



NOTICE OF MEETING

There will be a meeting of the Senate  
on Friday, February 9, 2024, at 2:30pm  
Location: Toldo Room 203

AGENDA

*Land Acknowledgement*

- 1 **Approval of Agenda** (Unstarring agenda items)
- 2 **Minutes of the meeting of January 12, 2024** Approval  
S240112M
- 3 **Business arising from the minutes**
- 4 **Outstanding Business/Action Items**
- 5 **Reports/New Business**
  - 5.1 **Program Development Committee**
    - \*5.1.1 **Program/Course Changes** **Lionel Walsh-Approval**  
S240209-5.1.1a-c
      - (a) **Psychology (Graduate) – New Course Proposal (Form D)**
      - (b) **Languages, Literatures, and Culture – New Course Proposals (Form D)**
      - (c) **Languages, Literatures, and Culture – Minor in Arabic Studies – Minor Program Changes (Form C)**
    - \*5.1.2 **Political Science – Request for Waiver of Course Deletion** **Lionel Walsh-Approval**  
S240209-5.1.2
    - \*5.1.3 **Kinesiology (Graduate) – Course Learning Outcomes** **Lionel Walsh-Information**  
S240209-5.1.3
  - 5.2 **Academic Policy Committee**
    - \*5.2.1 **Master of Fine Arts (Film and Media Arts) – Admission Requirements Revision** **Isabelle Barrette-Ng-Approval**  
S240209-5.2.1
    - 5.2.2 **Information Technology Services Annual Report (2022-2023)** **Isabelle Barrette-Ng-Information**  
S240209-5.2.2
    - 5.2.3 **Centre for Teaching and Learning Annual Report (2022-2023)** **Isabelle Barrette-Ng-Information**  
S240209-5.2.3
  - 5.3 **Senate Governance Committee**
    - 5.3.1 **Senate Meeting Scorecard – Results from Fall 2023 Meetings** **Rob Gordon-Information**  
S240209-5.3.1

5.3.2	<b>Proposed Bylaw Revisions</b> <i>[Bylaws 14, 15, 16, 18, 3]</i>	<b>Rob Gordon-Approval</b> S240209-5.3.2
5.3.3	<b>Senate Emergency Academic Plan</b>	<b>Robert Gordon-Approval</b> S240209-5.3.3
5.4	<b>Senate Student Caucus</b>	<b>Natalie Atkin</b>
5.5	<b>Report from the Student Presidents</b>	<b>UWSA/GSS/OPUS-Information</b>
5.6	<b>Report of the Academic Colleague</b>	<b>Philip Dutton-Information</b>
5.7	<b>Report of the President</b>	<b>Robert Gordon-Information</b>
5.8	<b>Report of the Provost</b>	<b>Robert Aguirre-Information</b> S240209-5.8
5.8.1	<b>Enrolment Management Update</b>	<b>Chris Busch-Information</b> S240209-5.8.1
5.9	<b>Report of Vice-President, Equity, Diversity, and Inclusion</b>	<b>Clinton Beckford-Information</b> S240209-5.9
5.9.1	<b>Question Arising from Senate Information Session:</b> <a href="#">Mental Health Strategy</a> <i>(click to view recording)</i>	<b>Marcela Ciampa-Information</b>
5.10	<b>Report of Vice-President, Research, and Innovation</b>	<b>Shanthi Johnson-Information</b> S240209-5.10
6	<b>Question Period/Other Business</b>	
7	<b>Adjournment</b>	

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  
Program Development Committee**

\*5.1.1a      **Psychology (Graduate) – New Course Proposal (Form D)**

Item for:      **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**      **That the following course be approved:^  
PSYC-8591. Advanced Adult Assessment Fall and Winter Practicum**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals**

- The new course has been approved by the Department of Psychology Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the January 17, 2024 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.1.

**University of Windsor  
Senate**

\*5.1.1b: **Languages, Literatures, and Cultures – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following courses be approved:<sup>^</sup>  
ASIA-1100. Chinese for Beginners  
ARAB-2150. Oral Proficiency in Arabic I**

<sup>^</sup>*Subject to approval of the expenditures required.*

**Rationale/Approvals**

- The new courses have been approved by the Department of Languages, Literatures, and Cultures Council, the Faculty of Arts, Humanities, Social Sciences Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the January 17, 2024 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.2.

**University of Windsor  
Senate**

\*5.1.1c: **Languages, Literatures, and Cultures – Minor in Arabic Studies – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the requirements for the Minor in Arabic Studies be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Languages, Literatures, and Cultures Council, and the Faculty of Arts, Humanities, Social Sciences Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the January 17, 2024 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.3.

