



NOTICE OF MEETING

**There will be a meeting of the Senate
on Friday, January 12, 2024, at 2:30pm
Location: Toldo Room 203**

AGENDA

Land Acknowledgement

- 1 Approval of Agenda** (Unstarring agenda items)
- 2 Minutes of the meeting of December 8, 2023** Approval
S231208M
- 3 Business arising from the minutes**
- 4 Outstanding Business/Action Items**
- 5 Reports/New Business**
 - 5.1 Program Development Committee**
 - *5.1.1 Kinesiology – Learning Outcomes** Lionel Walsh-Information
S240112-5.1.1
 - *5.1.2 FAHSS – Co-Operative Education Regulations** Lionel Walsh-Information
S240112-5.1.2
 - *5.1.3 Bachelor of Information Technology – Course Sequencing** Lionel Walsh-Information
S240112-5.1.3
 - 5.2 Academic Policy Committee**
 - 5.2.1 Experiential Learning Annual Report (2022-2023)** Isabelle Barrette-Ng-Information
S240112-5.2.1
 - *5.2.2 Information Technology Annual Report (2022-2023)** Isabelle Barrette-Ng-Information
S240112-5.2.2
 - 5.2.3 Course Modalities and Definitions – Revised** Isabelle Barrette-Ng-Approval
S240112-5.2.3
 - 5.3 Senate Governance Committee** **Rob Gordon**
 - 5.4 Senate Student Caucus** **Natalie Atkin**
 - 5.5 Report from the Student Presidents** **UWSA/GSS/OPUS-Information**
 - 5.6 Report of the Academic Colleague** **Philip Dutton-Information
S240112-5.6**
 - 5.7 Report of the President** **Robert Gordon-Information**

- 5.8 Report of the Provost** **Robert Aguirre**-Information
S240112-5.8
- 5.8.1 Enrolment Management Update** **Chris Busch**-Information
S240112-5.8.1
- 5.9 Report of Vice-President, Equity, Diversity, and Inclusion** **Clinton Beckford**-Information
S240112-5.9
- 5.10 Report of Vice-President, Research, and Innovation** **Shanthi Johnson**-Information
- 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 **Kinesiology – Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:

KINE-3610. Musculoskeletal Physiology

KINE-4440. History of Sport in Canada

KINE-4570. Hockey in Canada

KINE-4590. Sport Media

KINE-3610. Musculoskeletal Physiology

Formerly known as: 95-361

Learning Outcomes

Last Updated: October 23, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
connect the structure and function of musculoskeletal tissues <hr/> explain the underlying processes that enable musculoskeletal tissues to a) respond to acute and chronic exercise, b) repair following damage/injury, and explain how these processes are altered in selected disease states (muscular dystrophy, diabetes, osteoporosis) <p style="text-align: right;">(Also applies to C, D.)</p> <hr/> distinguish between healthy, exercised-trained, and diseased musculoskeletal tissues as per the outcomes of laboratory assessments <p style="text-align: right;">(Also applies to B, C.)</p> <hr/> read, interpret, and critically appraise published scientific literature in the area of musculoskeletal physiology <p style="text-align: right;">(Also applies to B, C, D, I.)</p>	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
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation

I. the ability and desire for continuous learning

KINE-4400. History of Sport in Canada

Learning Outcomes

Last Updated: November 09, 2023

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>explain and assess the influence of sport on Canadian society.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Effectively apply research skills that generate primary and secondary source materials that can be used to create written submissions (e.g. essays; opinion pieces; reflections)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>discuss and critique the roles of regionalism, socioeconomics, race, ethnicity, sex, and gender in Canadian society (Also applies to E.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>review and argue the merits of literary works pertaining to sport in Canada from a historical perspective</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>articulate (orally and written) thoughts on controversial and key discussions</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>critique the role of sport in Canadian society, particularly how the past influences the present and could impact the future</p>	<p>I. the ability and desire for continuous learning</p>

KINE-4570. Hockey in Canada

Formerly known as: 95-457

Learning Outcomes

Last Updated: November 09, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Analyze the importance of hockey in Canadian society, with respect to historical aspects as well as dimensions of race, religion, regionalism, nationalism, gender, economics and politics.	A. the acquisition, application and integration of knowledge
Search databases and mine bibliographies to access relevant resources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
assess barriers and access issues that limit involvement of marginalized groups in this widely celebrated cultural enterprise (also applicable to section E). <p style="text-align: right;">(Also applies to E.)</p>	C. critical thinking and problem-solving skills
Assess the strengths and weaknesses of literature pertaining to hockey in Canada, with regard to the offering (e.g. the validity of the thesis).	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
articulate (both orally and in writing) their thoughts on controversial/key discussions related to hockey.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
evaluate hockey's relationship with Canadians, including factors such as cost, injury, multiculturalism that place it in flux	I. the ability and desire for continuous learning

KINE-4590. Sport Media

Formerly known as: 95-459

Learning Outcomes

Last Updated: November 09, 2023

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Analyze media evolution, practices and representations and the complex symbiotic relationship between sport and media.	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)
articulate the role of the sport-media nexus and assess its influence (social, economic, industrial, etc)	C. critical thinking and problem-solving skills
generate media content using local scope/focus	D. literacy and numeracy skills
recognize how dimensions of class, race, gender, bias etc relate to issues of ethical media behaviour and a responsible fourth estate, and assess the impact of imbalances in media coverage	E. responsible behaviour to self, others and society
discuss essential topics in small and large groups and effectively communicate about sport in a variety of mediums.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
appraise shifts in sport media as new technologies and issues immerse and advocate for ethical media practice	I. the ability and desire for continuous learning

**University of Windsor
Senate**

*5.1.2: **FAHSS – Co-operative Education Program Regulations**

Item for: **Information**

Forwarded by: **Program Development Committee**

Background:

- On May 26, 2023, Senate approved the inclusion of a cooperative education option in various Faculty of Arts, Humanities, and Social Sciences programs, including the Communication, Media, and Film, English, History, French, Modern Languages and Second-Language Education (Spanish Stream), Political Science, Psychology, Philosophy, Drama, and Drama in Education and Community with a Concentration in Applied Theatre.
- The attached co-op regulations are consistent with what was approved by Senate in May 2023. There are no revisions to the co-op programs. The intent is to include the regulations in the undergraduate calendar to provide clarification and guidance for students navigating the complexities of cooperative education within the Faculty of Arts, Humanities, and Social Sciences (FAHSS).
- *See attached.*

Co-operative Education Program Regulations

Faculty of Arts, Humanities and Social Science (FAHSS) Co-op

The co-op programs within the Faculty of Arts, Humanities and Social Sciences (FAHSS) integrate 3 four-month, paid, full-time, career related work terms. By combining semesters of study with career-related positions, students acquire valuable professional experience in the workplace.

The Co-op Program is not available for transfer students, combined honours, concurrent, general or thesis programs.

Students can apply for the Co-op Program either directly out of grade 12 (or equivalent) year, or in the winter term of their first year of study in the program.

Admission to the program is competitive. Students applying directly out of grade 12 (or equivalent) year will be admitted based on academic achievement (typically, a minimum 80% cumulative entry average and a 70% in ENG4U is required). First year, term two students must be in good academic standing and complete an application form with the Co-operative Education and Workplace Partnerships office.

Post-admission, co-op stream students must meet the program minimum continuation requirements of remaining in good standing (60% cumulative average and 60% major average).

Once students have accepted an offer of employment for a work term, they must remain in the co-op program until they have completed their work term requirements. Failure to complete the work term and/or work term requirements (as per the work term course outline) will result in a non-pass grade for that work term course, and they will be required to withdraw from the co-op stream. The co-op fee for the work term is non-refundable.

The deadline to withdraw from the co-op program and receive a fee refund for the current study term is the 1st Friday of classes. Students in the winter of first year have an extended withdrawal deadline date provided by Co-operative Education and Workplace Partnerships. Students that choose to withdraw from the co-op program, cannot re-join the co-op program at a future date.

All co-op positions must be full-time, paid, related to the degree program, and approved by the University. The process of securing a Co-op position is competitive. Co-op students will apply for work opportunities as advertised by the Co-operative Education and Workplace Partnerships office using an Internet-based software program and employers will make interview and hiring decisions. Students are also encouraged to seek co-op employment outside of the advertised postings by completing a guided job search process in partnership with their coordinator at Co-operative Education and Workplace Partnerships.

Students must successfully complete 3 work terms to be eligible for the co-op designation. Students that are not able to secure a work term placement for any of the three work terms will continue in the non-coop stream. Although we strive to provide co-op opportunities to all our students, placements are not guaranteed as students must be selected for employment by the employer.

Co-op students must remain full-time students and must follow a standardized work/study sequence schedule. Faculty advisors can assist with course scheduling. Work/study sequence changes are not permitted.

Year of Study	Fall Term	Winter Term	Summer Term
Year 1	Study term 1	Study term 2	Study term 3
Year 2	Work term 1	Study term 4	Work term 2
Year 3	Study term 5	Study term 6	Work term 3
Year 4	Study term 7	Study term 8	

**University of Windsor
Senate**

*5.1.3: **Bachelor of Information Technology (BIT) - Course Sequencing**

Item for: **Information**

Forwarded by: **Program Development Committee**

Background:

- The School of Computer Science is adding recommended course sequences to its BIT program in the undergraduate calendar. This does not impact program requirements, but rather provides guidance to students.

Honours Bachelor of Information Technology (BIT)

Recommended Course Sequence

1st year: ten courses, including COMP-1000, COMP1047, COMP-2057, COMP-2067, COMP-2087, ECON-1100, MSCI-1000, STEN-1000

2nd year: ten courses, including COMP-2097, COMP-2547, COMP-2707, STAT-2910, MGMT-2400, MKTG-1310

3rd year: ten courses, including COMP-3037, COMP-3057, COM-3067, COMP 3077, COMP-3250

4th year: ten courses, including COMP-4990(a 6.0 credit hour course)

Honours Bachelor of Information Technology (BIT) Degree Completion Pathway (for Students from Mobile Application Development at St. Clair College)

Program Sequence (with recommended Winter entry)

Winter (Semester 1): COMP-1000, COMP-2067, COMP-2097, ECON-1100, STAT-2910

Fall (Semester 2): COMP-2087, COMP-2547, COMP-3037, COMP-4990 (A), MSCI-1000

Winter (Semester 3): COMP-3250, COMP-4990 (B), MGMT-2400, MKTG-1310, STEN-1000

Honours Bachelor of Information Technology (BIT) Degree Completion Pathway (for Students from Computer Systems Technology – Networking at St. Clair College)

Suggested Program Sequence (with recommended Winter entry)

Winter (Semester 1): COMP-1000, COMP-2067, COMP-2097, ECON-1100, STAT-2910

Fall (Semester 2): COMP-2087, COMP-2547, COMP-4990 (A), MSCI-1000, STEN-1000

Winter (Semester 3): COMP-3077, COMP-3250, COMP-4990 (B), MGMT-2400, MKTG-1310

Suggested Bachelor of Information Technology (BIT) Degree Completion Pathway (for Students from Computer Information Systems Technicians)

Suggested Program Sequence (with recommended Fall entry)

Fall (Semester 1): COMP-1000, COMP-2057, COMP-2067, ECON-1100, STAT-2910

Winter (Semester 2): 5 courses, including COMP-2087, COMP-2097, COMP-2707, MKTG-1310

Fall (Semester 3): 5 courses including COMP-2547, COMP-4990 (A), MSCI-1000, STEN-1000

Winter (Semester 4): 5 courses including COMP-3077, COMP-3250, COMP-4990 (B), MGMT-2400

Honours Bachelor of Information Technology (BIT) Degree Completion Pathway for Students from Web Development and Internet Applications)

Suggested Program Sequence (with recommended Fall entry)

Fall (Semester 1): 5 courses, including, COMP-1000, COMP-2067, ECON-1100, STAT-2910

Winter (Semester 2): 5 courses, including COMP-2087, COMP-2097, MKTG-1310, STEN-1000

Fall (Semester 3): 5 courses including COMP-2547, COMP-3037, COMP-4990 (A), MSCI-1000,

Winter (Semester 4): 5 courses including, COMP-3250, COMP-4990 (B), MGMT-2400

University of Windsor
Senate

5.2.1: **Office of Experiential Learning Annual Report (2022-2023)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

2022-23 Annual Report to the Academic Policy Committee

Office of Experiential Learning

Introduction

The Office of the Executive Director - Experiential Learning, reporting to the Provost and Vice-President Academic, facilitates experiential learning and career development opportunities across the institution. Working in collaboration with Deans, AAU Heads, faculty members, program committees, and student services units across campus, the respective teams support effective practice related to career education and development, as well as work-integrated, community-service, and experiential learning (EL) across all faculties.

