marginalized communities

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Strategic Opportunities:
A Decision Making and Development Framework

Over the next five years, the University will enhance its capacity to systematically build and successfully implement ambitious, multi-disciplinary initiatives. These initiatives will serve our communities, address complex local and global challenges, enhance sustainability, create exciting new educational opportunities, and address emerging local and regional concerns. These are the kinds of projects that can change the University, our region, and people's lives. They will also require us to pull together in shared directions and to build new skills and mechanisms for better supported and more flexible cross-institutional collaboration. The achievement of the institution's foundational commitments will play a key role in our success.

To maximize impact, project development will emphasize thoughtful integration of strategic priorities and foundational commitments. This might, for example, involve the integration of elements such as the advancement of interdisciplinary research and creative activity, for-credit curriculum and life-long learning programs, experiential learning opportunities, and community partnerships. While not every project can integrate all strategic priorities, an approach that systematically explores their greater integration will maximize the potential impact of our initiatives.

During the consultation phase of strategic planning, on- and off-campus community members proposed a number of possible topic areas for new programs, new and often interdisciplinary areas of research, and specific potential areas of focus for enhanced community engagement, partnership, and services. This input will be invaluable to planning as the more specific academic and research strategic plans unfold.

Major strategic opportunities could focus on a specific topic or area. For example,

a new partnership between the University and the Windsor-Essex County Health Unit (WECHU) will result in co-location and joint programming opportunities. The co-location effort will engage with material re-use in line with our environmental sustainability goals, as a retrofit of a vacant building on campus is planned. This partnership will bring together existing cross-campus research and educational strengths in public and environmental health, and institutional priorities around employee and student mental health and wellness. The partnership will also provide opportunities to focus on new work-integrated learning opportunities, and neighbourhood priorities around health.

Strategic opportunities could also focus on activities such as building, enhancing, and expanding an area of institutional practice into a major institutional pillar – for example, undergraduate research, or inclusive leadership.

Our goal is to create a systematic, streamlined, and transparent approach to identifying and supporting initiatives to maximize their impact. This planning framework is open to a wide range of potential initiatives and is not topic specific. It will provide greater transparency in decision making, support new ways to collaborate, optimize the chances of success, cross-leverage funding sources, and maximize project impact.

Identification and development of new projects will be cyclical, through mechanisms identified as the University develops strategic academic and strategic research plans that will unfold from the *Aspire* strategic plan. These mechanisms will involve regular cross-campus and community consultations and collision opportunities to develop new ideas. Exploration of emerging opportunities driven

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by, for example, regional change would also be informed by the following guidelines, with the recognition that some projects do require an agile response. Key criteria in identifying promising projects will include the integration of some or all of the following:

- Addresses key areas of institutional risk
- Advances Indigenization, Truth and Reconciliation
- Allows for multiple points of entry and engagement
- Drives enrolment
- Engages with multiple strategic priorities, and multiple communities
- Improves the student experience
- Integrates equity-focused approaches and practice
- Involves areas of institutional strength
- Practice in the area is strong on campus, and resources exist, but activities are under-leveraged or under-coordinated
- Offers a unique opportunity (in combination with other criteria)
- Resonates with critical campus, regional, or global challenges
- Speaks to our values and core aspirations
- Will be financially sustainable

While not every project can integrate all priorities, initiatives that can clearly demonstrate alignment with a greater number of the criteria above and greater integration across strategic priorities will be prioritized for investment and development. A first set of specific projects will be identified and built out during strategic academic and research plan development.
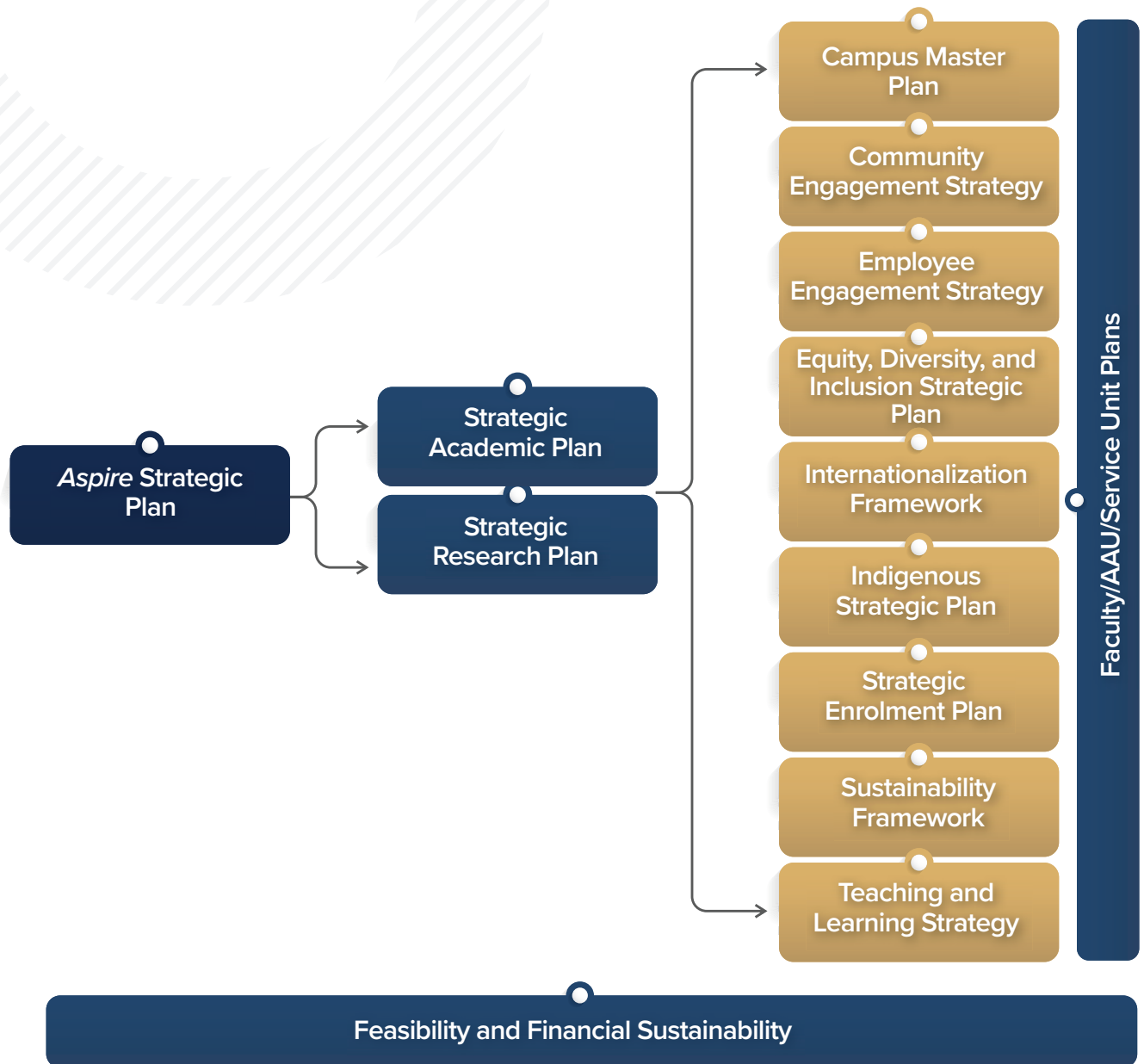
We look forward to developing specific projects with communities on and off campus as we implement *Aspire*.