University of Windsor  
Senate

\*5.1.2: **Political Science – Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the Request for Waiver of Course Deletion for the following course be approved:  
POLS-2035 Quebec Politics and Society [French]**

**Rationale/Approvals:**

- The request has been approved by the Political Science Council, the Faculty of Arts, Humanities, and Social Sciences Council, and the Program Development Committee.
- See attached.

## Request for Waiver of Course Deletion Form

Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC/Senate. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.

### 1. Faculty, Department, and Program Title

FAHSS, Political Science – Honours Political Science with French Specialization

### 2. Course Number and Title

POLS-2035 Quebec Politics and Society [French]

### 3. Credit hours, Total Contact hours and Delivery format

3 credit hours per week, in-person

### 4. Calendar Description

This course, which is taught in French, introduces students to political life in the province of Quebec, with a focus on the structure and functions of governing institutions, political culture and ideology, and the origins of key political traditions and practices. Topics may include the origins and evolution of Québécois nationalism, the unique position of Quebec in Canadian federalism, provincial policy initiatives to protect and extend the French language in the public sphere, and external relations with Canada and the international community.

### 5. Pre/co/anti-requisites

N/A

### 6. RATIONALE FOR KEEPING THE COURSE

#### 6.1 The purpose of the course within the program of study.

POLS-2035 is one of two Poli Sci courses (POLS-2035 and POLS-2055) that were integrated into all French Studies degree programs this Fall based on a request from Political Science. French Studies agreed to do this because the course content is relevant for French Studies students, but also in large part to help boost enrolment in these two French-language POLS courses. French Studies submitted all the required PDC forms this Fall and they have now been approved by FCC and PDC.

#### 6.2 Student Demand for Course - a clear statement on the student demand for the course.

This is an integral component of the Honours Political Science with French Specialization

#### 6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

Ensuring a high quality, relevant teaching, learning, and student experience for everyone. In particular, this course with the assistance of the French Studies department supports interdisciplinary and collaborative program development.

#### 6.4 Explanation of why the course has not been offered over the past years.

Low enrolment, but with the assistance of the French department, we believe there will be enough demand to maintain the course.

#### 6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

The course has been listed on the draft teaching loads for Fall 2024.

### 7. RESOURCE IMPLICATIONS: None

University of Windsor  
Senate

\*5.1.3: **Kinesiology (Graduate) – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:  
KINE-9920. Independent Study  
KINE-9980. Dissertation Research



**KINE-9920. Independent Study**

Formerly known as: 95-692

**Learning Outcomes**

Last Updated: October 13, 2023

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>identify and assess current discipline-relevant issues in Kinesiology</p> <hr/> <p>engage in original qualitative or quantitative research methodologies relevant to the study of Kinesiology (Also applies to B, C, D, H.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
	<p><b>D.</b> literacy and numeracy skills</p>
<p>identify and uphold the ethical obligations as established by the Tri-Agency Framework: Responsible Conduct for Research</p> <hr/> <p>produce and engage in meaningful knowledge translation with specific and diverse audiences (Also applies to F, H, I.)</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**KINE-9980. Dissertation Research**

Formerly known as: 95-798

**Learning Outcomes**

Last Updated: October 13, 2023

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Advance the Kinesiology profession through the development, articulation, defence, and dissemination of original research on an area of importance to Kinesiology <i>(Also applies to C, F, I.)</i></p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Engage in original qualitative and/or quantitative research methodologies relevant to the study of Kinesiology <i>(Also applies to A, C, D, H.)</i></p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Identify, synthesize, and critique evidence in a research area of importance to Kinesiology</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Identify and uphold the ethical obligations as established by the Tri-Agency Framework: Responsible Conduct for Research</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
<p>analyze people, programs, policies, institutions, and/or organizations at the local, national, and international levels with the goal of enhancing the wellbeing of both individuals and communities</p> <hr/> <p>Identify new questions or issues to be examined with the goal of enhancing the wellbeing of both individuals and communities</p>	<p><b>I.</b> the ability and desire for continuous learning</p>

**University of Windsor  
Senate**

\*5.2.1: **Master of Fine Arts (Film and Media Arts) – Admission Requirements Revision**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the proposed revision to the admissions requirements for the MFA be approved.**

Proposed Revisions:

*[revisions are in bold and strikethrough]*

Admission Requirements

Student admission will be determined by GPA, portfolio submission, letters of reference, and a clear statement of interest describing their intended film or media arts thesis production. A Media Arts thesis could be any of the following: audio/sound art, audio responsive installation, experimental video, animation, video installation, interactive art, multimedia performance, and any fusion thereof.