Our unit is comprised of two distinctive departments, both reporting to the Executive Director, Experiential Learning. **Co-operative Education & Workplace Partnerships (CEWP)** is responsible for facilitating work-integrated learning, specifically paid learning opportunities (i.e., co-op and internships), and solidifying employer relations and partnerships. **Career Development & Experiential Learning (CDEL)** stewards the integration of both career and experiential education into curricula, along with the delivery of career development services and supports for students across campus, as well as alumni mainly during their first year after graduation.

I. Addressing Foundational Commitments:

1. Establishing and Implementing an Institutional Data Strategy

All students at the University of Windsor have access to mySuccess as a software platform to work with our unit's services. Co-op and internship students apply to all job postings, schedule interviews and submit all of their documents within the platform. All other UWindsor students use the platform to apply for part-time, summer, and new grad positions as well as book appointments and attend events. We continue to work on the most effective ways to use this tool to maximize efficiency and provide a positive student experience. Access to student records within UWinsite is integral to the work we do as co-op is an academic program and co-op work terms count toward degree completion for degrees with co-op or internship designations.

Items we have been working on within this time period:

- Investigated UWinsite customizations with Registrars to allow for less manual processes between the co-op office and Cashiers as well as customized reports needed for registration, financial eligibility, and academic standing.
- Began the process of moving all CDEL employer prospect tracking data for EL programs and fairs/events onto mySuccess LMS system to maintain consistent employer database for all CDEL.

2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration

Internally and externally, our unit strives to create partnerships and collaborations that provide students with opportunities to be exposed to career options, use their classroom learning to apply to practical experiences and learn to articulate their skills, which gives them enhanced employability while in their degree program and after graduation.

Items we have been working on within this time period:

- Collaborated with Alumni Relations & Advancement on a Windsor Hires UWindsor awareness campaign that attracted new employer and community partners and celebrated existing ones by using marketing tools and events to celebrate the breadth of student talent at UWindsor.
- Jointly, with the Office of Enrollment Management, hosted the Plan Ahead recruitment event targeting early prospective students in Grade's 9-11. 602 participants across 32 schools were engaged in career conversations that helped them evaluate their interests, skills, values, and preferences, and link their broader goals to UWindsor programs.
- Connected over 150 on-campus employers across 71 unique departments with 705 paid experiential learning positions through the Ignite Work Study Program, employing 742 students.
- Connected with students in classes and campus clubs through 79 in-class presentations, linking content learned in the classroom to careers. This is more than double the number from the previous academic year.

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

Post-COVID, our unit has been able to embrace many ways to engage with students, whether it be in our new office space in the Joyce Entrepreneurship Centre (JEC), virtually on Teams or at the downtown campus.

Items we have been working on within this time period:

- Promotional wayfinding was added to the exterior of the office suites for our unit allowing students to have more ease in finding our office, but also serves as an advertisement for our services with taglines such as 'Earn While You Learn,' 'Launch Your Career' and 'Hire UWindsor.' (See Appendix B for visuals)
- The co-op office works with a large cohort of Master of Applied Computing (MAC) students each term to provide internship opportunities as part of their degree. As the MAC students are housed in the new 300 Ouellette building downtown, our Employer Relations Coordinator offers office hours at that location allowing students direct access to staff at their satellite location during their job competition. Our job readiness preparatory workshops and communication workshops are also held at that site.
- CDEL began offering both in-person and virtual learning options for appointments and workshops. Virtual workshops have allowed for larger attendance than traditional in-person offerings without physical space limitations.
- Returned to in-person Peer Career Drop-in services, with student attendance increasing by 69%.

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

Team members all actively take part in regular professional development on campus and externally through applicable industry associations and guest speakers/workshops, allowing staff to stay current and grow.

Items we have been working on within this time period:

- The unit took part in Anti-Racist Practitioner training with Marium Tolson-Murtty from the Office of the Vice President, People, Equity & Inclusion, sharing a foundational and historic review of racism in Canada. This was followed by a thoughtful look at ways our programming, services and resources could adjust to be more inclusive.
- CDEL assisted the HR department in the development of interview preparation tools for UNIFOR local 2458 membership by providing tip sheets and resources outlining best practices.

5. Telling Our Stories and Sharing Our Knowledge

A strong co-op and career office at a post-secondary institution is a driver of enrolment, graduate success stories and impactful external relationships. With an on-staff Communications Coordinator, we are better able to highlight the remarkable success stories that come out of the work done within our unit. We reach our audiences through a variety of platforms including the University Daily News, Instagram, LinkedIn, and various internal (Alumni E-News) and external (paid advertising).

Items we have been working on within this time period:

- Awards & Recognition: Recognizing and celebrating outstanding students and employers helps our campus and the external community to learn more about the great work done by our students while on work terms and in community service-learning placements.

Co-op /Internship Rising Star Awards

Each term the Co-operative Education & Workplace Partnerships office issues a final evaluation of performance to employers who hired a co-op or internship student and provides them with an opportunity to nominate their student for a 'Rising Star' award. Nominees are then asked to submit a qualifying short essay and submissions are adjudicated by a committee. One or more co-op or internship students are recognized with this award each year/term for their unique contribution in the workplace and the exemplary job they have done of representing the Cooperative Education and Workplace Partnerships department within the broader community. (See Appendix C for a full list of award winners for the reporting period).

Co-op/Internship Employer of the Year Award

The partnerships we hold with employers allow us to be successful, and we make time to celebrate these important relationships by giving recognition and appreciation for the mentorship and dedication they provide to our students. Our 2022 Co-op/Internship Employer of the Year award recipient was TD Bank Group out of Toronto, selected for their significant impact in taking on 62 UWindsor co-op students within their organization in 2022. It is worthwhile to note they also went on to hire 57 more UWindsor co-op /internship

students in the Winter 2023 term. (See Appendix B for an image of the TD Team Lead, Early Talent Acquisition receiving the award at an on-campus event).

6. Improving Institutional Processes and Coordination of Services

With almost 2300 co-op and internship students and CDEL serving the entirety of campus, continuous improvement of processes is integral to our unit's success. We aim to make our operation smooth and positive for all stakeholders.

Items we have been working on within this time period:

- Worked closely with the Registrars on better coordination of services. Registrars dedicated one staff member to work directly with us, as opposed to us working with and training many individuals on the complex nuances of the co-operative education program. Streamlining this process proved to be a tremendous success, resulting in a more efficient and better student experience. We appreciate our colleagues in Registrars advocating for this to take place.
- Management personnel participated in Senior University Administrator's Course (SUAC) through the University of Manitoba's Centre for Higher Education, Research and Development (CHERD). Topics such as governance, emergency preparedness, Indigenization & Decolonization, leadership, etc... were discussed and this allowed a big picture lens at examining our institutional processes.

II. Advancing Strategic Priorities:

1. Advancing Bold, Impactful Research, Scholarship, and Creative Activity

Within our unit we contribute to research and scholarships in experiential learning as well as teaching and learning in higher education. We support the research and scholarly activities of faculty and staff by coordinating various funding programs for on-campus employment, including the Ignite Work Study Program which funds part-time student employment through an EL model.

Items we have been working on within this time period:

- Worked with the finance and awards office to create an endowment using the Co-op SWPP reimbursement and carryforward funds. The endowment will allow students with financial needs, from equity deserving groups who might otherwise not be able to participate in Co-op/internships, to be able to register and have the assessed co-op/internship fees covered while in the program.
- Coordinated the Summer Employment Opportunities and Canada Summer Jobs grant funding initiatives across campus. These funding initiatives, along with our Ignite program, provided colleagues from across campus with funding to hire students and to pursue research and scholarly activities.

2. Advancing the Journey toward Truth and Reconciliation

As our unit works towards gaining a better understanding of Indigenous Ways of Knowing and decolonization, we have we have worked with CTL (Centre for Teaching and Learning), the Senior Advisor to the President on Indigenous Relations & Outreach and the Indigenous Relations Coordinator to help our staff better understand Indigenous Ways of Knowing and the territory we live on.

Items we have been working on within this time period:

- Exploration of a two-part workshop series for all staff to prepare them to create genuine land acknowledgements and learn more about Indigenous Ways of Knowing.
- Worked in collaboration with the Faculty of Arts, Humanities & Social Sciences (FAHSS) to investigate, explore and develop an Indigenization plan within the PDC documents for ten new FAHSS co-op programs to launch that would be submitted in the next term to Senate for approval. Working closely with indigenous colleagues on campus and researching the co-op landscape in Canada on this topic, a three-phase plan was produced and will be executed by the Co-operative Education & Workplace Partnerships office.

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

Looking to increase the supports and resources required for students engaging in EL and in their career exploration journey, several initiatives were implemented this year with more work on-going.

Items we have been working on within this time period:

- Started the development of more intentional EDIDA-focused initiatives, hosting and participating in various networking events and presentations specifically created for individuals from equity-deserving groups. These included:
 - Hosted Women in Transforming Technology event in collaboration with Rocket Innovation Studio, highlighting the stories and career paths of female professionals in technical professions.

- Hosted DEI LinkedIn Masterclass webinar designed to help Black students optimize their social media profiles, network effectively, and build social capital.
- Promoted The Onyx Initiative Scholars Program which provides mentorship and professional development resources to Black students with job readiness skills.
- Brought together representatives from OEL, the Office of the Vice-President, People, Equity, & Inclusion, and the RCMP to discuss historical injustices experienced by Black and Indigenous peoples of Canada, concerns raised by the campus community regarding RCMP recruitment efforts on UWindsor's campus, and ethical and intentional approaches to on-campus recruitment going forward to reduce harm while also offering networking opportunities for students interested in pursuing work in law enforcement.
- Applied to become a David C. Onley (DCOI) 2.0 Pilot Project Collaborator focused on bringing strategies, tools, and resources to post-secondary students with disabilities to advance accessibility and support them on their path to employment through multidisciplinary, cross-sectoral research, education, and development. Collaborated with multiple departments on campus to complete the Readiness Assessment Instrument (RAI) for application, recognizing current supports available across campus for students with accessibility needs seeking employment.
- While we have always seen strong attendance from international students, this year, for the first time, we served more international students (55.6%) during career advising appointments than Canadian Citizens/Permanent Residents (44.4%). We recognize that securing employment, both part-time while in school and full-time upon graduation, is of high importance to our international cohort, and we seek to build services tailored to their needs through work with the International Student Centre (ISC), including offerings during ISC orientation sessions and specialized workshops delivered throughout the year.
- As part of our involvement on the Go Global Steering Committee we collaborated with Office of Enrolment Management, Dean of Science, International Student Office and Student Awards and Financial Aid Office to provide financial support to eligible undergraduate students to participate in an international study or work experience to strengthen their global skills and competencies, especially low-income students, students with disabilities and Indigenous students who do not typically participate in these type of experiences.

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

A strong student experience is at the root of all we do and each term we learn and assess how we can make an even greater impact on the many ways we work with the students we serve.

Items we have been working on within this time period:

- Monitoring co-op students while on their work terms is part of accreditation requirements by our accrediting body Co-operative Education & Work-Integrated Learning (CEWIL) Canada. Beyond that we added office hours during the lunch hour for students on work term, respecting the fact that their business hours on work term likely overlapped with ours, making it difficult for them to find time to reach out. We also launched a series of lunch & learn sessions for students on work term giving them just-in-time skill enhancement they could apply to the organization they work for, as well as a better understanding of how to leverage the networking and resume-building opportunities while still at the workplace.
- To celebrate student success after a stressful job competition as well as allow students to network with one another (especially those who may be moving out of town to the same cities or workplaces), we added a Launch event for co-op and internship students prior to them starting their work term.
- Offered holistic career development and employability support to students across all Faculties, seeing a 33% rise in student career advising appointment attendance.
- Sponsored GPDN Career Symposium for Graduate Students and Postdoctoral Fellows, seeing highest registration for the event among students at any university across Canada.
- Staff sat on the Micro-credentials working group within the University and represented the employer perspective as our office is uniquely positioned to understand the needs of organization's talent needs.
- Coordinated signing and funding aspect of CEWIL grant for faculty colleagues engaging in EL.

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

Engaging our staff and responding to their needs and concerns is important for a healthy work environment and retention. In addition, since we work with students who are the next generation of talent, it is important to us that we ensure we model behaviour important to health, safety and sustainability.