Realizing Our Strategy

The *Aspire* strategic plan is based on cascading strategies. It outlines foundational commitments and strategic priorities, providing guidance for the development of more operational cascading strategies and plans. Over time, faculty and unit-level planning will also be aligned with these areas. The *Aspire* strategic plan was designed to be broad in scope: as faculties, departments, and units work toward alignment with institutional priorities, it is likely that their own strengths and goals will resonate more with some strategic areas than others. There are many ways for units and individuals to contribute that will align with the vision of the institution. Going forward, human, capital and financial resource allocations, and performance planning will be aligned with the *Aspire* strategic plan's priorities.

Aspire Strategic Plan → Strategic Academic Plan / Strategic Research Plan →

- Campus Master Plan
- Community Engagement Strategy
- Employee Engagement Strategy
- Equity, Diversity, and Inclusion Strategic Plan
- Internationalization Framework
- Indigenous Strategic Plan
- Strategic Enrolment Plan
- Sustainability Framework
- Teaching and Learning Strategy

Faculty/AAU/Service Unit Plans

Feasibility and Financial Sustainability

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Following the approval of the *Aspire* strategic plan, specific initiatives focused on Foundational Commitments will be early goals, beginning with the development of an institutional data strategy that will support the collection and use of meaningful and reliable data in alignment with the strategic plan. This is an important early step that will enable us to analyze and benchmark our situation, track and report on our progress, and celebrate our strengths and successes. The development of the data strategy is also an important opportunity for us to reach greater consensus around the data that we need to collect and use, empowering units and departments to make data-driven decisions.

Once the strategic plan has been approved, the President and senior leadership's performance objectives will align with the plan and expand to other roles as the various cascading strategies are finalized and implemented. Governance agendas will be set relative to the annual plans. This approach is intended to ensure accountability as well as ownership of key elements of the plan.

Beginning in summer 2023, the Provost and the Vice-President, Research and Innovation will co-lead the development of the Strategic Academic Plan and the Strategic Research Plan to prioritize and develop specific academic and research initiatives and metrics, in alignment with *Aspire* strategic plan priorities and commitments. Development of many of the cascading plans, including the equity, diversity, and inclusion strategic plan; the employee engagement strategy; the internationalization framework; the Indigenous strategic plan; and the sustainability framework are already underway. The extensive data gathered during the *Aspire* consultation process will provide a strong foundation for efficient planning during subsequent phases. Coordination and line of sight across plans will be important, and as an institution we are building capacity and support for those activities. Faculty and unit-level planning will follow, in line with the cyclical planning activities of various areas.

Investing in Our Future

Institutional financial sustainability is critical to our ability to fulfil our academic mission, to serve communities, and to create knowledge. Many factors impact the sustainability of our University. These include provincial funding models, changing regional demographics, fundraising, post-pandemic enrolment patterns, evolving competition in the post-secondary sector, cost pressures, and institutional financial management.

Thoughtful and strategic approaches to fiscal responsibility, fundraising, cost management, alternate revenue generation, and enrolment planning are critical to creating the stability that enables future planning, possibility, and innovation. The priorities of the strategic plan will provide direction and guidance for human, capital, and financial resource allocations and revenue generation planning to ensure that we reach our goals over the next five years.

Consultative planning of the University's next strategic enrolment plan began in the first quarter of 2023, exploring considerations such as ideal institutional size, mix of domestic and international graduate and undergraduate students, diversification of international student countries of origin, and strategies for student engagement, recruitment, and retention. Many of these factors overlap significantly with the goals of this strategic plan. This planning must be nimble in order to respond to shifting provincial funding frameworks, changes in demand, and the international context.

Measuring Our Success

To inspire meaningful change, we must be trustworthy. Accountability to our stakeholders and to on- and off-campus communities is an essential part of that commitment. We will track and communicate our progress and provide annual public reporting on performance metrics across all identified strategic areas of focus. Because we are employing a cascading strategies approach, appropriate metrics will evolve in alignment with the establishment of each plan, strategy, or framework. Reporting will focus on process metrics in the initial stages, with more specific performance metrics arising from the cascading plans as they are approved.

Metrics from the cascading plans will be "rolled up" to be incorporated into institutional tracking and reporting as they are finalized. The implementation of the institutional data strategy is critical to the establishment of meaningful, aligned metrics for this plan. Timelines for cascading strategies will be announced as they evolve, with quarterly reporting on progress submitted to Senate and the Board of Governors.

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Acknowledgements

Thank you to everyone who participated in this strategic planning process. Without your voices this vision for the future could not have been created. This is the first step in a journey, and we hope that you will continue to share your passion, expertise, energy, and leadership as this process unfolds.

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Chinyere Obinna - Research Associate, Office of the President

Miguel Pebenito - Senior Accountant, Office of Financial Accounting and Report

Anna Pedri - Secretary to the Executive Director/Analytical Assistant, Office of Institutional Analysis

Rachelle Prince - Communications Officer, Office of the President

Carolyn Rauti - Research Assistant/Associate, Office of the President

Mary Ann Rennie - Special Events Manager, Office of the President

Kristin Schramer - Research Assistant/Associate, Office of the President

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2020-2025 Strategic Mandate Agreement (SMA3) Annual Report

Evaluation — Year 3

Senate

March 10, 2023

University of Windsor

Metrics

Year 3 ⬇

2020/21	2021/22	2022/23 and on
1. Graduate Employment	1. Graduate Employment	1. Graduate Employment
2. Institutional Strength*	2. Institutional Strength*	2. Institutional Strength*
3. Graduation Rate	3. Graduation Rate	3. Graduation Rate
4. Community Impact	4. Community Impact	4. Community Impact
5. Economic Impact*	5. Economic Impact*	5. Economic Impact*
6. Research Funding	6. Research Funding	6. Research Funding
	7. Experiential Learning	7. Experiential Learning
	8. Innovation: Industry Funding	8. Innovation: Industry Funding
	9. Graduate Earnings	9. Graduate Earnings
		10. Skills and Competencies*
25% of Grant	**35% of Grant**	**45% to 60% of Grant**
$23.5M	**$32.8M**	**$42.3 to $56.4M**

University of Windsor

Performance Funding Status

- Covid-19 pandemic, initial two-year delay in the activation of the performance-based funding for the SMA, further extended for Year 3 (2022-23) as the pandemic continued.

- Ministry to assess the sector readiness for activation starting in Year 4 (2023/24) at a planned system-wide proportion of 10%, increasing to 25% in Year 5 (2024/25).

- Ministry has been asked to consider bands of tolerance and additional opportunities to reweight metrics.

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Annual Evaluation- Year 3 (2022/23)

University of Windsor

SMA Year 3 2022/23

Final Metric added for Year 3: Skills and Competency

- In order to provide more flexibility to institutions during the COVID-19 pandemic, Ministry asked us to create our own institution-specific measure(s) in SMA3 Year 3.

- The five percent (5%) participation weighting will continue as planned.