- 1) For admission to the Film and Media Arts Master of Fine Arts program, applicants must satisfy the following requirements:
  - (a) portfolio submission: submit a pdf with links for web or digital download of 3 video/audio/image samples (minimum 5 minutes in total) for evaluation by the departmental graduate acceptance committee;
  - (b) have attained at least a ~~75%~~**70%** cumulative average;
  - (c) present transcripts of all university and/or college-level work;
  - (d) clear statement of interest;
  - (e) three letters of recommendation;
  - (f) minimum language scores for international students: TOEFL 100; IELTS 7.0; Pearson 68.

**Rationale/Approvals:**

- SoCA would like to bring its admissions criteria in line with other Faculties and Departments at the University.
- In the past, worthy candidates with exemplary portfolios, high language scores, and impressive reference letters but with GPAs in the 70-75% range had been selected by the SoCA graduate admissions committee, as we were confident these promising student artists would achieve academic success in our program.
- By aligning our GPA criteria with other Faculties at the University, we hope to better calibrate our admissions standards to our needs by balancing artistic and academic criteria.
- The proposed change has been approved by School of Creative Arts Council, the Faculty of Graduate Studies Council, and the Academic Policy Committee.

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: **Centre for Teaching and Learning Annual Report (2022-2023)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

To view the full, more in-depth Centre for Teaching and Learning Annual Report, go to:  
<https://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/ctl-annualreport-2023.pdf>

*See attached.*

# Centre for Teaching and Learning 2022-23 Annual Report

## Academic Policy Committee

### Introduction

The [Centre for Teaching and Learning](#) (CTL) is an academic service area that works in partnership with staff, and instructors and students from across all disciplines, to enhance teaching and student learning. The unit is central to the University's teaching and learning mission, offering programming, and undertaking initiatives, that range from professional development opportunities and funding for teaching, research, and program design, to contributions to institution-wide policies and procedures related to teaching and learning.

The following report includes a summary of CTL initiatives, activities, and areas of impact from July 1, 2022 through June 30, 2023. For additional details please refer to the [full CTL Annual Report](#).

### Foundational Commitments

#### 1. Establishing and Implementing an Institutional Data Strategy

The CTL continued to focus its efforts on identifying and implementing ways in which the University might track and analyze data to inform best practices in teaching and learning. Work included:

- Advocating for a data strategy and policy that would allow departments and Faculties greater access to program-level data to analyze student pathways, identify bottlenecks and trouble spots within programs, and assess student achievement of learning outcomes, while still protecting the privacy of individual students.
- Supporting evidence-based decision making in course and program design and delivery by building out the learning analytics capabilities of existing systems: after the loss of access to the A4L system in Blackboard, the CTL secured a PerformancePlus package through D2L to provide tools for learning analytics and, by the end of the reporting period, began work on creating reports and dashboards.
- Engaging in and disseminating research on the ethical use of learning analytics.

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

The CTL collaborated with service units and departments, and offered programming designed to foster community building. Initiatives included:

- Hosting networking events for instructors and graduate and teaching assistants, engaging 788 total participants.
- Inviting mid- to late-career faculty members to co-facilitate workshops and join adjudication committees.
- Engaging eight retired and mid-career faculty and offering the Early Career Mentoring Program.
- Offering a fellowship to retired faculty members with a record of educational leadership: Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art).
- Supporting the Associate Vice-President, Academic, with professional development for Heads and Deans.
- Selecting a new Teaching Leadership Chair in Educational Leadership: Dave Andrews (Kinesiology).
- Supporting the development and release of the University's Aspire Strategic Plan.
- Acting as members, chairs, or co-chairs of 76 University of Windsor committees.

"I believe that the keys to continued success at the CTL are strong collaborative partnerships built on teaching-learning relationships. In my role as the Anti-Racism Pedagogies Teaching Leadership Chair, I had the unique opportunity to work with faculty, staff, and students from across campus to build on and help sustain our distinctive culture of scholarly and effective teaching at the University. I have learned so much and enjoyed working with my CTL family and I look forward to continuing to work with them in my new role as Director of the Joint PhD program in Educational Studies in our Faculty of Education."

~ Andrew Allen, Faculty of Education

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

The CTL continued to maintain and support the effective use of virtual spaces for teaching and learning. Efforts included:

- With the LMS Team – led by the CTL with the Office of Open Learning (OOL) and IT Services – naming D2L Brightspace as University's learning management system (LMS) in August 2022. On a rushed, three-month timeline, the CTL:
  - Analyzed its budget, and re-shifted funds to contribute \$328,500 to an LMS Implementation Fund.
  - Hosted D2L who provided 14 training sessions to 60 unique CTL, IT Services, and OOL members as well as pilot instructors.
  - Ran a Brightspace pilot with 37 instructors, 31 credit courses, and 18 non-credit/project sites.
  - Recruited, funded, and engaged 11 instructors from all Faculties to serve as Brightspace Faculty Champions.