Items we have been working on within this time period:

- Used our Employee Engagement Survey results to hold several workshops with staff to discuss their needs and identify areas for improvement. As a result, initiatives were implemented to improve feelings of safety, health and well-being.
- We were awarded a safety grant through OHREA, allowing the installation of three panic buttons for our three administrative assistants who receive students and employers at reception to ensure foot traffic off of Wyandotte St. W., as well as an escalated student or employer situations, could be quickly attended to by campus police.
- To reduce plastic waste on campus, we ordered promotional water bottles that all staff use to refill throughout the day. In addition, we provide them to employer partners who attend our career fairs and ask that they use the refillable bottles while on campus instead of us purchasing plastic bottles from catering.
- Promoted a team member to sit on the Accessible Employment and Customer Service Committee (AECSC) to offer support to campus based on knowledge of employment accessibility issues.

6. Generating Local and Global Impact through Partnership and Community Engagement

Community and employer partnerships are the lifeblood of our work to provide students with quality EL. Understanding their needs, whether locally or globally, and how to attract them to UWindsor student talent, is at the core of our work.

Items we have been working on within this time period:

- Launched a feasibility study with our existing employers as part of an external scan to solicit interest in the possibility of launching new co-op programs for programs within the Faculty of Arts, Humanities and Social Sciences. Of those surveyed, 209 employers responded and showed interest in the new options for student talent and allowed us a deeper understanding of labour market interest, encouraging us to move forward with the official approval process for new co-op programs.
- Led the return of three in-person job/career fairs (Education, Nursing, and Engineering) attended by 642 students, hosting 85 employer partners on-campus to promote their organizations and employment opportunities. Also hosted 13 school boards and educational agencies on-campus for recurring Teacher Recruitment Days within the Faculty of Education.
- Facilitated 1000 co-curricular placements in CDEL program offerings (95 VIP-CSL, 163 Job Shadow, and 742 Ignite students) and provided support to the process and/or development of an additional 57 curricular placements within FAHSS part-time internship and field experience courses.
- Saw a 37% increase in Job Shadow placements with 102 employers, alumni, and community partners from 48 different organizations acting as hosts to 163 students.
- Supported the ProsperUS collaborative curricular initiative between UWindsor and United Way, hosting resume, interview, and culminating skills acquisition in-class sessions.
- Coordinated the second iteration of the Windsor-Essex Career Apprenticeship Program (WECAP) in collaboration with the Canadian Career Apprenticeship Initiative (CCAI) and Invest Windsor-Essex (IWE), securing a 1-year full-time paid work experience for a newly graduated Faculty of Arts, Humanities, and Social Science (FAHSS) student and \$10,000 in funding for a local employer towards the placement and training. Also saw two students from last year's iteration complete the year-long program, remaining at their employer permanently upon completion.
- Partnered with various government agency funding initiatives, coordinating the application, and tracking across the University for Canada Summer Jobs (CSJ) and Summer Employment Opportunities (SEO).
- Community engagement is important to our unit and the work we do. Being active outside of the walls of campus allows us to learn, help inform and build strong relationships. Some of the ways our team participates on committees or working groups are as follows:
 - EV Careers website development in preparation for NextStar Energy battery plant launch
 - Windsor Essex Associations for Volunteer Administration (WEAVA)
 - Experiential & Work-Integrated Learning Ontario (EWO)
 - Co-operative Education & Work-Integrated Learning (CEWIL) Canada
 - Women in Mobility
 - Workforce Advisory Committee (Windsor-Essex Region)
 - Canadian Association of Career Educators and Employers (CACEE)
 - Society for Teaching and Learning in Higher Education, 3M Council of Fellows Executive

III. Challenges:

- We continue to share concerns regarding the number of Master of Applied Computing (MAC) students enrolled in the program which exceeds our agreed upon limits, which were already a stretch goal for us. Although we understand the formula for admissions is complex and factors are often out of the institution's control, we fear that the tech boom during COVID, that is correcting itself, will result in a shortfall of quality internships for this group of students. There were 530 MAC students out on work term during this time period and our agreed upon limit of students was 400. We are proud that we were able to accomplish this but do see the economic conditions changing and are concerned that this will affect future cohorts.
- Immigration, Refugees and Citizenship Canada created policy changes around limitations to the amount of paid work hours international students could conduct in Canada while studying, moving from 20 hours per week to fulltime hours. This became a challenge as some international co-op students were working full-time jobs while studying which had a host of complications including not being as readily available for interviews while competing for jobs while in co-op, being exhausted and not retaining as much critical learning from the classroom that they could bring to the co-op workplaces, as well as students wanting to jump forward when their full-time work experience in co-op would take place. The policy exists until December 31, 2023, and continues to provide challenges.
- With increased enrolment numbers across disciplines and the future state of AI being investigated as a disruptor to how students develop their marketing documents such as resume and cover letter, our Transform job readiness program (mandatory, non—credit) needs to be revamped to be scalable and adapt to the future state of how employers view and accept job application documents with the increased use of AI.
- We continue to have a manual process for co-operative education fee payments outside of the UWinsite system that puts strains on both Cashiers and our co-op department and results in inferior service for students. The Cashier's system does not work with the co-op model and the result is that sometimes students are being double charged, incur interest and sometimes unable to register for classes due to fees that appear to be unpaid. This is a real challenge for our students and we hope to work closely with our colleagues in Cashier's and the Registrar's office for improvements and automated solutions to the problems that exist.
- Our Chemistry/Biochemistry internship has lower steady state enrolment than anticipated at inception and it makes it difficult to develop new jobs for students enrolled. Our employer partners and first-time posting organizations are getting low or zero applications when posting to our office as we only have a couple of students enrolled. The sequencing is not the typical work/study sequence of most of our co-op programs and is instead a year placement between Years 3 and 4. Re-examining the sequencing and program with the faculty is needed.
- A significant challenge to the delivery of our in-person workshops for our growing number of co-op and internship students is access to classroom space. Our mandatory Transform job readiness program team must wait until after all classrooms are booked to see what is left over for us to use. This has resulted in insufficient time to ensure we have sufficient space booked, and often results in us having to book conference rooms that are small and require multiple offerings to accommodate all students in the program. This increases the workload for our staff and puts a strain on our resources and co-op student appointments.
- While we recognize the potential value of the WECAP program, which facilitates a year of full-time paid work experience for new FAHSS graduates in the local labour market, we have experienced a lack of participation from both employers and students during both iterations of the program. This year, although promotion was sent to over 1200 employers, only four employers posted a total of eight positions. Positions received an average of 3.8 applications among all graduating FAHSS students. While three students received job offers, two students declined, resulting in a single placement. One of the main barriers continues to be the difficulty securing positions that garner the interest of FAHSS graduates and a misunderstanding among employers of the skills that FAHSS students possess. Currently, employer outreach is led by IWE and our office does not have capacity to take over the task of developing community connections that better align with the skill set of our FAHSS students.
- Although our co-curricular community service-learning program, VIP-CSL, has seen a slight increase in participation over the last year with a total of 95 students placed, numbers continue to be well below previous levels that exceeded 300. Even with increased marketing, we have not been able to bring participation back up to pre-Covid-19 levels. Post-Covid, we have seen an increase in interest in curricular

and paid opportunities among students and the co-curricular model needs to be reviewed.

- With a return to in-person learning and limitations experienced by employers and job seekers with virtual job fairs, information sessions, and networking events, we are seeing an increase in the number of in-person career events requested by employers. At the same time, we have experienced challenges receiving timely and accurate service from the Catering Services department. As such, it is becoming increasingly difficult to meet the employer outreach, coordination, and logistical demands required to support these requests with our current staffing.
- We are seeing an exorbitant number of job proposals from some on-campus employers for Ignite Work Study, making it difficult to fairly disperse job allocation based on need. In addition, as an experiential learning program, we are not seeing enough of a connection to skills development, career navigation, and reflection that is integral to this type of learning. We are looking to make changes to reinforce the value of the learning experience for students and to limit the number of students any one supervisor can hire.
- Coordinating the University's participation in government subsidy programs, particularly Canada Summer Jobs (CSJ), continues to be a challenge. After requiring 50+ hours of staff time to meet directly with faculty and staff submitting a position and consolidate the application, only one out of the 26 positions included in the application was funded and this was upon secondary review by the member of parliament. In comparison, we were awarded 42 positions in 2021 and 40 positions in 2022, marking a substantial decrease in funding.
- While we have strong attendance from international and graduate students, which combined make up nearly 2/3 of our appointment attendees, we continue to have difficulty engaging domestic, undergraduate students in our programming, including events, EL initiatives, workshops, and appointments. Additional forms of outreach and greater marketing are required to bolster engagement with this group.
- Last year we had a record number of job postings, attributed to job boards being one of the only avenues for recruitment due to Covid19 restrictions. This year, we saw a 26% drop in postings on our mySuccess job board, down to pre-pandemic levels. In addition, we are not seeing jobs of sufficient quality and diversity, and there is an increasing number of job scams which are becoming more sophisticated, requiring further research and discretion to ensure legitimacy. Without a dedicated employer relations staff member in CDEL, we will continue to have difficulty gathering quality postings that are highly sought after by students.

Future Actions/Initiatives

[In this section, identify actions/initiatives that will be undertaken in the next year to continue to build on successes, to meet goals and objectives, and to address challenges. Include a list of new and/or revised goals and objectives. Include potential new policy developments and suggestions for programming priorities.]

- In collaboration with our colleagues in FAHSS, we will submit the complete PDC forms for approval by the PDC Committee, as well as Senate, for ten new FAHSS co-op programs.
- By January 2024, if all PDC and Senate approvals go through, we will have a soft launch of ten new co-op programs in Psychology, Political Science, History, English, Communications, Media & Film, French, Philosophy, Modern Languages & Second-Language Education (Spanish stream), Drama, Drama in Education & Community with a concentration in Applied Theatre. Direct admissions from high school will begin in Fall 2024 and more disciplines within FAHSS (Sociology, Criminology, etc...) are likely to put forward PDC documents with these new co-op programs looking to launch in Fall 2025.
- Working closely with the RO, identify and receive quotes for work to customize UWinsite to allow for the co-operative education programs to work more effectively within the system, including automated fee payments and reports to identify registrants, academic standing of co-op students, financial eligibility and those who are eligible to graduate.
- "Transform", our job readiness program, will need to be revamped to allow for increased enrolment and to handle the new disruptors to education in the way of AI, etc... To re-package the preparatory program, our team will be researching models from other schools and will be examining a way forward that will include input from employer stakeholders, students, and faculty.
- After the ten new FAHSS co-op programs are officially approved, we will hire a new Employer Relations Co-op Coordinator who will prospect new and existing employer and community partners within the local, provincial, national, and international industry to ensure our student have quality work-integrated learning experiences relevant to their field of study.

- Meet with the Department of Chemistry and Biochemistry to determine a new strategy to increase enrolment into their internship and to consider a new work/study sequence.
- Advocate for better access to classroom space for our student workshops and employer event space.
- Given the considerable time commitment and low participation among employers and students in the WECAP program, we will explore if the program should be put on hold while we determine better ways to secure strong job postings in the community.
- We will continue to review the performance of the VIP-Community Service Learning program through the Summer and Fall 2023 semesters and decide if this program is sustainable in its current form.
- In order to build a stronger employer presence on campus and support further events and fairs, we will require more staff to support logistics, planning, and employer outreach.
- We will review the criteria for how Ignite positions are approved with a focus on mentorship and learning and providing a thoughtful distribution across campus that keeps the strategic priorities of the institution at the forefront. We will review the current reflection and career development aspects of the programming to ensure these foundational elements are well-developed.
- Due to the large amount of staff time required to oversee the CSJ program, we will determine if we should step back from leading the application.
- To better share our stories and reach harder-to-engage students, including our domestic undergraduates, we will work to revamp our CDEL website and launch an intentional social media campaign targeted to our student audience. In addition, we plan to embark on a billboard campaign in the local community featuring our student talent and highlighting the experiential learning and career development opportunities available at UWindsor.
- To better share our stories and reach employer partners, we will complete the work on revamping our co-op website and develop a new employer brochure, launch an intentional ad campaign through LinkedIn, local print ads and embark on a billboard campaign to hire co-op and internship students as part of their talent pipeline. In addition, we will feature key employer partners who have employed our co-op and internship students in the ad campaign to highlight the value of hiring our students.

Recommendations for Senate consideration (if any)

[In this section, note any possible academic policy gaps and specify proposed recommendations for academic policy development or changes for Senate consideration, with a clear rationale linked to the foundational commitments or strategic priorities. Recommendations must fall within the purview of the Senate. Leave this section blank if there are no proposed academic policy considerations for Senate.]