- Our metric: University's contribution to knowledge, skills and personal development

- Measurement for that will be the perceived gains in knowledge, skills and personal development from the university experience based on the National Survey of Student Engagement (NSSE)

University of Windsor

Metric Performance Year 3

Metric Name	Performance Grant %	Performance Grant	Metric Weighting	Notional Allocation	Metric Target	Band of Tolerance (BoT)	Allowable Performance Target	Metric Performance	
Community/Local Impact	0%	$0	25%	$0	11.67%	1.83%	11.46%	12.01%	✓
Economic Impact (Non-Local Student Spending)	0%	$0	20%	$0	$156,651,805.11	5.03%	$148,767,061.02	$164,800,687.19	✓
Experiential Learning Proportion	0%	$0	5%	$0	71.43%	24.20%	54.15%	76.23%	✓
Graduate Earnings	0%	$0	5%	$0	$47,660.53	4.96%	$45,294.44	$49,891.67	✓
Graduate Employment Rate in a Related Field	0%	$0	5%	$0	88.69%	3.34%	85.73%	89.93%	✓
Graduation Rate	0%	$0	5%	$0	73.89%	1.00%	73.15%	74.76%	✓
Institutional Strength	0%	$0	20%	$0	31.19%	3.00%	30.25%	35.06%	✓
Research Revenue - Donations, Grants & Contracts	0%	$0	5%	$0	$5,492,555.56	7.78%	$5,065,231.05	$6,651,333.33	✓
Research Revenue Total	0%	$0	5%	$0	1.33%	4.48%	1.27%	1.36%	✓
Skills and Competencies- data collection				participation					✓

Submission to the Ministry January 2023 waiting for confirmation

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Status to Date

- Year 1 (161,071)
- Year 2 + 13,950
- Year 3 for all metrics met or exceeded the allowable performance target

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Year 4 2023/24 Risks

1. Metrics for which we have higher risk of not meeting targets (if funding is attached)

2. Residual pandemic effects

3. Economy and its effect on metrics

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Questions?

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5.8:   **Report of the Provost**

Item for: **Information**

Forwarded by: **Patti Weir**

1. **NSSE Survey – R. Zanutto**
The NSSE survey will be sent out on March 8, 2023 and messages will be posted to Brightspace. Each respondent will receive $5 on their UWin Card.

2. **Celebration of Teaching Excellence – E. Kustra**
The Celebration of Teaching Excellence was held on Wednesday March 1, 2023 to recognizing 48 awards from student initiated to national recognition, bringing attention to the dedication and excellence of our instructors at the University of Windsor.

3. **Summer 2023/Convocation/SET – L. Chandler**

Spring/Summer 2023:
i)   Requests for information on course scheduling for Spring/Summer 2023 was sent to Faculties in early Spring. To date, the first drafts have been received from most Faculties. The second round of requests will be sent out starting early March
ii) The tentative timetable will be posted starting around March 15th
iii) Registration will begin around April 3rd, with the shopping cart opening the week prior (around March 27th).
iv) Students will receive information about their appointment times around March 15th

Convocation – Spring 2023
i)   Convocation will be held at the Toldo Lancer Centre from May 30th to June 2nd, 2023
ii) Approximately 4600 are anticipated to cross the stage over the four ceremonies. To date over 4400 applications have been received, and over 80% have been reviewed for conditional eligibility.
iii) Marching Order will be used for reading graduates names again for this semester.
iv) Timelines for processing are very tight so receiving final grades by early May is greatly appreciated.
v) Faculty are encouraged to attend convocation to help celebrate the achievements of their students.

Student Evaluation of Teaching
SETs will continue to be administered online for Winter 2023.

4. **Continuing Education – J. Atkins**
a) Finalizing testing with the MyCreds platform as part of the Virtual Skills Passport Pilot for Micro-credentials. Digital certificates will be issued to Transformed Shared Services employees that participated in a corporate training course. This work has been facilitated by Graham Fawcett, the project lead in ITS.
b) Leadership training with Stellantis has been completed and they have agreed to be an industrial partner in the Applied Leadership Program. This program will run from April 20th to June 8th.

5. **Global Open Education Week – N. Baker**
Global Open Education Week runs from March 6-10, 2023. The Office of Open Learning, celebrating their 10th year supporting open educational practice, has a series of events planned to celebrate this annual event.
Events can be found at: https://ctl2.uwindsor.ca/openlearning/workshops/5/

University of Windsor
Senate

5.8.1: **Enrolment Management Update**

Item for: **Information**

Forwarded by: **Chris Busch, AVP Enrolment Management**

[1] Fall 2023 Enrolment – Preliminary Application Data

For Fall 2023, we are at the application and admissions phase for most programs and degree levels. Admissions are being made based on information received primarily on a rolling basis (e.g., high school grades for UG).

We have shipped over 5,100+ admissions packages to admitted undergraduate students to celebrate admission to the University of Windsor.

Undergraduate (101)

Faculty	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Arts, Humanities, Soc Science	3,972	3,589	2,910	2,917	2,807
Faculty of Engineering	1,022	943	803	813	1,023
Faculty of Human Kinetics	743	961	707	860	843
Faculty of Nursing	608	615	619	683	688
Faculty of Science	2,206	2,175	2,087	2,324	2,424
Odette School of Business	1,134	1,017	948	925	1,030
Total UG Applicants	**9,685**	**9,300**	**8,074**	**8,522**	**8,815**

Source: Enrolment Management, Power BI – Funnel Report; as of March 1, 2019 – 2023.

First choice 101 Applicants

Faculty	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Arts, Humanities, Soc Science	23%	20%	24%	25%	28%
Faculty of Engineering	23%	18%	20%	20%	26%
Faculty of Human Kinetics	29%	17%	21%	22%	27%
Faculty of Nursing	33%	15%	24%	30%	29%
Faculty of Science	22%	21%	23%	20%	23%
Odette School of Business	22%	19%	23%	20%	24%
Total # 1st Choice UG Applicants	**2,286**	**1,772**	**1,863**	**1,945**	**2,246**

Source: Enrolment Management, Power BI – Funnel Report; as of March 1, 2019 – 2023.

Second Entry

Faculty	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Faculty of Education	853	690	965	1,064	1,070
Faculty of Law	1,963	1,948	2,252	2,073	1,925
Total # Applicants	**2,816**	**2,638**	**3,217**	**3,137**	**2,995**

Source: Enrolment Management, Power BI – Funnel Report; as of March 1, 2019 – 2023.

Graduate – Course-Based Master'

Faculty	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Arts, Humanities, Soc Science	116	182	214	344	422
Faculty of Engineering	1,603	1,806	1,590	1,744	2,215
Faculty of Science	902	1,315	1,363	1,157	1,044
Odette School of Business	886	759	728	735	988
Total # Course-Based Applicants	**3,507**	**4,062**	**3,895**	**3,980**	**4,669**

Source: Enrolment Management, Power BI – Funnel Report; as of March 1, 2019 – 2023.

Graduate –Research-Based Master's

Faculty	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Arts, Humanities, Soc Science	351	337	368	385	328
Faculty of Education	-	37	51	203	399
Faculty of Engineering	369	298	217	177	163
Faculty of Law	42	53	42	63	68
Faculty of Nursing	93	69	109	74	90
Faculty of Science	561	652	628	552	601
Odette School of Business	107	147	124	198	404
Total # Research-Based Applicants	**1,523**	**1,593**	**1,539**	**1,652**	**2,053**

Source: Enrolment Management, Power BI – Funnel Report; as of March 1, 2019 – 2023.

Graduate – PhD

Faculty	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Arts, Humanities, Soc Science	142	165	345	319	276
Faculty of Engineering	55	55	63	51	42
Faculty of Human Kinetics	6	6	5	11	10
Faculty of Nursing	7	12	3	5	9
Faculty of Science	32	37	40	38	40
Total # PhD Applicants	**242**	**275**	**456**	**424**	**377**

Source: Enrolment Management, Power BI – Funnel Report; as of March 1, 2019 – 2023.

Enrolment reporting on admitted and confirmed students will begin closer to the system-wide acceptance deadline.