- Led an extensive, cross-campus communication campaign to ensure the campus was informed of the upcoming LMS change and available resources.
- Created a Brightspace Help Website, which received 436,503 unique page views.
- Supported IT Services to migrate over 9,600 courses offered since Winter 2021 from Blackboard into Brightspace.
- Hosted training sessions and a Virtual Drop-In, which welcomed more than 1,500 total participants.
- Advocated for Brightspace features and integrated Turnitin, which was used by over 300 classes.
- Licensed a virtual assistant from D2L for after hours support: campus asked more than 400 questions.
- Administered a survey to students, instructors, and staff to evaluate the implementation process and the system itself: 75% of respondents rated their experience as “Good” or “Excellent”.
- Received recognition for its efforts: the CTL was selected to present on the implementation process at the international D2L annual conference.
- Supporting IT Services in restoring campus systems following the campus-wide cyber incident.
- Purchasing 15 Mentimeter licenses for campus use.
- Supporting IT Services and OOL with the integration and use of teaching technologies (i.e., Qualtrics, MS Teams).
- Facilitating the use of both Blackboard and Brightspace, which included hosting 127 training sessions, with 1,381 total participants; four online self-paced Blackboard courses; and 967 visits in the virtual drop-in.
- Working with IT Services and OOL to respond to tickets submitted to the TeamDynamix Support System, with CTL staff resolving 82% of the Blackboard-related tickets, and 94% of Brightspace-related tickets.
- Chairing the LMS Policy Committee and creating policies around course site creation, access, integrations, content storage, data sharing, etc.
- Participating on and contributing to the campus-wide Classroom Prioritization Committee.



“The help provided by the people in Centre for Teaching and Learning Center was outstanding...I have used resources sent out by the CTL at the beginning of each semester, and I also attended a drop-in held by Brightspace Champions in my faculty. I also attended online workshops led by CTL at the beginning of the rollout. The team has done a great job of making resources and help accessible and responding to questions....It seems obvious to me that a lot of thought and planning went into this rollout, and it is very appreciated.... Thanks to all involved in providing that support!”

~ LMS Survey Responses

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

The CTL offered programming and launched initiatives designed to support newly hired faculty, and enhance tenure, promotion, and renewal processes.

- With the Office of the Provost, hosting the New Faculty Orientation, offered as a four-day, hyflex event.
- Partnering with units across campus to host 44 early career faculty at eight workshops.
- Offering the Early Career Mentoring Program to 24 faculty members.
- Offering targeted support to more than 200 sessional instructors through CTL workshops; and hosting [a website designed for sessional instructors](#).
- As members of the Student Evaluations of Teaching Task Force, actively contributing to the development and approval of the Student Perceptions of Teaching Survey.
- Hosting two extended sessions, one workshop, four modules, and consultations focused on tenure, promotion, and teaching dossier development to more than 200 instructors and graduate students from across all Faculties.
- Providing course observations for instructors across five Faculties.
- Supporting the Associate Vice-President, Academic, in revising the [UCAPT Evaluation Form](#), and providing feedback on RTP tracking processes.
- Reviewing and revising bylaws and policies related to Teaching-Intensive Faculty.

## 5. Telling Our Stories and Sharing Our Knowledge

The CTL worked to highlight and celebrate the University as a hub for teaching excellence, disseminating stories, narratives, and resources to academic communities worldwide. Initiatives included:

- Developing and launching the bi-monthly series, [Faculty Spotlight](#), which features faculty members from across campus and highlights their teaching and learning stories.
- Hosting the CTL's blog, Teach and Learn ([teach-learn.ca](https://teach-learn.ca)): since its launch in April 2020, the site has been accessed 16,249 times by 7,373 users from 120 countries across the globe.
- Producing a monthly newsletter to 1,423 instructors, students, and staff subscribers.
- Producing captioned teaching and learning-related videos shared via the [Centre's YouTube Channel](#).
- Maintaining the CTL website, which was accessed 61,062 times, with 50,678 unique pageviews this year.
- Distributing cross-campus emails and Daily News articles and stories.
- Partnering with academics from the UCalgary, Queens, USaskatchewan, Thompson Rivers, and Western, to explore and disseminate research on the use of narratives to communicate value.