- We anticipate more disciplines under the Faculty of Arts, Humanities & Social Sciences will move forward with PDC documents for approval for future offerings of co-op. We look forward to collaborating with them on this.

APPENDIX A: CDEL Figures and Tables

Career Development Workshops, Presentations, and Appointments

Table 1.1: Summary of Workshop Attendance by Delivery Type and Topic

	Offered	Attendance	Average
CD&EL Core Workshops			
Resume, Cover Letter (intro, advanced, combo)	46	736	16
Interview Skills (intro, advanced, combo)	27	343	13
Interview Skills (Professional School)	2	9	5
Job Search (intro, advanced, combo)	30	350	12
Social Media	14	149	11
Personal Statements (for Grad and Prof School Apps)	3	6	2
Core Workshop Subtotals	122	1593	13
Targeted Workshops			
Propel Grad PD Sessions (various topics)	14	334	24
ISC - Canadian Workplace Expectations	1	10	10
ISC – Part-time Jobs in Canada	3	159	53
Are You Ready For Your First Nursing Job?	2	41	21
Faculty of Ed – Resume & Interview Prep for Career Fair	1	20	20
Faculty of Science – USci Careers in Science Week	2	12	6
Targeted Workshop Subtotals	23	576	25
Grand Total (All Workshop Types)	145	2,169	15

Table 1.2: Workshop Attendance by Faculty and Degree Type

Faculty	Total Attendances	% of Total	# Unique Attendees	# Unique Grad & Doc Attendees	# Unique Undergrad Attendees
Faculty of Education	127	5.84%	65	38	27
Faculty of Engineering	1009	46.43%	566	473	93
Faculty of Human Kinetics	12	0.55%	10	3	7
Faculty of Nursing	50	2.30%	47	4	43
Faculty of Science	414	19.05%	272	181	91
FAHSS	148	6.81%	113	31	82
Law	3	0.14%	3	3	0
Odette School of Business	409	18.82%	217	196	21
Unknown	1	0.05%	1	0	1
Grand Total	2173	100.00%	1294	929 (64%)	365 (25%)

Table 1.3: Summary of Faculty and Club Presentations

Faculty	# Presentations	# Students*
Faculty of Education	6	152
Faculty of Engineering	19	869
Faculty of Human Kinetics	2	8
Faculty of Nursing	2	304
Faculty of Science	16	384
FAHSS	22	1090
Other (club/department/orientation)	10	1560
Schulich School of Medicine	1	40
Total	78	4407

* # of students are estimated attendances based on class enrollment numbers from professor or actual count on day of. Numbers are not unique bodies as students may attend more than one class or event in the reporting year.

Table 1.4: Summary of Appointments Attended by Topic

Topic	2021-22	2022-23	% Change YoY
Career Planning / What Can I Do With My Degree?	117	164	40%
Considering Further Education or Letters of Intent	144	99	-31%
Cover Letter, Resume & CV	399	563	41%
Interest Testing	22	41	86%
Interview Prep (job or professional school)	71	85	20%
Job Search	49	87	78%
Mock Interviews	177	213	20%
LinkedIn Profile Critique	43	58	35%
Unspecified or Onsite in Faculty Space	63	43	-32%
Drop In	242	409	69%
Total	1327	1762	33%

Table 1.5: Summary of Appointments Attended by Visa Status and Degree Type

n=1762 appts	% of Total 2021-22	# Appts Attended 2022-23	% of Total 2023-23	YoY Trend
International	44.9%	979	55.6%	Increase
Citizen/PR/Ref	53.7%	783	44.4%	Decrease
Unknown	1.4%	0	0.0%	N/A
Grad & Doc	44.6%	993	56.4%	Increase
Undergrad	53.5%	742	42.1%	Decrease
Med School	1.9%	27	1.5%	Stable

Table 1.6: Summary of Appointments Attended by Faculty

Faculty	2021-22	2022-23 Ratio	2021-22	2022-23 Ratio	YoY Trend
Faculty of Education	72	96	5.4%	5.4%	Stable
Faculty of Engineering	450	757	33.9%	43.0%	Increase
Faculty of Human Kinetics	28	29	2.1%	1.6%	Stable
Faculty of Law	2	10	0.2%	0.6%	Stable
Faculty of Nursing	24	18	1.8%	1.0%	Stable
Faculty of Science	313	355	23.6%	20.1%	Stable
FAHSS	374	339	28.2%	19.2%	Decrease
Odette School of Business	39	126	2.9%	7.2%	Increase
Schulich School of Medicine	25	27	1.9%	1.5%	Stable
Unknown (includes ELIP)	0	5	0.0%	0.3%	Stable
Total	1327	100%	1762	100%	

Experiential Learning Programming

Table 2.1: Ignite - Work Study

Ignite - Work Study	2019-20	2020-21	Summer 2021	2021-22	Summer 2022	Fall 2022- Winter 23
Students Hired	507	463	219	567	180	562
Positions Requested (full year or one-term)	608	664	281	664	327	730
Positions Approved (full year or one-term)	471	484	215	505	188	517
Dollars Awarded	\$892,000	\$822,000	\$430,000	\$954,000	\$188,000	\$1,000,00
Supervisors	132	120	89	142	103	151
Departments	62	53	47	53	63	71
Unique Jobs Posted	219	242	128	265	133	259
Dollars Reimbursed to Hiring Budgets	\$795,874	\$667,675	\$346,387	\$822,934	\$142,237	\$831,988
*Summer Ignite funding is currently limited until 2024.						

Table 2.2: Breakdown of Hired Ignite Students by Visa Status

Degree Category	2019-20	2020-2021	Summer 2021	2021-22	Summer 2022	2022-23
International	90	102	35	131	47	140
Domestic	417	361	184	437	129	422
Total Hires	507	463	219	568	180	562

Table 2.3: VIP – Community Service Learning

VIP - Community Service Learning	2017*	2018-19**	2019-20	2020-21***	2021-22****	2022-23
# of Placements	301	53	111	75	70	95
# of Unique Organizations	109	29	38	22	40	43
# of Students that Completed Program	245	49	95	62	67	83
Complete Rate	81%	92%	86%	83%	96%	87%
Min. Hours Contributed (40 hrs/placement)	9800	1960	3800	2480	2680	3320
Actual Hours Contributed****	N/A	N/A	3894****	3059	2813	3691
<p>* Program was called Volunteer Internship Program and there was no requirement for students to apply their academic knowledge in the community placement. **Old model in W18, program on hiatus S18, and amended model and new name launched for F18. ***Program did not run in S20. Lack of student interest and available online roles (no in-person due to COVID-19). ****In W22, the requirement for students to apply their academic knowledge in the community placement was removed to increase enrollment in response to impact of COVID-19. *****In W20 students were not able to finish all placement hours due to the stay-at-home order in late March 2020.</p>						

Table 2.4: Curricular Internships Developed or Coordinated

	2019-20	2020-21*	2021-22	2022-23
DRAM-3980/DRAM-3990. Internship I/II: Arts Management Certificate	5	4	0****	3
CMAF-3990. Internship I / CMAF-4990. Internship II	19	5***	20	15
SACR-4670. Criminology Professional Development Practicum	N/A**	0****	15	8
VSAR-3800. Visual Art Internship	5	4	5	7
Total Placements	54	40	40	33
Unique Organizations	35	24	36	17
<p>* No placements in S20 due to COVID-19. **Professor on sabbatical, course not offered. ***CMF department did not offer these courses in F20. ****Course was not offered in W21 due to lack of online placements available. *****Departments did not offer these courses S21-W22.</p>				

Table 2.5: Additional Direct Supports Provided to Curricular Internships

	F19 for W20	F20 for W21	F21 for W22	F22 for W23
PSYC-4280. Practicum in Developmental Psychology*	13	12	9	19
PSYC-4290. Practicum in Psychology **	35	19	12	21
History-4810. Public History Practicum***	4	0	7	0****
Total	52	31	28	40
<p>*Support by conducting interviews and recommending students and placement matches to professor. Supports placement development upon request. Number of placements confirmed by professor unknown. Number above = interviews conducted. **Support by conducting interviews and recommending student candidates and placement matches to professor. Numbers indicate the number of interviews conducted. Number of placements confirmed by professor unknown. ***Supports by coordinating MCU insurance process. Numbers listed indicate the number of placements insured. ****Number of applicants very low. Professor did not require assistance.</p>				

Table 2.6: Job Shadow Experience

	2019-20	2020-21	2021-22	2022-23
Number of individuals that offered to host	44	44 (17 F + 27 W)	88 (34 F + 54 W)	102 (54 F + 48 W)
Number of organizations represented	24	33 (16 F + 20 W, some overlap)	30 (12 F + 18 W, some overlap)	48 (23 F + 25 W, some overlap)
Number of matches made	55	75 (31 F + 44 W)	125 (48 F + 77 W)	180 (86 F + 94 W)
Number of placements	50	68 (29 F + 39 W)	119 (48 F + 71 W)	163 (76 F + 87 W)

Job Postings and Networking Fairs

Table 3.1: Fair Events Summary

Fair	Timing	Exhibitors	Student Attendees
Faculty of Education Career Fair	Feb. 2023	30	173
Nursing Career Fair	Mar. 2023	32	89
Engineering Job Fair	Apr. 2023	23	380
Total		85	642

Table 3.2: Summary of mySuccess Job Posting Activity

Type of Employment	2021-22	2022-23	% Change YoY	Unique 2021-22	Unique 2022-23	% Change
Contract	174	101	-42%	146	90	-38%
Full-time	1000	761	-24%	784	592	-24%
Graduating Student Recruitment	44	53	20%	39	44	13%
Intern	38	13	-66%	38	12	-68%
On-Campus (Ignite not included)	56	41	-27%	55	37	-33%
Ongoing or N/A	6	5	-17%	6	5	-17%
Part-time	211	154	-27%	124	92	-26%
Summer	169	122	-28%	139	91	-35%
Volunteer	24	29	21%	17	16	-6%
Total	1722	1279	-26%	1348	979	-27%
# Unique organizations				411	316	-23%

Table 3.3: Employer Networking Events

Event Type	2021-22	2022-23	% Change YoY
Off-Campus (advertised only, hosted by employer)	96	95	-1%
On Campus (hosted exclusively for UWindsor students)	18	16	-11%
Total	114	111	-3%

Appendix B – JEC Building Photos



Appendix C – Awards & Recognition



UWindsor Co-operative Education & Workplace Partnerships

1,034 followers

1yr · 🌐

Congratulations to **Carol Adu-Bobie**, the third recipient of the Co-op/Internship Rising Star Student Award for Summer 2022. Carol is a Bachelor of Commerce, Business Administration Co-op student who recently completed her placement at **Nasdaq Inc**, where she was deeply immersed in perceptive study and analysis, with the opportunity to join client proposal calls, interview buy-side and sell-side analysts, and write analyses for deliverables.

Carol did an exceptional job contributing valuable and insightful perspectives throughout her time at Nasdaq, outlining methods to improve interview processes, client outreach initiatives, and opportunities for her team to strengthen their collaborative approach.

"As I continued to learn and become more proactive, I realized how much I underestimate my talents and wisdom. I was able to learn from others but also suggest new ideas that people had not thought of. I attribute this to my wonderful managers who gave me a lot of autonomy, feedback, and trust."

Congratulations, Carol!

[#uwincoop](#) [#hireuwindsor](#) [#coop](#) [#experientiallearning](#)



UWindsor Co-operative Education & Workplace Partnerships

1,035 followers

2mo · Edited · 🌐

This is just the beginning of a brilliant career journey for **Natalie Adam**, one of our Winter 2023 Co-op Rising Star Award Winners! 🌟 Natalie recently completed a work term at Centre of Human Performance and Health as a Human Performance Assistant. During her work term, she made significant contributions to the health, wellbeing, and athletic performance of more than 400 Lancer athletes, and worked on four research projects for the American College of Sports Medicine Conference, the largest sports conference in the world.

"This placement has been the most valuable experience of my undergraduate degree by far. I thrived off the constant innovation of the centre and ability to combine movement science theories with athletics. Seeing the varsity athletes increase their health, wellbeing, performance, and decrease injury risk over the course of their seasons is what made me so excited to go to my placement each and every day."