[2] Academic Consultations – Fall 2024 Recruitment Campaign
Each year, "Academic Consultations" are held with every Academic Program Area to ensure that the marketing and communication efforts planned for the next recruitment cycle properly reflect current program highlights, key proof points, unique program elements, critical messaging, admission requirements and program descriptions; thus, ensuring that we are presenting a consistent message across all channels and efforts that is accurate and in alignment with the objectives of each academic program and Faculty.

These consultations will start in mid-March and conclude by April 30, 2023.

[3] Strategic Enrolment Management Plan (2023 – 2028) - Update
Evaluating the effectiveness of our 2016-20 strategic enrollment management plan is critical to ensure that a new plan is informed by data, aligned with institutional goals, and designed to build on successes and address shortcomings.

Over the last few weeks, work has been conducted to evaluate obtainment to historical enrolment goals, enrolment performance, and former strategy performance evaluation. In addition, 28 sessions were held with 180 unique

individuals (faculty and support staff) to identify what worked and what didn't, determine if goals were met, analyze trends and data, and identify opportunities for continuous improvement and learning.

Insights gained will inform the subsequent steps of the SEMP development, including enrolment visioning, strategy development, and cumulate in a comprehensive student success plan – or our "*Aspire to Succeed Plan*" (*placeholder name only*).

University of Windsor
Senate

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

New Journal Launched
The Office of the Vice President Equity, Diversity, and Inclusion has launched the Journal of Critical Race, Indigeneity, and Decolonization (JCRID). The journal explores the complexity of racial oppression and its intersections with gender, class, sexuality, disability, age, language, and religion and will publish articles from scholars in the fields of critical race studies, Indigenous studies, Black Studies, women, gender, and sexuality studies, Latin American studies, and diaspora studies. The editorial team is Dr. Naved Bakali, Assistant Professor of anti-racism education in the Faculty of Education, Dr. Rebecca Major Assistant Professor in the Department of Political Science, and Dr. James Oloo, Assistant Professor in Educational Administration, Policy, and Leadership in the Faculty of Education. JCRID aims to provide a catalyst for international research that highlights exemplary praxis and intellectual thought to inform and transform post-secondary education. Submissions are now being invited for the inaugural issue.

Director Antiracism Organizational Change
- Our Black Student Support Coordinator is preparing to recognize Black Mental Health Week (March 6-10) at UWindsor. She will be collaborating will be working with campus partners, including Student Counselling Services (Dr. Venus Olla), to help promote programs and services pertaining to Black students regarding mental health and well-being.
- Our Black Student Support Coordinator has begun to utilize the space and resources offered to her by Lancer Athletics. Stephanie White has offered office space where our BSSC can meet with students once or twice a week at the Toldo Lancer Centre. This provides an excellent opportunity for the BSSC to meet the students "where they are at" and help to foster that sense of belonging with our Lancer athletes and HK students as well.
- We are currently in the process of producing the first issue of our EDI newsletter for 2023. Taking the lead are PhD student @Samuel Ehikuemen and MA student Doxa Zannou, and well as Administrative Assistant, Kate Hargreaves. The expected publication date is no later than March 3, 2023.
- The Director of AROC Marium Tolson-Murtty is engaged in ongoing collaborative work with the Initiatives Against Anti-Asian Hate Working Group and the Black History, Black Futures Working Group. Continuing to work with students from the JSA and getting closer to receiving a list of recommendations of candidates to serve on the Initiatives Against Anti-Semitism Working Group. This list of recommended individuals will represent faculty, students, staff, alumni, and community members. This is ongoing, and I look forward to providing updates as they become available.
- Adjudication process to begin (Early March) for the new Black Student Scholarships that were announced in 2021. There were 45 applications, and 26 applicants were eligible for consideration. Three scholarships will be awarded for 2023 at $5000 each.

EDI Week 2023
Planning for EDI Week 2023 is at an advanced stage and a schedule will be available next week. Highlights will include talks by Dr. Beverley Jacobs, Senior Advisor to the President on Indigenous Relations and Outreach, Dr. Natalie Delia Deckard, Director of the Black Studies Institute, BIDE Institute, and presentations on migrant worker research, 2SLGBTGIA+ flourishing on campus, OHREA Accessibility Awareness Days, religious bigotry, and sexual violence prevention among others.

Updates
- Work continues on the Employee Engagement Survey Action Plan.
- Employee Mental Health Strategy planning is progressing.
- Anti-Black racism task force implementation planning continues.
- EDID review is nearing completion.

University of Windsor
Senate

5.10:   **Report of the Vice-President, Research and Innovation**

Item for: **Information**

Forwarded by: **Chris Houser**

Research, scholarship, and creative activity are critical to the reputation of the University of Windsor and have a significant influence on our ability to recruit and retain undergraduate and graduate students.
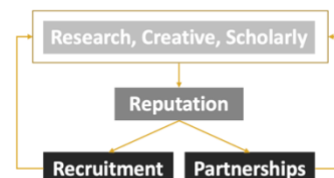
Queens Park Visit: On Wednesday March 1st, delegates from the University of Windsor visited Queens Park to highlight the impact and importance of our research, creative and scholarly activity. The focus of this event was FuturEcar, Ag@UWin, CANS (Compact Accelerator Neutron Source), and Health research (WE-SPARK and Nursing), with UW representation by Dr. Narayan Kar, Dr. Bill Van Heyst, Dr. Rupp Carriveau, Dr. Drew Marquardt, Dr. Lisa Porter, and Dr. Debbie Shepard-Lemoine. Support was provided our provincial champions: MPP Andrew Dowie, MPP Anthony Leardi and MPP Trevor Jones.

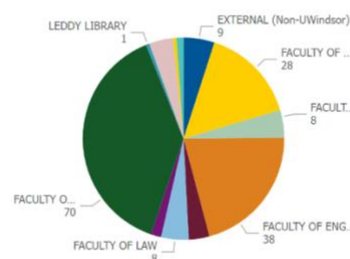**Proposal Submissions**: Since May 2022, a total of 338 research proposals have been submitted.
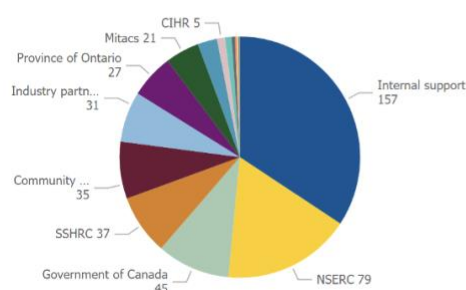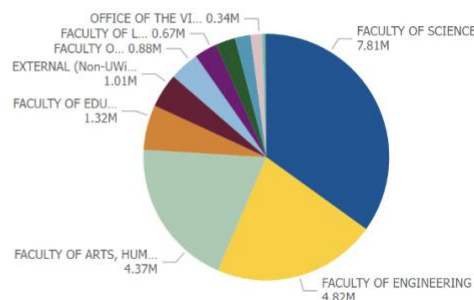
New Awards: Since May 2022, faculty have received 181 (internal and external) research awards worth ~$15 million.
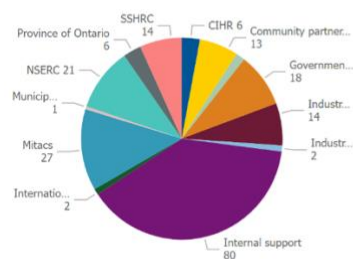
Research Data Management (RDM) Strategy: In 2021, the Tri-Agency released the Tri-Agency Research Data Management Policy to promote sound research data management (RDM) and data stewardship practices as part of its commitment to furthering Canadian research excellence. This policy requires each post-secondary institution eligible to administer Tri-Agency funds (NSERC, CIHR, SSHRC) to implement and publicly post an institutional research data management strategy and notify the Tri-Agency when this is complete. Development of the RDM Plan was led by Dr. Selinda Berg (Library), Marcin Pulcer (ITS) and Heather Pratt (ORIS), and was supported by a Steering Committee and a Faculty Advisory Committee.