## 6. Improving Institutional Processes and Coordination of Service

The CTL reviewed its offerings, and worked with units across campus to enhance transparency. Efforts included:

- Working to streamline the CTL's own reporting processes, and integrating data from across CTL platforms into a single database (i.e., PowerBI).
- Holding two half-day retreats and numerous one-hour meetings to review data, map offerings, identify future directions, and find ways to manage increasing demands for services while prioritizing well-being.
- Co-drafting a report on course delivery modes as part of the APC Subcommittee on Course Modalities.

## **Advancing Strategic Priorities**

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

The Centre supported and pursued scholarship on teaching and learning (SoTL) to enhance teaching and learning and position UWindsor as an institution committed to evidence-based and quality teaching. Initiatives included:

- Providing funding to 12 faculty from nine departments through the Centred on Learning Innovation Fund.
- Supporting the Office of Research and Innovation Services (ORIS) in facilitating the Undergraduate Research Experience Grant, and funding five faculty from across five departments.
- Awarding eight instructors and students funding to disseminate teaching and learning research at conferences.
- Continuing to support recipients of the Nanadagikenim: Seek to Know Grant.
- Facilitating a six-week course on SoTL; and hosting a workshop on the value of SoTL and its impact on RTP.
- Undertaking research and disseminating 14 refereed journal articles, three book chapters, 10 peer-reviewed conference presentations, and 47 invited workshops.
- Securing more than \$680,000 in funding for research on teaching and learning including a SSHRC Partnership Grant with USaskatchewan and UBC to advance Indigenization in Canadian post-secondary institutions.
- Mentoring, and partnering with, instructors to engage in research on teaching and learning.
- Holding one-on-one consultations with instructors across disciplines.
- Acting as members of the full REB, and the Delegated REB for SoTL.



"If/when this course [SoTL] is offered again I will absolutely recommend it to others! It helped me make progress on a project I've been thinking about (but not doing anything about) for a while now....I appreciated the systematic approach to writing an article, conference talk, grant, etc. Essentially, your approach was scaffolded and "forced" us to work on our projects throughout the six-weeks....Every time I take a CTL class I appreciate the opportunity to connect with colleagues from other disciplines. Thank you for a great experience!"

~ SoTL Course Feedback

## 2. Advancing the Journey toward Truth and Reconciliation

The CTL offered programming and collaborated with the campus community to impact institutional processes and procedures related to Indigenization and reconciliation. This year's work included:

- Securing funding to shift the Indigenous Curriculum and Pedagogy position from a part-time staff role to a full-time permanence-track Learning Specialist focused on Indigenization, and hiring Jaimie Kechego in January 2023.
- Hosting 361 total faculty, staff, and student participants representing all Faculties at 17 campus-wide workshops.
- Co-hosting a cross-cultural Instructional Skills Workshop, incorporating Indigenous ways of knowing.
- Partnering with St. Clair College to organize and support the annual Pow Wow.
- Facilitating 11 invited sessions to departments and service units.
- Providing support for PDC processes with respect to Indigenization of courses through consultations and council presentations.
- Refining and updating resources focused on Indigenous [knowledges](#) and [curriculum](#).
- Indigenizing CTL courses and beginning to develop a credit course on the Indigenization of curriculum and pedagogy.
- Acting as a member and/or advisor on internal and external groups including the Indigenous Education Council; CUBE: Indigenous and Black Student Talent Incubator; Council of Educational Developers Community of Practice on Indigenous Knowledges; and the Indigenous Curriculum Specialist Network.
- Holding one-on-one consultations with instructors representing all Faculties; and consulting with members from the Windsor Public Library, Art Windsor Essex, St. Clair College, Women's Enterprise Skills Training of Windsor.
- Working to secure funding to offer a second round of the Nanadagikenim Grant.
- Contributing to the rewriting of the terms of reference for the Indigenous Education Council.
- Receiving recognition for the Centre's work on supporting and advancing Indigenization: Jaimie Kechego was awarded the University of Windsor Equity, Diversity, and Inclusion Award.



"It is unusual to feel emotion in a workshop and many of us did. This was most valuable to me to remind me of the difference between how I experienced education, how the workshop leader did, and how [residential school survivors] did. The difference has also changed not just what I teach but how. I witness courage in every decolonization workshop I attend. It's humbling."