Congratulations, Natalie! [#risingstar](#) [#uwincoop](#) [#uwindsor](#) [#hireuwindsor](#) [#workintegratedlearning](#) [UWindsor Faculty of Human Kinetics + Department of Kinesiology](#)



This reporting year's Rising Star Co-op /Internship winners are as follows:

Summer 2022

- Brent Charron, Bachelor of Applied Science, Mechanical Engineering (Stellantis)
- Lauren Gellner, Human Kinetics Co-op (Schlegel Villages, The Village at St. Clair)
- Carol Adu-Bobie, Business Co-op (Nasdaq)
- Ehsan Ur Rahman Mohammed, Master of Science, Computer Science Co-op (University of Windsor, eMinds Lab)

Fall 2022

- Selina Pescara, Business Co-op (Fidelity Investments Canada)
- Celia Liburdi, Electrical Engineering Co-op (Entegrus Powerlines Inc.)
- Angel Grace Salomi Richard Samuel, MAC (RBC)
- Julie Isreal, Kinesiology Co-op (Schlegel Villages, The Village at St. Clair)
- Brandon Mailloux – Computer Science Co-op (Health Canada)

Winter 2023

- Aarsh Makwana, MAC (Rogers Communications)
- Nathan Brockenshire, Mechanical Engineering Co-op (Vistaprint)
- Natalie Adam, Human Kinetics Co-op (Centre of Human Performance and Health)
- Sabrina Sawan, Electrical Engineering Co-op (Agriculture and Agri-Foods Canada)
- Ian Trepanier, Business Computer Science Co-op (University of Windsor, Office of Enrollment Management)

Appendix C – Awards & Recognition Cont'd



UWindsor Co-operative Education & Workplace Partnerships

1,031 followers
8mo · Edited ·

Last week, we presented TD Bank Group with the 2022 Co-op & Internship Employer of the Year Award! This award celebrates and recognizes TD's long-standing partnership with the University of Windsor, the enhanced experiential learning opportunities and exceptional work-term experiences they provide our students.

#uwindsor #hireuwindsor #uwincoop #experientiallearning



94 6 comments · 8 reposts



Office of Experiential Learning

Annual Report 2022-23

The Office of Experiential Learning leads in the development and promotion of experiential learning opportunities, including work-integrated learning across campus. The Office is comprised of two distinct units: Co-operative Education and Workplace Partnerships and Career Development and Experiential Learning.

Co-operative Education & Workplace Partnerships

Co-operative Education and Workplace Partnerships includes both co-op and internship paid placements.

2,290 

undergraduate and
graduate students
enrolled

656,880

hours of on-the-job
learning in industry



949 

students participated
in job readiness
programming

1,564 

students participated
in work terms

110 

new employers
hired students

228% 

increase in Master of
Applied Computing
internship students since
2018



Sabrina Sawan (Engineering Co-op) discovered she had a passion for the agriculture industry after her co-op experience at Agriculture and Agri-Foods Canada.

“My experience helped me gain an immense amount of technical and hands-on skills related to electrical engineering that I can apply to my future career. Looking at the future, I have developed an interest to work in the agriculture field. The industry’s potential ignited a deep passion that I had not anticipated at the beginning of my first work term.”

48,300+

job applications 

2,490+ 

work term opportunities

2,140+ 

interviews conducted

Career Development & Experiential Learning

The Career Development & Experiential Learning (CDEL) office works campus-wide to bring expertise in career exploration, job search strategies, application documents, interview preparation, and labour market intelligence. Building bridges between the classroom and the world of work, this team supports students of all disciplines to connect with experiential learning opportunities and prepare for whatever their goals are during and after their time at the University.



Nagib Mahfuz

Business Student,
Job Shadow Program Participant

Participating in the Job Shadow experience gave Nagib the opportunity to shadow a Human Resources Manager at Magna International.

This is what he had to say about his experience:

"I had an incredible job shadow experience at Windsor Modules Magna, one of the largest automotive suppliers globally. I was able to witness a dedicated team that helped me learn and gain valuable insights into the intricate processes that happen behind the scenes. It truly was an eye-opening experience."

742 

students hired into 705 Ignite positions across 71 departments and units on campus

163 

participants in the Job Shadow Experience at 48 organizations with 102 individual hosts

95 

VIP Community Service Learning students placed in 43 local non-profit & publicly funded organizations

3,691 

volunteer hours in the community through the VIP-CSL program

33 

curricular placements coordinated at 17 organizations for courses in FAHSS

642 

students and 85 exhibitors hosted on campus across 3 in-person fair events

1,762 

career advising appointments conducted

2,169 

students attended workshops

4,407 

students attended presentations delivered in-class or at special events

1,279 

jobs posted by 316 organizations on our job board

University of Windsor
Senate

*5.2.2: **Information Technology Services Annual Report (2022-2023)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Information Technology Services Annual Report 2022-2023

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 projects were heavily influenced in the previous 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 devoted to increase the security posture of the University and to prevent future large-scale cyber incidents. While not heavily and explicitly referenced in this document due to there not being a clear alignment with the Strategic Plan, Cybersecurity projects continue to make a major component of the project work and operational tasks in the Department.

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](#).

Area's Goals and Objectives of the Reporting Year and the University's Strategic Plan

I. Addressing Foundational Commitments:

1. Establishing and Implementing an Institutional Data Strategy

- **Establishment of Data Strategy Governance and Workplan**
Led by IT Services, the University has made preliminary strides in its data strategy efforts, particularly through a collaborative session with the Education Advisory Board (EAB). This session was instrumental in forming a high-level vision and governance structure for the data strategy, providing valuable insights and frameworks tailored to the needs of the University. The workshop conducted by EAB emphasized the importance of a robust governance structure in ensuring the effective use of data across the university and was a pivotal step in defining the University's approach to data management, aligning it with best practices and strategic objectives.
- **Support Establishing a Research Data Management Policy**
IT Services supported activities to develop and implement a Research Data Management (RDM) Strategy. This effort is a response to the Tri-Council's Research Data Management Policy, released in March 2021, which mandates institutions receiving CIHR, NSERC, or SSHRC funds to establish an institutional RDM strategy. The work completed outlines the current and planned RDM capacity, focusing on data stewardship and research data management. It emphasizes the need for ongoing dialogue, collaboration, and adaptation to the evolving needs of the research community and changes in the data environment.

2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration

- **Client Services Renovation**
A small renovation was completed to create a more inviting and accessible space for employees and students, enhancing their experience and fostering increased interaction and collaboration with our Service Desk. By integrating elements that promote inclusivity and innovation, the new client services area is designed to support the University's commitment to collaborative learning and leadership.
- **Meeting room upgrades**
Completion of five meeting rooms with hybrid technology aligns with the focus on inclusion and belonging, enhancing the institutional capacity to learn, lead, and innovate, both collectively and individually. By

equipping these rooms with advanced hybrid technology, the University facilitates more dynamic and inclusive meetings, allowing participants, whether on campus or remote, to engage effectively.

- Network Upgrades
Completion of wireless upgrades in Essex Hall, CARE, Alumni Hall, and Vanier buildings are instrumental in bolstering the University's digital infrastructure, facilitating seamless connectivity, and ensuring robust network performance.
 - Upgrade of Leddy G101A Computer Lab
Completion of technology upgrade in G101A with new computers and monitors to support teaching and learning.
3. Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces
 - Classroom Renovation
Completion of 6 classrooms integrating hyflex technology and supporting the renovation of Essex Hall 186. This work is part of our broader objective to ensure that the planning, construction, and maintenance of infrastructure are conducted in a manner that is transparent, equitable, and consistent with our institutional values that weighs classroom renovations objectively against multiple criteria such as accessibility, infrastructure, and usage.
 4. Ensuring that Faculty and Staff Have the Skills and Support to Maximize Impact, Growth, and Engagement
 - Increased Professional Development
As part of the Department's commitment to our staff, the Department has implemented a budget of \$150,000 per year to support the development of our staff to ensure they are able to maximize their impact to our campus community.
 5. Telling Our Stories and Sharing Our Knowledge
 - Relaunch of Campus Technician Meetings
The relaunch of campus technician meetings at the university is a strategic initiative designed to bolster internal communication and foster a robust community of practice. These meetings have served as a vital conduit for knowledge mobilization, enabling technicians from various departments to share insights, best practices, and innovative solutions to common campus challenges. By regularly convening, the technicians not only enhance their individual skill sets but also contribute significantly to the collective expertise available within the university. This initiative aligns seamlessly with our broader goals of enhancing campus engagement and establishing efficient feedback loops among students, staff, and faculty. Through these meetings, we create a more interconnected campus environment where knowledge is not only shared but also collaboratively cultivated.
 6. Improving Institutional Processes and Coordination of Services
 - Service Level Agreements
IT has taken a key role in the implementation of Service Level Agreements (SLAs) which serve as a foundational element in enhancing user engagement in process development and review. This initiative directly contributes to reducing duplication of efforts and enhancing transparency. Through SLAs, there is a systematic approach to defining the services, performance metrics, and responsibilities, which streamlines interfaces and practices.
 - Adobe Acrobat Pro and Adobe Sign
The implementation of Adobe Acrobat Pro and Adobe Sign supports the goal of reducing operational costs while enhancing the ability to automate processes and save time. These newly centrally procured tools

provide a robust platform for document management and e-signature, streamlining workflows that traditionally require manual intervention.

- Oracle PUM Upgrade
The successful Oracle PeopleSoft Update Manager (PUM) upgrade plays a pivotal role in increasing functionality and supporting the overall objective of enhancing process analyses as it related to the University's UWinsite system. This upgrade brings new features and improvements, enabling more efficient management of university systems.
- AIX to Linux Server Modernization
Significant effort has been invested in the transition from AIX to Linux servers which is a critical step towards enhancing performance and reliability of key systems like UWinsite. This shift not only promises enhanced performance but also provides better tools for supporting upgrades and investigating issues. The modernization effort aligns with the strategic goal of streamlining processes and interfaces, leading to improved efficiency and reduced duplication of efforts in IT operations.
- Micros Replacement (Volante)
Upgrading the Point of Sale systems with the introduction of Volante as a replacement for Micros aligns with the strategic goal of streamlining processes and enhancing user engagement. This upgrade represents a significant step in modernizing the payment and transaction systems across the campus, leading to improved efficiency and user experience.

II. Advancing Strategic Priorities:

1. Advancing Bold, Impactful Research, Scholarship, and Creative Activity

No significant project work completed on this strategic priority; however, ongoing support for Faculty and Researchers is ongoing on a request basis and positive impact on these items are realized through as secondary benefits through activities such as network upgrades. IT Services also plays a supporting role in the implementation of capital projects supporting these items such as the Downtown Bio Art building.

2. Advancing the Journey toward Truth and Reconciliation

No significant project work completed on this strategic priority; however, ongoing support on a request basis and positive impact on these items are realized through as secondary benefits through activities such as network upgrades, and capital project support for locations such as the Smudging room in the Faculty of Law or Turtle Island House renovation.

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

- Equitable language
Creation of inclusive language resourcing for all UWindsor IT staff with the expectation that they will utilize inclusive technical language in work-related conversations and documentation.
<https://uwindsor.teamdynamix.com/TDClient/1975/Portal/KB/ArticleDet?ID=141931>
- Improved Equitable Hiring Practices
Systematic review of hiring practices has occurred in the Department along with broader discussion regarding EDI activities as part of ongoing Employee Engagement action plans. As a result, all hiring panels endeavor to have a diverse membership and EDI lens is required to have a minimum of 15 points.
- Management Training in Courageous Conversations
Completion of "Courageous Conversations" workshop by IT Management members to help build community, launch innovation, and navigate the predictable pitfalls in interracial, multi-cultural

conversations about race. The ultimate goal of the workshop was to develop our leaders to understand the impact of race on their lives, their work, and their overall growth.

- Monsido launch
Implementation of an accessibility tool for the University of Windsor web presence. The tool helps ensure a high-quality web experience that is accessible to all users by scanning the website and investigating issues on the webpages along with suggestions on how to better optimize the webpage and remediate accessibility issues. With successful implementation the University has a singular holistic look at the accessibility of our web presence.
4. Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone
- Support Launch of Brightspace
Working in close collaboration with Office of Open Learning and Centre for Teaching and Learning in the successful replacement of Blackboard with Brightspace.
 - Classroom Renovation
Completion of 6 classrooms integrating hyflex technology and supporting the renovation of Essex Hall 186.
 - Network Upgrades
Completion of wireless upgrades in Essex Hall, CARE, Alumni Hall, and Vanier buildings are instrumental in bolstering the University's digital infrastructure, facilitating seamless connectivity, and ensuring robust network performance.
 - New Building Support
Completion of state of the art Networking and consultation / oversight of audio visual technology in new Law Building.
5. Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus
- Employee engagement group in ITS
Implementation of standing committee on employee engagement in the department. Initiative has led to clearer understanding of challenges and limitations and has increased the engagement of IT Services staff.
 - Increased Training and development
As part of the Department's commitment to our staff, the Department has implemented a budget of \$150,000 per year to support the development of our staff to ensure they are able to maximize their impact to our campus community.
 - Performance Management
Launch of internal performance management practices in IT that creates a formal framework for discussions with staff about their goals, where they are doing well, and where they require additional opportunities to showcase their skills.
6. Generating Local and Global Impact through Partnership and Community Engagement

No significant project work completed on this strategic priority; however, ongoing support for Faculty and Researchers is ongoing on a request basis such as partnership security reviews and upgraded IT Infrastructure.