The attached strategy is only the first step of the process to ensure sound research data management and stewardship at the University of Windsor. The strategy outlines the current state of data management on campus, as well as the underlying principles of what will be required moving forward. This strategy will be followed by a concentrated effort, resource investment, and shared responsibility.

Data Management Steering Committee:
Dr. Selinda Berg, University Librarian (co-chair)
Berenica Vejvoda, Research Data Librarian (co-chair)
Heather Pratt, Executive Director, ORIS

Dr. Natasha Wiebe, Research Funding Officer, ORIS
Kate Rosser-Davies, Systems And Metrics, ORIS
Dr. Sara Kenno, Research Coordinator, ORIS
Dr. Ingrid Qemo, Research Coordinator - Health, ORIS
Nicole Noel, Research Funding Officer-, ORIS
Dr. Michelle Nevett, Research Coordinator - Science, ORIS
Vesna Kaps, Contract/Technology Transfer Manager, ORIS
Dr. Scott Martyn, Chair, Research Ethics Board/Professor
Harmony Peach, Manager, Office of Research Ethics
Marcin Pulcer, Executive Director, ITS

Data Management Faculty Advisory Group:
Dr. Arezoo Emadi, Engineering
Dr. Guoqing Zhang, Engineering
Dr. Amy Peirone, FAHSS
Dr. Nazim Habibov, FAHSS
Dr. Jennifer Willet, FAHSS
Dr. Fazle Baki, Odette School of Business
Dr. Lisa Porter, WE-Spark Health Institute
Kyle Lago, WE-Spark Health Institute
Dr. Francesco Biondi, Kinesiology
Dr. Cheri McGowan, Kinesiology
Dr. Jody Ralph, Faculty of Nursing
Alice Grgicak-Mannion, Science/GLIER

PLANNING FOR NEXT CFI ALLOCATION: High-level proposals for the future CFI envelope (~$6.1 million) were due to the OVPRI at the end of the fall semester, although proposals will still be accepted on a rolling basis as opportunities and needs arise. The proposals were to include a clear statement on how new research infrastructure will: 1) enhance research and reputation, 2) support the largest number of faculty across campus, 3) potential to include collaborations and contributions from other institutions, and 4) supports the Windsor-Essex region, Ontario, and Canada. The proposals submitted by the deadline (see below) are now being evaluated by the Associate Deans of Research, Faculty Deans, and the Vice Presidents.

University of Windsor Research Data Management Strategy

Executive Summary

In March 2021, the Tri-Agency[1] released the Tri-Agency Research Data Management Policy to promote sound research data management (RDM) and data stewardship practices as part of its commitment to furthering Canadian research excellence. This policy requires each post-secondary institution and research hospital eligible to administer Tri-Agency funds to implement and publicly post an institutional research data management strategy and notify the Tri-Agency when this is complete.

The University of Windsor is committed to meeting the Tri-Council requirements and to supporting effective RDM practices for its researchers through effective service and training support, tools, and infrastructure. The strategy will initiate and guide ongoing dialogue and collaboration for the advancement of RDM at the University of Windsor and will evolve as we move to implement activities that will be supportive and responsive to the needs of our research community while aligning with the changes in the Canadian data environment.

The institutional Research Data Management Strategy is only the first step of this process. The strategy outlines the current state as well as the underlying principles. This strategy will need to be followed by concentrated effort, resource investment, and shared responsibility.

Strategic RDM Goals for the University of Windsor

The following four strategic institutional goals guide and prioritize the collaborative work between the University and its researchers to ensure the University is an environment that enables and supports research data management to meet the goals of good research data management and comply with the Tri-Agency RDM requirements for publicly funded data. In these goals, the University of Windsor recognizes and makes explicit that research data management is a shared responsibility. Both the University of Windsor and individual researchers will be required to take an active and lead role in research data management.

1. Streamlining access to RDM supports and services
   - The University of Windsor will maintain the RDM Steering Committee[2] to develop and implement centralized and coordinated RDM supports, services, and communication across all RDM service providers, including the Leddy Library, ITS, and Office of Research and Innovation Services. This would include the provision of training and development opportunities for staff and faculty.
   - With the support of campus services including the Library, ITS, REB and ORIS, researchers will develop and implement research data management plans appropriate to support their research, creative activity, and scholarship. The development and implementation of research data plans, including data deposit, will be required for all publicly funded research.

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[1] The Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC)

[2] The RDM Steering committee was formed in 2017 and includes: the Office of Research and Innovation Services, Leddy Library, Information Technology Services, and the Research Ethics Board. The RDM Steering committee meets monthly and the committee's primary purpose has been to develop the institutional RDM Strategy.

2. Ensuring data security throughout the research data life cycle
    - The University of Windsor will provide, or support access to, repository services or other platforms that securely preserve, curate, and provide appropriate access to research data. This includes both active storage and long-term preservation solutions with sufficient security for research data in all formats, classifications, and sensitivity levels, depending on the disciplines and/or agencies involved. The potential establishment of a working group of researchers will help to identify conventions for data storage and preservation based on data type.
    - The University of Windsor will also leverage national infrastructure for secure active storage and long-term preservation which are developed through the Digital Research Alliance of Canada and other RDM partners.
    - Researchers will follow university protocols and make use of solutions recommended and provided to them, in order to ensure alignment and compliance with requirements provided by the University, funding agencies, and best practices.

3. Protecting Research Data Sovereignty with First Nations, Métis, and Inuit People and Communities
   Data created in the context of research by and with Indigenous Peoples (First Nations, Métis, and Inuit) communities, collectives, and organizations will be managed according to principles developed and approved by those communities, collectives, and organizations, and in partnership with them. The unique rights, interests, and history of Indigenous Peoples are acknowledged, affirmed, and implemented.
    - Research by and with Indigenous Peoples is guided by the needs of Indigenous Peoples and Indigenous communities. Researchers and the University have a responsibility to ensure respectful, reciprocal, and ongoing relationships with Indigenous Peoples and communities.
    - The University will provide education, support, and resources to ensure that data created by and with Indigenous Peoples, communities, collectives, and organizations, ensures data sovereignty and incorporates Indigenous data protocols and principles such as OCAP (Ownership, Control, Access, Possession) and community-based principles. In 2023, Indigenous Research Forums at the University of Windsor will build greater knowledge and awareness of the needs of Indigenous researchers and build connections with Indigenous researchers and communities.
    - Researchers working with Indigenous communities and creating data in the context of research by and with Indigenous Peoples communities, collectives, and organizations, will ensure that Indigenous knowledge and practices are aligned with principles developed and approved by those communities, collectives, and organizations. Importantly, researchers will also ensure the data and the scholarship outputs are managed in close partnership with Indigenous communities and guided by Indigenous Peoples.