~ Workshop Feedback

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

In September 2022, the CTL was recognized for its equity-related practices in the Report of the Review Committee on Employment Equity. The report highlighted the Centre's own professional development as well as its offerings. This year's efforts included:

- Partnering with the Office of Human Rights, Equity, and Accessibility (OHREA) to offer four professional development sessions to a total of 168 participants representing all Faculties.
- With Kaye Johnson (OHREA), jointly supervising a student working on collecting anti-racism and anti-oppression initiatives undertaken by campus units.
- Conceptualizing a new framework for teaching, course design, and curriculum development that addresses areas including the syllabus development, assessment and evaluations, and teaching methods: the Navigating Decolonization and Inclusion in Education Framework will be launched in 2023-24.
- Continuing to support the Anti-Racism Pedagogies Teaching Leadership Chair, Andrew Allen (Education).
- Co-chairing the Accessible Postsecondary Education Committee, a cross-campus group tasked with supporting the University in maintaining/achieving compliance with the Accessibility for Ontarians with Disabilities Act (AODA)
- With Cherie Gagnon (OHREA) and Nick Baker (OOL), delivering information sessions on the AODA's recommendations to Senate and the President's Committee on Diversity and Inclusion.
- Acting as members of the Accessibility Coordinating Committee, the Accessible Build Environment Committee, the

Classroom Prioritization Committee, the Human Kinetics Accessible Ramp Committee, the Human Kinetics Ramp Construction Committee.

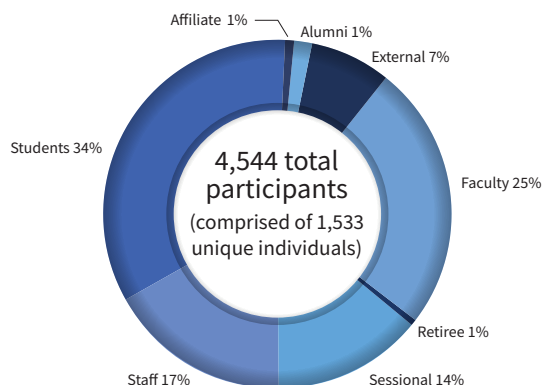
- In partnership with IT Services, the OOL, and OHREA, working to ensure accessibility is a central focus in the selection of educational technologies and the approval of third-party vendors.
- Acting as a member of D2L’s Accessibility Committee.
- Hosting three workshops focused on inclusive teaching to 39 instructors and graduate students; and with Cherie Gagnon (OHREA), facilitating a workshop focused on designing accessible presentations offered as part of the University’s Accessibility Awareness Days.
- Coordinating and hosting a panel of student presenters who shared stories about their experiences with accessibility and other intersecting elements, at NFO.
- Holding one-on-one consultations with instructors about universal design for learning, accessibility, and inclusive teaching and course design.
- Continuing to refine resources related to accessibility in course and program design on the [Curriculum Services SharePoint site](#).

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

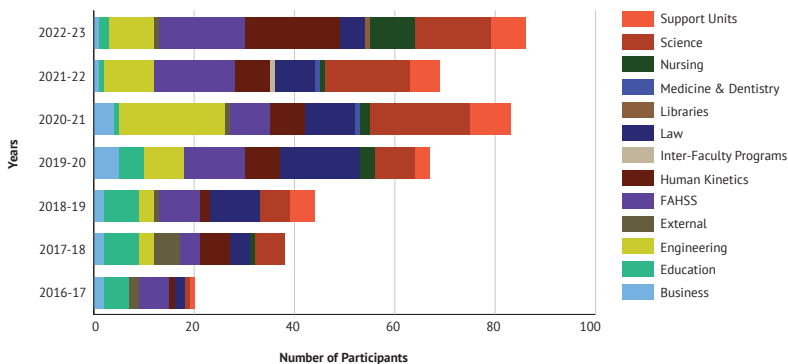
The Centre enhanced teaching and learning through one-on-one support, workshops, and contributions to policy, procedures, and governance. Through this outreach, CTL members have engaged with members representing all Faculties and departments. Work included:

- Offering 233 courses, programs, and workshops to 4,544 instructors, staff, and graduate students, and teaching assistants (1,533 unique participants).
- Facilitating 47 invited sessions at faculty and departmental councils, retreats, orientations, and as guest lectures in courses.
- Holding thousands of one-on-one consultations with instructors, staff, and students representing all Faculties.
- Offering the University Teaching Certificate (UTC) Program: 85 people have completed the program, 55 are actively working toward completion, and more than 20 are waitlisted for the upcoming academic year.
- Working to formalize the UTC: thus far, the CTL received approval from the New Program Steering, completed PDC forms, and consulted with Graduate Council.
- Initiating and funding the Curriculum Project Engagement (CoPE) Grant to support the creation and enhancement of curricula: \$52,606.56 was awarded to support 11 distinct projects across eight Faculties.
- Developing and refining resources on the [Centre’s Curriculum Services site](#), and maintaining CuMA, the CTL’s application for curriculum mapping.
- Reviewing more than 1,500 learning outcomes across 143 courses (18 programs).
- Working directly with more than 80 students through co-op placements, Ignite hires, practicum courses, course projects, and graduate committees, and fostering opportunities for students to develop leadership skills.
- Partnering with Graduate Studies to oversee the GA/TA Network, a graduate student team tasked with supporting campus GA/TAs. This year’s highlights included:
  - Offering professional development events to 804 total participants representing all Faculties; and additional sessions for the Faculty of Graduate Studies and Office of Career Development and Experiential Learning.