III. Challenges:

- **Human Resources**
The department has been significantly affected by an IT talent drain in the area compounded by significant compliment of staff retiring or notifying of intention to retire. During the current calendar year, the Department has lost 6 staff to retirements.
- **Costs**
Inflationary market conditions have made procurement of new hardware and service challenging. The department is experiencing some renewals with vendors or equipment purchases increasing by 50% or higher over pre-COVID prices.
- **Hardware Lead Times**
Lead times for hardware are improving; however, there are still significant delays with some manufacturers. Primarily, classroom AV Equipment is still experiencing delays of 6+ months.

Future Actions/Initiatives

- **Cyber Security Enhancements**
 - Implementation of conditional access rules on critical University Systems. Users will need to be on corporate managed devices that will ensure minimum security specifications prior to accessing confidential or sensitive information / systems.
 - Implementation of Privileged Account Management tools to better control remote access to University servers and core infrastructure.
- **AIX to Linux Server Modernization**
Continued effort towards the transition from AIX to Linux servers which is a critical step towards enhancing performance and reliability of key systems like UWinsite. Completion expected by April 2024.
- **Oracle Human Capital Management Review**
Complete existing fit-gap analysis to identify discrepancies between our current HR processes and system, and the modernized capabilities of the prospective Oracle HCM system. This comprehensive approach will ensure: Integration of best practices; Identification and resolution of potential gaps; Establishment of effective governance structures; Readiness of a competent team; Thorough planning of data-related and integration aspects.
- **Network Upgrades**
Complete wireless upgrades in Biology Building, Cartier Hall, and the Stadium will be instrumental in bolstering the University's digital infrastructure, facilitating seamless connectivity, and ensuring robust network performance.
- **Classroom Upgrades**
Complete the AV Upgrades in 6 classrooms through internal IT renewal program and support the renovation of 3 classrooms as part broader of summer capital projects.
- **eGas Rebuild**
The rebuilding of the e-graduate system application, eGas, with professional services support, is a significant step towards improving the graduate application process. The systematic rebuild of eGas supports the goal of streamlining processes and interfaces, providing a more efficient, transparent, and user-friendly application experience.
- **Data Strategy**

Looking ahead, the data strategy will leverage the substantial amount of data gathered from the Aspire Strategic Planning initiative along with professional services engagements. Utilizing insights from Aspire will enable a more informed and strategic approach to data governance, management, and utilization. The focus will be on integrating this data into the ongoing development of the data strategy, ensuring that it aligns with the University's broader strategic goals. Governance committees are scheduled to be mobilized early in 2024

- **Website / Intranet Review**

The review of an updated website and intranet system at the university represents a foundational step in improving internal communication channels and knowledge mobilization. This initiative involves comprehensive analysis and research to understand the specific needs of our diverse campus population, including students, staff, and faculty. This preliminary phase also included a thorough evaluation of current digital assets and an assessment of emerging technological trends, ensuring that the updated platforms will not only meet the immediate needs of our campus community but also be scalable and adaptable for future requirements.

Recommendations for Senate consideration (if any)

No specific recommendations available currently; however, it is recommended that Senate maintains a flexible and agile approach to potential changes upcoming via updated AODA requirements and the challenges and opportunities that are being rapidly presented by Artificial Intelligence.

**University of Windsor
Senate**

5.2.3: **Course Modalities and Definitions – Revised**

Item for: **Approval**

Forwarded by: **Academic Program Committee**

MOTION: That the proposal on Course Modalities and their definitions be approved.

Background:

In addition to changes made to the proposal by Senate at its November 2023 meeting, APC was asked to consider adding a new modality for bimodal courses; that is, courses that are offered synchronously at two or more designated sites. The revised proposal reflects the changes made by Senate at its November meeting and the new bimodal modality.

PREAMBLE/RATIONALE:

Why are course modalities important?

The availability of clear definitions for course modalities is important for several reasons:

- Students select courses based on several factors, including their mode of delivery. Much as students selected earlier Distance Education (DE) courses for their flexibility in light of work or personal commitments, distance or financial constraints associated with commuting, and/or to meet their learning needs, students today do the same, but have a greater variety of course delivery modalities from which to choose, when they are offered. Thus, clearly defined modalities can play important roles for enrolment and retention.
- Access to clearly defined course modalities provides students and instructors with information on course requirements and commitments to set them up for success.
- Clearly defined course modalities help with space planning and room allocation.

Status of course modalities at the University of Windsor

Currently, course modalities are being interpreted differently and inconsistently within and across Departments and Faculties. This inconsistency has led to confusion and concerns from students who made life choices based on the course modality selected that have learning, cost, and other implications. This confusion is possible since there are no formal definitions of course modalities in the Academic Calendar, Senate Bylaws, or Senate Policies.

Other institutions across Ontario and Canada have undergone similar processes of course modality re-examination and established clear course modality definitions.

PROPOSAL:

The APC proposes that definitions for the following six modalities be approved:

- In-person teaching
- Fully online (asynchronous or synchronous)
- Remote (asynchronous or synchronous)
- Hybrid
- Hyflex
- Bimodal

Each of these modalities is currently being used at the University of Windsor. None are new. This proposal only seeks to formalize definitions for each modality so that they are used consistently across campus.

This proposal does not seek to make any changes to the selection of the most appropriate modality for a course. Currently existing processes for doing so will not change. This is outside the mandate of Senate.

Course Modalities

Information on the course modality being offered for each course for the upcoming semester, and the associated expectations for the course modality, will be made available to students through UWinsite during registration. Including the course modality information for each course provides students with information on course requirements and commitments associated with the successful completion of the course.

Changes to course schedules and their modality cannot be made once registration has been opened, unless approved by the Dean of the Faculty offering the course in exceptional circumstances and only in cases where the modality may be changed from in-person to online. This does not preclude the instructor from changing one or more individual classes from in-person to online where special or unexpected circumstances arise.

Course Delivery Modes with Definitions:

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

1. **In-Person Teaching:** An instructional method where learners and instructors meet in real time in the same physical location to facilitate instruction and learning. This is typically on a University of Windsor campus, though it may be in approved alternative location (e.g., clinical courses in a hospital, field trips, weekend remote classes). In-person courses may intentionally incorporate digital technologies into the curriculum to enhance learning.

Assessment approaches: Assessments may be held at a physical location on a University of Windsor campus or elsewhere, or may leverage digital tools to facilitate evaluation of learning.

2. **Fully Online:** An instructional method where the course curriculum is intentionally designed for, and facilitated, using the affordances of digital/web-based technologies. Online courses may make use of asynchronous or synchronous (real-time) strategies for curriculum delivery as indicated below.
 - a) An **Asynchronous online** course utilises digital/web-based technologies to facilitate the curriculum and does not require real-time communication. Asynchronous courses have no required in-person or synchronous online activities, including all assessments. Although these courses usually have a set start and end date, and due dates for assessments, learners can otherwise access and participate in the course at times and places of their own choosing. Asynchronous courses may provide online synchronous/real-time learning opportunities, such as office hours, tutorials, or exam review sessions.

Assessment approaches: Assessment approaches for asynchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. Online learners will not be required to attend a physical location to complete or submit assessments. Facilitation of assessment tasks should be flexible,

such as authentic assessments, take-home exams or providing students with choice in how their learning is assessed. Assessments should be submitted through appropriate digital/online tools.

- b) A **Synchronous Online** course utilises digital technologies to facilitate real-time interaction between instructor(s) at one site and learners at other sites. These courses typically have regularly scheduled real-time meetings, and may involve using text, video, or voice communication in a real-time setting.

Assessment approaches: Assessment approaches for synchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. A synchronous course may have assessments such as a quiz, exam or in-class essay during scheduled class time, but such assessments must be available to learners remotely and not require them to come to a physical location. Assessments should be submitted through appropriate online/digital tools.

- 3. **Remote:** An instructional method where the course curriculum is intentionally designed for, and facilitated, using the affordances of digital/web-based technologies similar to the online modality, however, the final assessment will be held in-person at a remote proctored site which may be the University of Windsor campus. Remote courses may make use of asynchronous or synchronous (real-time) strategies for curriculum delivery as indicated in modality (2), which is the Fully Online. Logistically, organizing the exam is the responsibility of the program, and the program is responsible for covering the costs of the remote proctored exam if it is off-campus.

- a) A **remote asynchronous online** course utilises digital/web-based technologies to facilitate the curriculum and does not require real-time communication. Asynchronous courses have no required face-to-face, synchronous online, or on-campus activities except the final assessment. Although these courses usually have a set start and end date, and due dates for assessments, learners can otherwise access and participate in the course at times and places of their own choosing. Asynchronous courses may provide online synchronous/real-time learning opportunities, such as office hours, tutorials, or exam review sessions.

Assessment approaches: Assessment approaches for asynchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. Online learners will not be required to attend a physical location to complete or submit in term assessments; however, the final assessment will be in person at a proctored location which may be the University of Windsor campus. Facilitation of assessment tasks other than the final should be flexible, such as authentic assessments, take-home exams or providing students with choice in how their learning is assessed. Assessments should be submitted through appropriate digital/online tools.

- b) A **Remote Synchronous Online** course utilises digital technologies to facilitate real-time interaction between instructor(s) at one site and learners at other sites. These courses typically have regularly scheduled real-time meetings, and may involve using text, video, or voice communication in a real-time setting.

Assessment approaches: Assessment approaches for synchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. A synchronous course may have assessments such as a quiz, exam or in-class essay during scheduled class time, but such assessments must be available to learners remotely and not require them to come to a physical location except for the final assessment that will be proctored at an in-person location which may be the University of Windsor campus. Assessments should be submitted through appropriate online/digital tools.

- 4. **Hybrid:** An instructional method where the curriculum is designed intentionally to integrate the affordances of in-person and online learning experiences. In-person teaching time in the hybrid method is reduced, but not eliminated, with the balance of learning being facilitated asynchronously or synchronously through digital/web-based technologies, or offline learning opportunities. Typically, 50%-80% of the total course learning hours are completed in online and asynchronous formats in hybrid courses. Examples may include:
 - I. Lecture online – tutorials in person

- II. Lecture online – labs or studios in person
- III. Lecture online – peer mentoring groups in person
- IV. Initial classes in person, followed by online classes, and/or additional in-person class(es)
- V. Initial introductory classes online, followed by in-person classes
- VI. Flipped classroom – content delivery asynchronously online, active engagement synchronously

Assessment approaches: Hybrid courses may have assessment components that require attendance at a physical location, either on a University of Windsor campus or at a designated remote location, but may also leverage digital technologies to support the flexible curriculum design and intentional use of technology to support learning typical of these curriculum designs. Based on space considerations, the in-person assessments can only be completed in-person during the period the course is scheduled on-campus.

5. **Hy-flex:** An instructional method where the curriculum is designed intentionally to provide choice to learners in their mode of engagement with the curriculum. Typically, learners may have the choice to attend classes in either in-person or online modalities, which may change throughout the course. Remote learners may join real-time classes via digital/web-based technologies, and synchronous and asynchronous curricular elements are designed to intentionally integrate remote and in-person learning, such that the learning environment and opportunities are equivalent.

Assessment approaches: Hy-flex courses may have assessments such as a quiz, exam, or in-class essay during scheduled class time, but such assessments must be available to all learners remotely and not require them to come to a physical location (i.e., all assessments should be facilitated and submitted online). All assessments must be in the same format for both on-campus and online students; for example, if the course has an exam, it should be delivered online for all students.

6. **Bimodal:** An instructional method where the curriculum is simultaneously delivered at multiple designated sites. Bimodal learners may join real-time classes in-person or via digital/web-based technologies. Synchronous and asynchronous curricular elements are designed to intentionally facilitate remote and in-person learning, such that the learning environment and opportunities are equivalent. In some cases, instructors may require occasional individual classes to be exclusively in-person or exclusively online.

Assessment approaches: Bimodal courses will normally have course assessments at an in-person location which may be the University of Windsor campus or a designated alternate site; however, some assessments may be offered online.