4. Providing campus-wide training and development
    - University partners, including but not limited to, Leddy Library, Office of Research and Innovation Services, Information Technology Services, and the Research Ethics Board (REB) will offer robust and consistent RDM training and education opportunities across disciplines and will continuously re-evaluate the needs of researchers to ensure training is addressing knowledge deficits and emerging research data types and storage requirements.
    - Researchers will apply their knowledge of RDM best practices and stay up to date with evolving RDM requirements to ensure compliance with institutional, funding agency, and best practice requirements.
    - It is recognized that Indigenous knowledges and methodologies is a knowledge deficit at the University of Windsor and will require training and development.

Background

The Tri-Agency communicated the following phased-in deployment schedule:

- **Data management plans:** In spring 2022, the three major Canadian funding agencies (NSERC, SSHRC and CIHR) identified an initial set of targeted funding opportunities which would require Data Management Plans (DMP) to be submitted as part of the funding application. These initial funding opportunities for the DMP pilot have been communicated[3] to the campus research community.

- **Institutional strategies:** By March 1, 2023, each post-secondary institution and research hospital eligible to administer CIHR, NSERC or SSHRC funds is required to create an institutional RDM strategy and notify the agencies when it has been completed.

- **Data deposit:** The funding agencies will phase in the data deposit requirement after reviewing the institutional strategies to be in line with the readiness of the Canadian research community. There is currently no timeline for this requirement.[4] This requirement will ensure that all digital research data, metadata, and code that directly support the research conclusions in journal publications and pre-prints that arise from agency-supported research is deposited into a digital repository.

The development of this RDM strategy was informed by several formal needs assessment activities between March 2017 and August 2022, including:

- Strategy update presentations at Campus Technology Days in 2017 and 2018.
- Portage 2017 Needs Assessment Survey (68 respondents)
- Research Infrastructure Self-Evaluation (RISE) Framework
- Two focus groups with twelve members of the University's RDM Advisory Group
- Research Data Management Day held in November 2019 (67 participants)
- Data management planning online seminar held March 2022 (hosted by the Leddy Library, the Office of Research & Innovation Services (ORIS) and the University of Windsor's Research Ethics Board (REB)) (19 participants)
- Strategy update presentations to the University's Provost Council and Data Governance Committee

Definitions

Research Data Management (RDM)
- An umbrella term that describes the activities researchers perform when they collect, manage, store and archive research data
- *Good* research data management means collecting, documenting, backing up and preserving data in a way that facilitates reproducible research, data security, and long-term usability of data

Research Data
- Data created or generated as part of a research project. Research data takes many forms and may include numeric data, instrument readings, models, text, transcripts, images, video, and audio

See Appendix 1 for a more comprehensive RDM definitions list.

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[3] Tri Agency grants requiring DMPs are updated here: https://science.gc.ca/eic/site/063.nsf/eng/h_547652FB.html

[4] Since January 1, 2008, recipients of CIHR funding have had to comply with the limited data deposit requirements included in the Tri-Agency Open Access Policy on Publications. They must continue to comply with these requirements, which are specific to bioinformatics, atomic, and molecular coordinate data.

Importance of Research Data Management

Data created or generated as part of a research project directly contributes to research excellence including the reach, impact, and relevance of research. Strategically supporting effective organization, secure storage and access, long-term preservation, discoverability, and reuse of research data across the entire research data life cycle ensures continuous access to research data throughout the course of research programs and careers. Robust University-wide RDM support according to best practices not only promotes scientific integrity through research transparency and reproducibility, but it also fuels innovation and the creation of new knowledge at lower costs within and across disciplines. Additionally, as the requirement for dataset deposit expands and the citation of datasets becomes more common, data will become increasingly valued as research asset in peer review and tenure processes.

Formalizing RDM best practices for the University of Windsor promotes new data sharing and collaboration opportunities among researchers—locally and internationally. Considering our geographical proximity to the United States, sound RDM practices will further foster international research collaborations and build upon the University's already existing cross- border research programs in key areas intersecting our research institutes.

Further driving the need for sound research data management services and infrastructure are the University of Windsor's comprehensive research and creative activities which span a broad range of disciplines. The University is home to six research institutes and more than 75 faculty-level research centres. The university also operates several off-campus research facilities, many of which run in collaboration with industrial and community partners.

Scope

This RDM strategy outlines, to the Tri-Council, the University, and the broader research community, the current and planned RDM capacity for data stewardship and research data management at the University of Windsor and the broader research community. The Strategy outlines key areas for consideration and investment. The Strategy aims to initiate and guide ongoing dialogue and collaboration for the advancement of RDM at the University of Windsor.

The Strategy will help establish services and supports to assist researchers in the establishment and implementation of effective data management practices that are consistent with ethical, legal, and commercial obligations, as well as Tri-Agency requirements.

Oversight and Review

As a living document, the RDM strategy will be revised on an ongoing basis through the continued work of the University RDM Steering Committee in close consultation with faculty and administrators within and beyond the University of Windsor. As gaps are identified and new RDM services and resources are developed—either locally, or leveraged through provincial, national, and/or international infrastructure—the University of Windsor will continue to grow scalable RDM support for its research community.

Consultation with the research and leadership community at the University of Windsor will be completed (Appendix 2).

Institutional Support

The University of Windsor has a well-established, cohesive RDM Steering Committee which will continue to actively provide strategic direction for the research data management services and infrastructure at the University of Windsor. Additionally, the RDM Advisory Group, comprised of engaged faculty from across the disciplines,

provide input on RDM best practices and conventions to ensure that RDM services, tools, and infrastructure meet the diverse needs of researchers at the University of Windsor.

In support of the RDM strategy, the University of Windsor research community currently has access to the following established RDM services and resources:

- A locally-hosted RDM knowledge portal which provides access to, and support for, RDM services and resources available to University of Windsor researchers
- A data management planning tool offered through the Digital Research Alliance of Canada (DRAC) which includes a customized template for the University of Windsor: DMP Assistant
- A dedicated data repository branded for University of Windsor: Borealis the Canadian Dataverse Repository
- REDCap (Research Electronic Data Capture), a secure web application for building and managing online surveys and databases. The University of Windsor's Information Technology Services hosts a local, secure instance to assist researchers requiring secure active storage for sensitive data collection. REDCap also offers de-identification options to help protect data confidentiality when data is exported
- The University's membership in the **Digital Research Alliance of Canada** provides researchers with accounts for active storage of larger datasets requiring advanced research computing—even datasets larger than 10TB can be supported through DRAC's annual Resource Allocation Competition (RAC)
- DRAC membership also provides University of Windsor researchers with access to advanced open-source research software for better managing research data—including access to electronic notebooks such as JupyterHub
- A scalable, federated platform for digital research data ingestion, curation, preservation, and discovery offered through the Digital Research Alliance of Canada: The Federated Research Data Repository (FRDR)
- A seamless integration of DMPs into the Research Ethics Board application in order to ensure RDM processes are initiated at onset of research process
- Staff supporting awareness raising and promotion, training, and RDM consultative services through the following campus entities: Leddy Library, Office of Research and Innovation Services, Office of Research Ethics, and Information Technology Services

It is well recognized that the current RDM strategy is only the first step in developing institutional supports and services that enable research data management practices at the University of Windsor. In order to address the needs of the research community, there needs to be continued investment into research data management. Key stakeholders, including the Leddy Library, the Office of Research and Innovation Services, Information Technology Services, as well as the Research Ethics Board will continue their ongoing collaborative efforts to understand the needs of staff and faculty and to coordinate and deliver services to support research data management. Building on the consultation process from the development of this strategy, there will be continued conversations with the University of Windsor community which will inform the priorities and initiatives that will follow. It will be essential that education and training be continuous. It is anticipated that as research data management supports mature, processes, procedures, and policies will be developed.