Course, Program, and Workshop Attendance by Role



UTC Course Completions by Reporting Year and Faculty





- Acting as graduate student representatives on campus-wide teaching and learning committees.
- Sharing resources with thousands of GA/TAs through the LMS and social media accounts.
- Launching the Graduate Teaching and Learning Fellowship Program, an institution-wide program designed to provide targeted support to GA/TAs within Faculties: Fellows hired in Engineering and Human Kinetics distributed needs assessment surveys, coordinated workshops, developed resources, and presented at faculty councils.
- Receiving recognition for student support: Erika Kustra was awarded the OPUS Friends of Students Award.

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

The Centre worked to ensure faculty and GA/TAs were celebrated and valued for their engagement and their teaching and learning efforts. Initiatives included:

- Hosting the Celebration of Teaching Excellence to acknowledge quality teaching and student mentorship: the event featured 48 teaching award winners from 20 distinct academic units, UTC graduates, and grant recipients.
- Consulting with departments on developing and refining teaching awards.
- Participating on the following award committees: the Faculty of Human Kinetics Graduate Mentorship Award and the Wayne Marino Teaching Excellence Award; Faculty of Science Roger Thibert Teaching Excellence Award; FAHSS Kate McCrone Teaching Award; and the OOL Dr. Alan Wright Award for Exemplary Digital Teaching.
- Coordinating and chairing the GA/TA Awards for Educational Practice and for Educational Leadership.
- Coordinating external teaching award nominations.
- Recognizing Katherine Quinsey (English and Creative Writing) with the Educational Leadership Award.



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

The CTL continued to foster and establish strong reciprocal relationships with teaching and learning colleagues, associations, and institutions across the world. Efforts included:

- Acting as members of 21 regional, national, and international societies, and 22 external committees and boards.
- Acting as an external reviewer for programs, centres, and promotion of faculty members at the UVictoria.
- Working to build relationships with local Indigenous communities (see Strategic Priority #2).
- Consulting with administrators, staff, and instructors from many institutions across the world including the UToronto, UManitoba, George Brown, St. Clair College, the Michner Institute, and Kennesaw State.
- Partnering with campus units to host visiting fellows: Alan Corbiere (Assistant Professor, York University), Cole Pauls (Champagne & Aishihik Ci,zen and Tahltan Artist), and Laura Cruz (Associate Research Professor, Penn State).

### 7. **Challenges**

Human Resource Issues, Increasing Workload, and Employee Well-Being: As the CTL played a central role in many urgent challenges over the years (i.e., COVID-19 pandemic, cyberattack, numerous LMS shifts, SMA development, etc.), members have not had any downtime which has led to increasing issues with employee health and well-being. As we enter the 2023-24 reporting year, the CTL's Director will move into the Acting AVPA role, one AAS member will fill the acting director role, and another AAS will oversee the LMS and Curriculum; and so the CTL will find itself down the equivalent of two positions. In addition, two AAS members will be taking a sabbatical leave in Winter 2023, and one is

still seconded to WUFA 35%. At the same, workload in the Centre is steadily increasing as provincial and societal needs shift in urgency toward a focus on teaching improvement and curricular refinement.

Challenges With Space: The CTL moved into CEI (700 California Entrance), along with OOL and the Office of Quality Assurance, in 2020. Due to the COVID-19 pandemic and subsequent work-from-home protocols, as well as ongoing construction, the unit was not able to fully move into, and use, the entire full space until this year. Though the space is well-maintained, and the Centre contributed more than \$100,000 in renovations, there are challenges with sound and space for employees. The CTL has tried to work within shared spaces, but the confidential nature of meetings (i.e., tenure and promotion, Indigenization, EDI) and consistent consultations has made this difficult.

Accountability and Reporting: Though the Centre has always collected data about its services, the increasing demands for accountability have been a challenge. The CTL is tasked with reporting to Senate through APC, completing performance goals through the AVPA, drafting Service Level Agreements coordinated by Finance, and annually reviewing faculty through RTP processes. The CTL is committed to transparency and accountability; however, the increasing degree of reporting is interfering with the unit's work and leading to burnout.

Fiscal Constraints: The CTL is facing challenges securing financial support for campus needs (i.e., curriculum support, LMS training, etc.) and staffing to cover sabbaticals and secondments. The unit regularly engages in budget planning and has successfully identified anticipated budget cuts (1% over two years), though in this provincial context, additional cuts are a major concern.