**University of Windsor
Senate**

5.6: **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Philip Dutton**

Academic Colleagues met in a hybrid format on December 12 and 13, 2023.

Evening meeting, Tuesday, December 12, 2023, 6:00 to 8:30 pm

A land acknowledgement was provided by Dr. Scott Kline.

**A conversation with Dr. James L. Turk, Director, Centre for Free Expression at Toronto Metropolitan University.
Topic: Conversation on Free Expression in Relation to Geopolitical Events**

Executive Heads specifically requested that the Academic Colleagues consider the position of universities regarding significant events and resulting public statements. Professor Turk was invited to inform us and lead a discussion on this controversial issue. In his opening statements he said it is difficult and dangerous to talk about free expression, but it is dangerous not to do so.

A number of universities hit the news for various reasons in relation to the Israeli-Hamas war. One university that did not get into trouble was Stanford, which took the stand that "...as an institution, generally refrain from taking institutional positions on complex political or global matters that extend beyond our immediate purview, which is the operation of the university itself." This position reflects a long standing argument in the academic world going back to the 1960's. I have appended the Kalvin Committee Report that established a relatively common definition of the responsibilities of institutions and the rights and responsibilities and freedoms of individual faculty members. Also appended is an open letter from the Centre for Free Expression to the executive heads of universities and colleges across Canada. These attached documents speak clearly on Professor Turks position and advice on the importance of academic freedom and the responsibility of individual faculty (and students) members to be critical and protected by the institution.

Professor Turk repeatedly emphasized the importance that the university must empower its faculty and students to speak out.

The discussion kept Professor Turk well past his scheduled finish. We talked about the limits to expression, the importance of political expression to democracy, the challenges of censorship, the perceptions and influence of donors, safety and respectful discussion, and the boundaries established by law. I left the meeting with a new respect for the deeper meanings of academic freedom.

Colleagues meeting, Wednesday, December 13, 2023, 9:00 am – 12:00 pm

1. Information sharing

The Blue Ribbon Panel report was an general topic of interest for all institutions. While all institutions are feeling a squeeze, some are facing particularly difficult financial and staffing situations. Concerns are generally expressed for deferred maintenance and obvious crumbling infrastructure. Student housing issues and the pressure on small classes and programs were concerning at a number of institutions.

2. Guide to the Not-For Profit Corporations Act. 2010

Colleagues were introduced to a proposed structure for COU governance resulting from not-for-profit legislation. This involves some redefinition of bylaws and constitution of COU. Overall, the COU is trying to maintain current processes as much as possible. There is some implication to voting on the board or board committees as delegates of members will not have a vote.

3. Discussion of Future Topics

Future topics were discussed, and it is likely we will have a conversation with Executive Heads at the spring council meeting about freedom of expression and the institutional rights and responsibilities.

4. Other Business

No other business was discussed.

Respectfully Submitted,

P.J. Dutton, Academic Colleague

Attachments:

Kalven Report (S240112-5.6a)

Open Letter from the Centre for Free Expression (S240112-5.6b)

Kalven Committee:
Report on the University's Role in Political and Social Action

Report of a faculty committee, under the chairmanship of Harry Kalven, Jr. Committee appointed by President George W. Beadle. Report published in the Record, Vol. I, No. 1, November 11, 1967.

The Committee was appointed in February 1967 by President George W. Beadle and requested to prepare "a statement on the University's role in political and social action." The Committee conceives its function as principally that of providing a point of departure for discussion in the University community of this important question.

The Committee has reviewed the experience of the University in such matters as its participation in neighborhood redevelopment, its defense of academic freedom in the Broyles Bill inquiry of the 1940s and again in the Jenner Committee hearings of the early 1950s, its opposition to the Disclaimer Affidavit in the National Defense Education Act of 1958, its reappraisal of the criteria by which it rents the off-campus housing it owns, and its position on furnishing the rank of male students to Selective Service. In its own discussions, the Committee has found a deep consensus on the appropriate role of the university in political and social action. It senses some popular misconceptions about that role and wishes, therefore, simply to reaffirm a few old truths and a cherished tradition.

A university has a great and unique role to play in fostering the development of social and political values in a society. The role is defined by the distinctive mission of the university and defined too by the distinctive characteristics of the university as a community. It is a role for the long term.

The mission of the university is the discovery, improvement, and dissemination of knowledge. Its domain of inquiry and scrutiny includes all aspects and all values of society. A university faithful to its mission will provide enduring challenges to social values, policies, practices, and institutions. By design and by effect, it is the institution which creates discontent with the existing social arrangements and proposes new ones. In brief, a good university, like Socrates, will be upsetting.

The instrument of dissent and criticism is the individual faculty member or the individual student. The university is the home and sponsor of critics; it is not itself the critic. It is, to go back once again to the classic phrase, a community of scholars. To perform its mission in the society, a university must sustain an extraordinary environment of freedom of inquiry and maintain an independence from political fashions, passions, and pressures. A university, if it is to be true to its faith in intellectual inquiry, must embrace, be hospitable to, and encourage the widest diversity of views within its own community. It is a community but only for the limited, albeit great, purposes of teaching and research. It is not a club, it is not a trade association, it is not a lobby.

Since the university is a community only for these limited and distinctive purposes, it is a community which cannot take collective action on the issues of the day without endangering the conditions for its existence and effectiveness. There is no mechanism by which it can reach a collective position without inhibiting that full freedom of dissent on which it thrives. It cannot insist that all of its members favor a given view of social policy; if it takes collective action, therefore, it does so at the price of censuring any minority who do not agree with the view adopted. In brief, it is a community which cannot resort to majority vote to reach positions on public issues.

The neutrality of the university as an institution arises then not from a lack of courage nor out of indifference and insensitivity. It arises out of respect for free inquiry and the obligation to cherish a diversity of viewpoints. And this neutrality as an institution has its complement in the fullest freedom for its faculty and students as individuals to participate in political action and social protest. It finds its complement, too, in the obligation of the university to provide a forum for the most searching and candid discussion of public issues.

Moreover, the sources of power of a great university should not be misconceived. Its prestige and influence are based on integrity and intellectual competence; they are not based on the circumstance that it may be wealthy, may have political contacts, and may have influential friends.

From time to time instances will arise in which the society, or segments of it, threaten the very mission of the university and its values of free inquiry. In such a crisis, it becomes the obligation of the university as an institution to oppose such measures and actively to defend its interests and its values. There is another context in which questions as to the appropriate role of the university may possibly arise, situations involving university ownership of property, its receipt of funds, its awarding of honors, its membership in other organizations. Here, of necessity, the university, however it acts, must act as an institution in its corporate capacity. In the exceptional instance, these corporate activities of the university may appear so incompatible with paramount social values as to require careful assessment of the consequences.

These extraordinary instances apart, there emerges, as we see it, a heavy presumption against the university taking collective action or expressing opinions on the political and social issues of the day, or modifying its corporate activities to foster social or political values, however compelling and appealing they may be.

These are admittedly matters of large principle, and the application of principle to an individual case will not be easy.

It must always be appropriate, therefore, for faculty or students or administration to question, through existing channels such as the Committee of the Council or the Council, whether in light of these principles the University in particular circumstances is playing its proper role.

Our basic conviction is that a great university can perform greatly for the betterment of society. It should not, therefore, permit itself to be diverted from its mission into playing the role of a second-rate political force or influence.

Harry Kalven, Jr., *Chairman*

John Hope Franklin

Gwin J. Kolb

George Stigler

Jacob Getzels

Julian Goldsmith

Gilbert F. White

Special Comment by Mr. Stigler:

I agree with the report as drafted, except for the statements in the fifth paragraph from the end as to the role of the university when it is acting in its corporate capacity. As to this matter, I would prefer the statement in the following form:

The university when it acts in its corporate capacity as employer and property owner should, of course, conduct its affairs with honor. The university should not use these corporate activities to foster any moral or political values because such use of its facilities will impair its integrity as the home of intellectual freedom.

Blog / December 12, 2023

Open Letter to Canadian University and College Presidents



James L Turk

Mark Gabbert

Penni Stewart

We write to you out of concern for what is happening on many of Canada's university and college campuses in relation to expression about the war between Israel and Palestine.

Fearful times pose special dangers for free expression. As has happened before when societies are badly divided by war, crisis, or moral panic, freedom of expression and those who rely on it come under fierce attack. This includes journalists, academics, writers, and the institutions for which they work.

We are in one of those moments currently because of the Israel-Palestine war which began when Hamas militants viciously murdered more than 1,200 Israelis followed by Israel's response which has killed 18,000 Palestinians, two-thirds of whom are women and children, and created what the United Nations has labelled a "humanitarian disaster."

Passions are high on both sides of the controversy. In universities and colleges, students, student organizations, faculty, and staff have spoken out, sometimes in fiery, emotional, extreme, and hurtful ways. During this time, we have seen a rise in threats against Jewish, Palestinian, Muslim, and Middle Eastern-origin students and faculty, with growing concerns for personal safety. We take these threats seriously and respond with compassion, as should all in the academic community.

Emotions on campus have been stoked by many outside the university – donors publicly threatening to withdraw their funding from universities, employers threatening to fire student employees, law firms launching class action suits against multiple universities, elected politicians calling for cancellation of events in universities related to the war, corporations saying they are re-evaluating their relationship with various universities, and advocacy groups calling for the firing of faculty and backing lawsuits preventing student associations undertaking referenda of their members on the issue.

Some university administrations have responded by threatening to withdraw recognition of their student unions, by firing academic staff, by suspending students, and by preventing university-affiliated groups from holding events. These are actions not unlike what universities and colleges did during the anti-Communist cold war years in the 1940s and 1950s in Canada and the U.S. – a period about which universities have been profoundly embarrassed and most of us thought could never happen again.^[1]

It is not the role of the university to wade into political matters locally or globally that extend beyond its immediate purview, which is the operations of the university itself. As the influential Kalven Committee at the University of Chicago wrote many years ago, “The university is the home and sponsor of critics; it is not itself the critic... [this is] not from a lack of courage nor out of indifference and insensitivity. It arises out of respect for free inquiry and the obligation to cherish a diversity of viewpoints...and the fullest freedom for its faculty and students as individuals to participate in political action and social protest.”^[2]

All students deserve equal access to education. There should be no tolerance for illegal discrimination and harassment. Universities should be committed to working with affected communities to provide support and resources, and to ensure the physical safety of all those on campus. Our aspiration should be for thoughtful and substantive discourse.

That said, efforts pressuring universities to police legal expression on campus destroy the foundation on which academic communities are built.

A university or college cannot fulfill its societal mission of educating students and advancing knowledge if vigorous debate is disallowed and if the limits of academic freedom and extramural speech of faculty and of freedom of expression for students are set by donors, alumni, politicians, advocacy groups, or the university administration itself. Those limits are set by the law and by collective agreements which cover more than 95 percent of all university and college academic staff in Canada.

Free expression and free association are the underpinnings of our democracy. Our *Charter of Rights and Freedoms* declares freedom of expression and freedom of association to be two of our four “fundamental” freedoms (the others are freedom of religion and conscience and freedom of assembly). [3] Both before the *Charter* [4] and afterwards [5] our courts have recognized that political expression is one of the most highly valued and important forms of free expression.

It is troubling enough when so many in society see censorship as a shortcut to resolving difficult and divisive political, social, or cultural issues. It is more troubling when universities and colleges acquiesce to that view. In fact, censorship is a roadblock. Genuine democracy and social justice depend on an ongoing and robust public discourse about what is legitimate and what is illegitimate in society—a discourse that if shut down by an offended majority or by a loud and angry minority turns society to authoritarianism. As Salman Rushdie has said, “at the heart of democracy is argument.” [6]

It is a bad time for the university and for society when universities sanction rather than defend the right to critical discourse about the most difficult issues in our world. Universities need to be models of being open to allowing controversial expression, to fostering understanding of the concerns of the other side, and to helping the working through of differences no matter how passionately they are expressed and no matter how impossible a just solution may seem.

We urge you to uphold the best tradition of the university as a space for robust discourse and analysis and to reject calls to punish faculty, staff, students, or student groups for exercising their free expression rights.

[1] For background, see Ellen Schrecker, *No Ivory Tower: McCarthyism and the Universities*. Oxford University Press, 1986.