The University of Windsor has RDM expertise and resources across and within various units across campus, including the Leddy Library, Research Ethics, Information Technology Services, Office of Research and Innovation Services, and individual Faculties, departments, and research institutes. It is recognized that a coordinated, unified approach to RDM support and communications would be beneficial. Additionally, research data management is a dynamic field requiring constant skill up grading to stay up to date. In addition to ensuring the development of RDM skills and knowledge practices among staff who support and conduct research, there

also must be commitment to ensure appropriate staffing for research data management services such as data management planning, data security services, and data stewardship.

Stakeholders

The following list reflects both established as well as to be formalized partnerships with envisioned RDM stakeholders.

- The Leddy Library
- Office of Research and Innovation Services (ORIS)
- Office of the Vice-President, Research & Innovation
- University of Windsor Research Ethics Board (REB)
- Information Technology Services (ITS)
- Senior Advisor to the President on Indigenous Relations and Outreach
- University administrators, including Associate Deans, Research
- Faculty researchers
- Graduate and undergraduate students
- University research institutes, centres, and collaborations[5].
- Aboriginal Education Council
- Department of Legal Services
- University of Windsor RDM Steering Committee and University of Windsor RDM Advisory Group[6]
- St. Clair College
- Affiliated hospitals

Communication to Stakeholders

Communication strategies for announcing new institutional RDM policies and services will continue to utilize established forums, including University Senate, Provost Council, and official campus communication channels such as the Daily News.

Ethics, Legal, and Commercial Considerations

Ethical Considerations

Research projects involving humans, their data and/or biologicals, undergo proportional review by the University of Windsor's Research Ethics Board (REB) depending on risk level. They are either reviewed at an executive, delegated, or full board level by either the Socio-behavioural Board or the Biomedical Board. The REB in consultation with the Leddy Library has developed and incorporated data management questions on the main application form, which consider the ethical treatment of the research data, but do not replace a data management plan. We will also leverage guidance developed by the Digital Research Alliance of Canada, for example, the Sensitive Data Toolkit for Researchers Part 2: Human Participant Research Data Risk Matrix.

Informing the REB oversight, the Chapter 9 of the TCPS provides considerations in research involving First Nations, Inuit, and Métis Peoples of Canada. The University of Windsor recognizes that a distinctions-based

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[5] Comprehensive listing: https://www.uwindsor.ca/vp-research/344/centres-and-collaborations

[6] The University Research Data Management Advisory Group was created in April 2021 and provides strategic advice to the University Research Data Management Steering Committee in its work to develop an institutional RDM strategy as required by the Canadian Tri-Council. The Advisory Group is composed of the research community representing a variety of academic disciplines of the university and research institutes, along with members of the campus RDM Steering Committee, Office of Research and Innovation Services, Leddy Library, Information Technology Services, and the Research Ethics Board.

approach is needed to ensure that the unique rights, interests and circumstances of the First Nations, Métis and Inuit are acknowledged, affirmed, and implemented (Tri-Agency RDM Policy, Government of Canada 2021). Additionally, the Aboriginal Education Centre and the Office of the Vice President Equity, Diversity, and Inclusion (OVPEDI), and Senior Advisor to the President on Indigenous Relations and Outreach supports researchers collaborating with Indigenous Peoples and organizations and provide advice in relation to funding and ethics applications that focus on Indigenous-related research. In addition to complying with Tri-Agency best practices and the Institution's research ethics process, the University of Windsor consults with Indigenous experts to inform wise practices in research by and with Indigenous groups, such as the application of the four Rs of Respect, Relevance, Reciprocity, and Responsibility: Respecting Indigenous Peoples for who they are, ensuring *relevance* to their view of the world, offering r*eciprocity* in their relationships with others, and assisting to exercise *responsibility* over their own lives (Kirkness & Barnhardt, 2001[7]).

Cybersecurity and Data Security Considerations

The RDM Strategy will follow applicable University policies and best practices for data security and cybersecurity with respect to the storage of data and general infrastructure required to support research. All research agreements will need to take into account University security considerations where possible.

Legal and Commercial Considerations

The RDM Strategy will adhere to applicable collective agreements and the policies and procedures of the University of Windsor. All research agreements will ensure that they will be construed and governed by the applicable jurisdiction and will consider commercial considerations where applicable.

Data Sovereignty and RDM with First Nations, Métis, and Inuit People and Communities

The University of Windsor respects that First Nations, Métis, and Inuit (Indigenous) communities have not benefited from, or had access to, research which uses Indigenous data, and that this perpetuates harm and further stigmatizes Indigenous Peoples. Indigenous communities themselves must prioritize the collection, use and analysis of Indigenous research data, as well as ensure research data meets the needs and values of Indigenous communities. Initiatives arising from this strategy will promote and ensure that Indigenous people control what and how data is collected about them, and how such data is shared. This work will be guided by the Indigenous Scholars and Indigenous communities, as well as the guidance provided by the TCPS2 Chapter 9 (Research Involving the First Nations, Inuit, and Métis Peoples of Canada). Ongoing consultation with Indigenous scholars at the University of Windsor continues to inform and guide the research data management strategy.

In response to the historic under-representation of Indigenous peoples in leadership roles on campus, the University allocated five tenure-track faculty positions for the appointment of Indigenous scholars. In keeping with the findings of the **Truth and Reconciliation Commission** and the **Universities Canada Principles of Indigenous Education**, the University of Windsor also established the President's Indigenous Peoples Scholars Program. In January 2022, the University appointed Dr. Beverly Jacobs as Senior Advisor to the President on Indigenous Relations and Outreach at the University of Windsor. Dr. Jacobs' appointment is a vital step to the University's commitment to respectful collaboration with Indigenous faculty, students, and communities, as well as the University's commitment to truth and reconciliation. In addition to this vital role, multiple Indigenous Knowledge Keepers have been hired at the University. Indigenous Research Forums will be held in 2023 to educate the campus community on the nature and meaning of Indigenous research and data.

The University of Windsor also recognizes that Tri-Agency funded researchers working with data involving Indigenous peoples should develop data management plans which are jointly developed and approved by the

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[7] Kirkness, V.J. & Barnhardt, R. (2001). First Nations and higher education: the four R's, respect, relevance, reciprocity, responsibility. In Knowledge across cultures : a contribution to dialogue among civilizations.

communities representing those engaged in the research activities. There is also clear recognition by the University that individual Indigenous communities have developed, or are developing, their own research ethics protocols, data management principles, research data governance models, and Indigenous data sovereignty frameworks which need to be respected and followed.

Relevant Policies and Guidelines for RDM

As the University of Windsor moves ahead in formalizing its RDM services, existing internal University policies and guidelines relating to research data will become aligned according to RDM best practices.

It is anticipated that as work in this area continues to evolve, additional policies may be developed, including policies relating to data security, confidentiality, deposit, administrative data retention, and RDM workflow guidance.

The University will also collaborate with, and leverage, RDM existing and developing policies from regional, national, and international groups—including the Digital Research Alliance of Canada, CAUBO[8], CARA[9] and CARL[10]. See Appendix 3 for a synthesis of internal, external, and future envisioned policies and guidelines.

Looking Ahead

It is well recognized that the current RDM strategy is only a first step in identifying institutional supports and services which enable research data management practices at the University of Windsor. To address the needs of the research community, there needs to be continuous evolution and investment.

Assessing the evolving RDM needs of the University will be an ongoing process to identify and address gaps in supports, as well as to identify new and emerging needs. The RDM processes and supports needed by the campus research community will be continually assessed to identify areas where improvements may be required and this feedback will support the implementation of a fulsome Research Data Management framework at the University of Windsor

The University of Windsor will continue to collaborate with its institutional stakeholders as well as provincial, national, and international entities supporting RDM, including the Digital Research Alliance of Canada. The Tri Agency will continue to play a key role in clarifying expectations and providing guidance and resources.

The institutional Research Data Management Strategy will need to be followed by concentrated effort, resource investment, and shared responsibility. Implementation of RDM policies, supports, and services at the University of Windsor will continue over many years. It is anticipated that the focus of the first two years will be ensuring an understanding of researcher needs and delivering strong early successes. The focus will then shift to building stronger infrastructure and solutions, with the goal of advancing and expanding campus expertise.

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[8] Canadian Association of University Business Officers (CAUBO): https://www.caubo.ca/
[9] Canadian Association of Research Administrators (CARA): https://www.cara-acaar.ca/
[10] Canadian Association of Research Libraries (CARL): https://www.carl-abrc.ca/

Appendices

Appendix 1

RDM-Related Definitions

Administrative data (including university institutional data)

- Information collected primarily for institutional administrative purposes, and not for the purpose of research. This includes profiles and curriculum vitae of researchers, the scope and impact of research projects, funding, citations, and research outcomes. This type of data is collected by government departments and other organizations for the purposes of registration, transaction and record keeping, usually during the delivery of a service[11].

CARE Principles for Indigenous Data Governance

- Collective Benefit: Data ecosystems shall be designed and function in ways that enable Indigenous Peoples to derive benefit from the data
- Authority to Control: Indigenous Peoples' rights and interests in Indigenous data must be recognised and their authority to control such data be empowered. Indigenous data governance enables Indigenous Peoples and governing bodies to determine how Indigenous Peoples, as well as Indigenous lands, territories, resources, knowledges, and geographical indicators, are represented and identified within data.
- Responsibility: Those working with Indigenous data have a responsibility to share how those data are used to support Indigenous Peoples' self-determination and collective benefit. Accountability requires meaningful and openly available evidence of these efforts and the benefits accruing to Indigenous Peoples.
- Ethics: Indigenous Peoples' rights and wellbeing should be the primary concern at all stages of the data life cycle and across the data ecosystem.

Data Management Plan (DMP)

- A document that may be prepared as a prelude to conducting research involving the collection or processing of data.
- The data management plan details how data will be managed over the lifetime of a given research project and preserved after the project is completed.
- Researchers may be required to submit data management plans as parts of applications for funding. The plan explains how the research team will collect, document, and preserve their data. A data management plan is simply a part of the research proposal package that demonstrates that the researcher has a sensible plan for managing their data.

Indigenous Data Sovereignty

- Indigenous data sovereignty refers to the right of Indigenous peoples to control data from and about their communities and lands, articulating both individual and collective rights

First Nations Principles of OCAP® (Ownership, Control, Access, Possession)

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[11] Digital Research Alliance of Canada. Glossary of Terms for Sensitive Data used for Research Purposes: https://zenodo.org/record/4060159#.YtV0eHbMK5c

The First Nations principles of OCAP establish how First Nations' data and information will be collected, protected, used, or shared.

- **Ownership** refers to the relationship of First Nations to their cultural knowledge, data, and information. This principle states that a community or group owns information collectively in the same way that an individual owns his or her personal information.
- **Control** affirms that First Nations, their communities, and representative bodies are within their rights to seek control over all aspects of research and information management processes that impact them. First Nations control of research can include all stages of a particular research project-from start to finish. The principle extends to the control of resources and review processes, the planning process, management of the information and so on.
- **Access** refers to the fact that First Nations must have access to information and data about themselves and their communities regardless of where it is held. The principle of access also refers to the right of First Nations' communities and organizations to manage and make decisions regarding access to their collective information. This may be achieved, in practice, through standardized, formal protocols.
- **Possession** While ownership identifies the relationship between a people and their information in principle, possession or stewardship is more concrete: it refers to the physical control of data. Possession is the mechanism by which ownership can be asserted and protected.

Indigenous research

- 'Indigenous research' is "research in any field or discipline that is conducted by, grounded in or engaged with First Nations, Inuit, Métis or other Indigenous nations, communities, societies or individuals, and their wisdom, cultures, experiences or knowledge systems, as expressed in their dynamic forms, past and present. Indigenous research can embrace the intellectual, physical, emotional and/or spiritual dimensions of knowledge in creative and interconnected relationships with people, places, and the natural environment."[12]

Research Data

- Data created or generated as part of a research project. Research data takes many forms and may include numeric data, instrument readings, models, text, transcripts, images, video, and audio

Research Data Management (RDM)

- An umbrella term that describes the activities researchers perform when they collect, manage, store and archive research data
- Good research data management means collecting, documenting, backing up and preserving data in a way that facilitates reproducible research, data security, and long-term usability of data

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[12] Social Sciences and Humanities Research Council Definition of Terms, Government of Canada 2021.

Appendix 2

Tentative Timeline RDM Strategy Review Process by Research and Leadership Communities

Reviewing Entity	Tentative Dates
University RDM Steering Committee	December 2022
University RDM Advisory Group	December 2022
Consultation with Indigenous Scholars	December 2022, ongoing
Online university-wide consultation form	January 23, 2023
Executive Leadership Team	January 26, 2023
Associate Dean, Research consultation (virtual)	February 14, 2023
Deans Council	February 15, 2023
Submission and posting Institutional Strategy for RDM	March 1, 2023
The Senate – for information	March 2023
Board of Governors – for information	March 2023
Tentative: Guest Speaker from Tri-Council	Spring 2023

Appendix 3

Internal, External and Future Envisioned Policies and Guidelines Relating to RDM

Existing Internal Policies and Guidelines

- [Canada Research Chairs Equity, Diversity & Inclusion Action Plan (Section 3)](#)
- [Electronic Device Security Policy](#)
- [Faculty Collective Agreement Article 60, Ethical Conduct of Research (60:05 Data)](#)
- [Guidelines for Research Involving Humans](#)
- [IT Risk Management and Assessment Policy](#)
- [Open Access Policy](#)
- [Policy on Responsibilities of Principal Investigators](#)
- [Research Integrity and Responsible Conduct of Research Policy](#)

Future Envisioned Internal Policies, Processes, and Guidelines

- Administrative/institutional records and data policy
- Data confidentiality
- Data deposit
- Data quality and standards
- Data security
- RDM workflow documentation

External Policies and Guidelines

- [Bill C-15: An Act respecting the United Nations Declaration on the Rights of Indigenous Peoples](#), Government of Canada
- [CARE Principles for Indigenous Data Governance](#), Global Indigenous Data Alliance
- CIHR Research Data Management [Learning Module](#), Government of Canada
- [National Inuit Strategy on Research](#), Inuit Tapiriit Kanatami
- [Principles of Ethical Métis Research](#), National Aboriginal Health Organization Métis Centre
- [SSHRC Research Data Archiving Policy](#), Government of Canada
- [The First Nations Principles of OCAP](#), First Nations Information Governance Centre
- [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2)](#), Government of Canada
- [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2) Chapter 9](#), Government of Canada
- [Tri-Agency Framework: Responsible Conduct of Research](#), Government of Canada
- [Tri-Agency Research Data Management Policy](#), Government of Canada
- [Tri-Agency Statement of Principles on Digital Data Management](#), Government of Canada