[2] Report of a faculty committee, under the chairmanship of Harry Kalven, Jr. Committee appointed by University of Chicago President George W. Beadle. Report published in the Record, Vol. I, No. 1, November 11, 1967.

https://provost.uchicago.edu/sites/default/files/documents/reports/KalvenRprt_0.pdf

[3] *Constitution Act, 1982. Charter of Rights and Freedoms, Section 2: Fundamental Freedoms*. <https://laws-lois.justice.gc.ca/eng/const/page-12.html#h-39>

[4] *Switzman v. Elbing and A.G. of Quebec* [1957] S.C.R. 285 at p. 307

[5] *Harper v. Canada (Attorney General)*, 2000 SCC 57 [2000] 2 SCR 764 at 20.

[6] Quoted in Patt Morrison, "Salman Rushdie, freedom writer," *Los Angeles Review of Books*, October 3, 2012. <https://www.latimes.com/opinion/la-xpm-2012-oct-03-la-oe-1003-morrison-rushdie-20121003-story.html>

Related Issues

Academic Freedom, Freedom of Expression & Its Limits

Share with friends



Related

**University of Windsor
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Robert Aguirre**

The Office of the Provost works collaboratively across the university to advance academic excellence. Guided by our strategic plan (*Aspire: Together for Tomorrow*), the office oversees long-range academic planning, teaching, and learning, faculty innovation, student life and academic success, enrolment management, and institutional analysis. We are committed to promoting equity, sustainability, and the rich diversity of our campus.

1. Campus Update--Dean of Science candidates on campus this month

After an exhaustive search generating many fine candidates, I am pleased to announce that we will host four highly promising finalists for the Dean of Science on campus this month: **January 19, 22, 23, and 24**. Candidates will meet a broad range of individuals and groups. We are hoping to identify a candidate of choice by the end of the month or early in February. Given the importance of this leadership position, I encourage interested members of the university, whatever their discipline, to attend the public presentation and provide feedback to the search committee. I would like to thank the search committee for their excellent work; it has been a privilege to collaborate with them on this project.

2. Campus Update—Applications due soon for Associate Vice President, Academic

As noted in previous Senate reports, the deadline for applying for the Associate Vice President, Academic is **January 15th**. The search committee will evaluate applications immediately after and invite select candidates for interviews. I will provide an update on the search's progress at the next Senate meeting.

3. Campus Update--Renewal process for Dean of the Faculty of Nursing

In accordance with Senate procedures, the process to consider the request of the Dean of the Faculty of Nursing for a 5-year renewal has commenced. I will update the Senate on the outcome once the process has been completed.

4. Campus Update—Changes in Graduate School Leadership

Effective January 1, 2024, Dr. Patti Weir has resumed her post as Dean of the Graduate School, a position she has held since July 1, 2012, except for a two-year period between May 2021 and June 2023 when she served as Interim Provost and VP, Academic. Dr. Debbie Kane, who recently concluded a stint as Interim Dean of the Graduate School, resumes her position as associate dean, effective January 1, 2024. Please join me in thanking Dr. Weir and Dr. Kane for their continued service to the University of Windsor.

University of Windsor
Senate

5.8.1: **Enrolment Management Update**

Item for: **Information**

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

Winter 2024 Enrolment

New

Enrolment patterns for new undergraduate students indicate an upward trend, with domestic student enrolment rising by 20% and international student enrolment increasing by 17.4% year-over-year. In contrast, research-based master's programs are experiencing stagnation in new enrolments for the winter term, accompanied by a modest decrease in new Ph.D. candidates. It's important to note that enrolment numbers for these programs in the winter term are generally low, as detailed in Table 1.

Table 1

	Winter 2024				
	Applications	Admits	Confirmations	Registrants*	Enrolment Goal
Undergraduate					
Domestic	208	101	48	25	
International	1,116	670	405	109	
Graduate					
Research-based Masters	838	293	227	158	
International Course-based Masters	4,130	1,977	1,298	624	920
PhD	57	32	30	18	

* - As of January 3, 2024 (PowerBI; Office of the Registrar)

The situation for international cohort-based graduate programs in Winter 2024 presents a different picture despite a 15.5% surge in applications (see Figure 1), the actual enrolment for this term is anticipated to be significantly lower than in previous years.

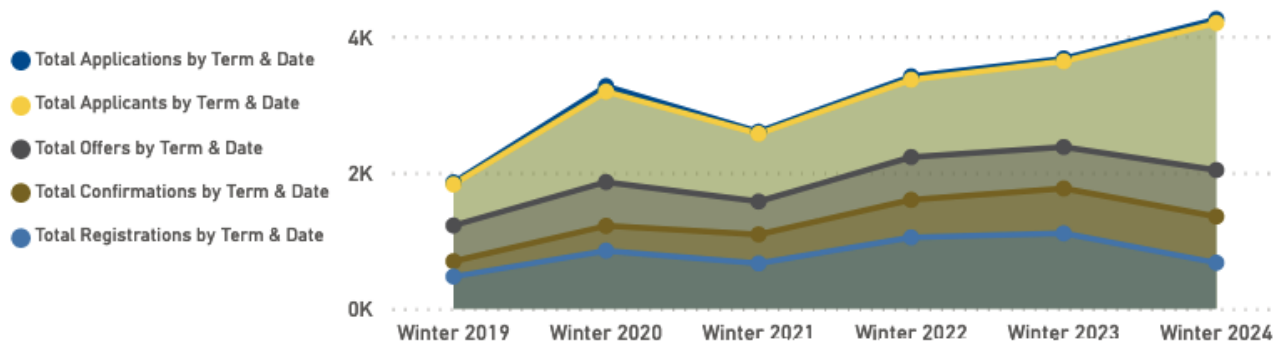


Figure 1

* - Historical enrolment funnel for ICBM programs on January 3 for each term (PowerBI; Office of the Registrar – Accessed January 3, 2024)

The observed decline can be attributed to a combination of three distinct factors: Firstly, there has been a 24% decrease in interest from Indian students in Engineering programs. However, this is juxtaposed with increased interest in the Business (MM) and Computer Science (MAC) fields from the same market, indicating a trend of market-specific program diversification. This suggests that Indian students are exhibiting a change in academic preferences, which appears unrelated to the recent modifications in Canadian immigration policies. Secondly, specific programs have experienced lower admission rates compared to previous cycles. Lastly, there has been a 47% rise in the melt rate (the rate at which admitted students do not enroll) in Engineering programs, contributing to reduced overall enrolment numbers in the International Cohort-Based Master’s programs.

Table 2

Engineering	Winter 2024					
<i>M.Eng Suite</i>	W19	W20	W21	W22	W23	W24
Applications	936	1,588	1,166	1,580	1,893	1,963
Admits	711	1,143	1,002	1,173	1,384	1,185
Confirmation	479	810	756	905	1,034	792
Registrants	325	601	493	605	706	400
Admit rate	76%	72%	86%	74%	73%	60%
Yield rate	46%	53%	49%	52%	51%	34%
Indian nationals						
Applicants	56%	49%	43%	47%	59%	43%
Registrants	30%	20%	16%	30%	60%	70%

Final enrolment numbers may vary as the add/drop period approaches, with the in-country team actively following up with admitted students. Many programs also wait to enroll students until they submit proof of a study permit. Nonetheless, this unusual pattern in enrolment is causing significant concern.

In response to the need to adapt to geopolitical shifts and changes in market demand, an executive steering committee has been established to focus specifically on ICBM enrolments. This team is tasked with vigilantly monitoring several vital areas: diversification efforts, enhanced recruitment activities, market activation/development, and renewing recruitment partnerships. They aim to bolster these critical markets and prevent further enrolment slippage while staying responsive to the dynamic geopolitical landscape and evolving market demands.

Returning:

Preliminary winter 2024 enrolment numbers show higher total enrolment in the Winter term compared to previous years. Students can still adjust by adding or dropping classes, with many returning students delaying registering for the upcoming term because they are awaiting grades or enjoying the holiday break.

	Undergraduate	Masters Non-Research	Masters Research	PhD	Total
Registrants					
W24*	9,899	3,532	600	408	14,439
W23	9,500	3,484	566	386	13,936
W22	9,861	3,133	593	412	13,999
W21	10,939	2,335	636	351	14,261

* - Winter 2024 – partial enrolment (as of January 2, 2024); # classes >0 and Requirement Term, not Winter 2024.

Early Leavers

In collaboration with the faculties, a wide variety of engagement strategies were initiated and continue up to the add/drop deadline to engage one of the two types of “early leavers” categories of learners, including:

At-risk of enrolment melt: New W24 UG admits but is not enrolled in the upcoming term.

Potential Early Leaver: enrolled in F23 but not enrolled in the upcoming W23 term

Virtual Open Day

The university's virtual open day on December 7th offered participants dynamic interactions via Booth Chats and access to 49 academic and service area virtual booths with pre-recorded sessions and downloadable PDFs. Live engagements with departments, including Recruitment, Registrar's Office, International Student Centre, Residence, Student Ambassadors, and International Recruitment representatives, provided valuable insights into university life. Registrants and attendees also received ongoing information and automatic inclusion in student recruitment marketing communications for future updates and opportunities.

REGISTRATION SUMMARY						
	Registered			Attended		
	F2022	F2023	Ñ	F2022	F2023	Ñ
TOTAL	1,327	3,333	+2,006	490	683	+193
International	913 (69%)	2,518 (75%)	+1,605	328 (67%)	489 (76%)	+161
Domestic	385 (29%)	815 (25%)	+430	155 (32%)	194 (24%)	+39
Unspecified	29 (2%)	-	(29)	7 (1%)	-	(7)

Fall 2024 UG Enrolment Catchment

The institution has made a deliberate and strategic effort to diversify its student body by actively recruiting undergraduate students from beyond its local catchment area, encompassing Essex, Lambton, and Kent regions. Preliminary figures suggest moderate increased enrolment from key growth markets, including Southwestern Ontario and Toronto.

Applicant Demographic Information (Ontario Secondary Applicants) (as of December 22, 2023)

Region	Grade12 Enrolment	University Applicants	University Enrolment Rate	UWindsor Applicants	UWindsor Enrolment Rate (2024)	UWindsor Enrolment Rate (2023 Final)
Central	53,903	23,058	43%	1,168	5%	6%
East	27,255	9,248	34%	290	3%	3%
Foreign	351	139	40%	7	5%	6%
Northeast	3,356	720	21%	71	10%	8%
Northwest	1,208	186	15%	17	9%	7%
Toronto	43,862	12,440	28%	563	5%	4%
West	47,857	10,606	22%	1,222	12%	9%
West – Local*	8,553	1,694	20%	1,472	87%	84%

* - Essex, Lambton and Kent Counties; all data is preliminary.

Global Engagement

Consul General LUO Weidong invited the university to participate in the "Chinese Universities: Reaching Out & Welcoming In" event hosted by the Chinese Consulate General in downtown Toronto. This event served as a platform to enhance educational exchanges between Canada and China, uniting key stakeholders, including 20 Ontario post-secondary institutions. It provided a valuable opportunity to gain insights into China's education sector, focusing on its opening-up policies, strategic priorities, and the Chinese Government Scholarship Program.

**University of Windsor
Senate**

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

EDI Strategy

The development of university's first equity, diversity, and inclusion strategy is underway. This is one of the university's strategic plan *Aspire Together for Tomorrow*, cascading plans. The strategy is being led by the EDI Strategy Development Team from the Office the Vice President, People, Equity, and Inclusion and the EDI Strategy Consultative Working Group. Terms of reference for the working group have been developed and recruitment of members have begun. A tentative deadline of May 31, 2024, has been set for completion of a draft document.

People Strategy

The Office of the VPPEI is leading the development of the university's first 'people strategy' to articulate a roadmap for the institution's goals of being a people-centered organization. The strategy is being led by the People Strategy Development Team from the Office the Vice President, People, Equity, and Inclusion and the People Strategy Consultative Working Group made up of faculty and staff from across the university. Terms of reference for the working group have been developed and recruitment of members have begun. A tentative deadline of May 31, 2024, has been set for completion of a draft document.

Food Security Action Plan

At the December 2023 senate meeting, food insecurity was discussed in the student caucus report as a major problem for University of Windsor students. President Gordon has asked for immediate action to address the issue. We have started the process for the development of a comprehensive evidence-based Food Security Action Plan aimed at eradicating hunger among students. The goal is to develop a coherent plan that moves beyond random initiatives typically led by students without significant institutional support. Terms of reference have been drafted for a Food Security Action Group and recruitment of members is underway. The aim is to have a full plan in place by the summer of 2024. In the meantime, we will be treating the matter as urgent and developing initiatives that can be implemented right away.

Employee Mental Strategy

The implementation phase of the EMHS has started. We have hired an Employee Mental Health Coordinator who will start soon. We have also begun meetings with Faculty Councils discussing the strategy and its implementation.