### **Future Actions/Initiatives**

#### 1. Teaching and Leadership Development Programming

- Provide essential support through programming for all career stages and across all disciplines
- Coordinate and support the newly developed Teaching and Learning Chair in Educational Leadership
- Formalize the University Teaching Certificate as a Graduate Diploma in University Teaching
- Contribute to the ASPIRE Teaching and Learning Strategic Plan

#### 2. Curriculum and Program Development

- Build capacity for richer and collaborative curriculum design and renewal processes by providing support, funding, and resources

#### 3. Data Strategies and Approaches

- Support evidence-based decision making in courses and program delivery and design by building out the learning analytics capabilities of existing systems (i.e., Brightspace)
- Contribute to the Strategic Enrollment Management Strategic Plan; the Institutional Quality Assurance Process data project; and the Academic Program Development Review process

#### 4. Indigenization

- Continue to collaborate with the campus community and impact institutional processes and procedures to reflect Indigenization and reconciliation
- Explore ways in which we might build stronger relationships with local Indigenous communities
- Provide support for PDC processes with respect to the Indigenization of courses
- Continue work on the creation of an Indigenization 1.5 credit course
- Offer a second round of the Nanadagikenim Grant to support campus-wide Indigenization efforts

#### 5. Equity, Diversity, Inclusion, and Accessibility

- Contribute to institutional policies and processes related to accessibility and co-chair the Accessibility Post-Secondary Education Committee (APEC), and support the implementation of the Accessibility for Ontarians with Disabilities Act Post-Secondary Education Recommendations
- Consult with members across campus, and develop a first draft of the Navigating Decolonization and Inclusion in Education Framework

## 6. LMS Support

- Following the successful implementation of the LMS, provide instructors training for more advanced use of Brightspace (i.e., peer review tools, journals, self-reflection, student response systems, etc.)
- Consult with the campus community and advocate for additional features in Brightspace

## 7. Teaching Evaluation

- Support faculty in developing documentation for tenure and promotion
- Support the AVPA in the implementation of the SPTs

## 8. Student Partnerships

- Examine ways to develop and/or formalize student-as-partners initiatives

## 9. Visioning

- Develop a more explicit, fully articulated vision of the CTL as a hub for teaching and learning on campus

## 10. Employee Engagement

- Encourage self-care and well-being to support retention, and promote work-life balance
- Discuss the “hidden” aspects of the academic life, including affect, teaching ethics, personal style, pedagogical methodology, and job satisfaction
- Continue to work on a culture of overworking by reviewing Centre priorities and streamlining offerings
- Host face-to-face get-togethers and a retreat for CTL faculty and staff

### **Recommendations for Senate consideration (if any)**

We do not have specific recommendations for Senate consideration. Existing recommendations (i.e., re. Indigenization, accessibility, LMS, etc.) are in progress, and we are actively contributing to these and other teaching and learning-related issues through representation on APC and PDC.

**University of Windsor  
Senate**

5.3.1: **Senate Meeting Scorecard – Results from Fall 2023 Meetings**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

**Summary of Feedback:**

37 of 80 Senators completed the Fall 2023 Senate Meetings Scorecard. Overall, the feedback on the Senate's functionality was largely positive, acknowledging improvements in the level of member engagement. The Senate Information Sessions (SIS) were again commended for enhancing transparency and fostering focused discussions, though requests were made to streamline the follow-up discussion at Senate.

The prevailing concern was Senate's tendency towards operational rather than governance matters, with a request for more concise presentations, avoiding redundancy in presentations, and a greater focus on the academic mandate. This could also include a discussion on how Senators more broadly define the academic mandate.

To increase meeting efficiency, revisions to the Senate meeting format were considered, with a focus on: continued prioritization of actionable outcomes; streamlining of presentations; and limiting speakers to new comments or questions. Efforts to enhance Senator engagement in discussions and voting should continue to be a focus, as active participation and diverse input are important components of effective governance.

**SGC Recommendations for improvements:**

1. To address SIS presentation redundancy, a link to the recorded SIS session will be included on the meeting agenda for Senators to watch, with SIS presenters being invited to Senate to be available to answer questions.
2. Student Presidents will be encouraged to provide written submissions beforehand, ensuring streamlined discussions and comprehensive consideration of student issues.
3. Maintaining an environment of respect and transparency remains essential, with an emphasis on respectful communication, succinctness, and a governance-focused approach.

University of Windsor  
Senate

5.3.2: **Proposed Bylaw Revisions**  
*[Bylaws 14, 15, 16, 18, 3]*

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION 1: That the proposed revisions to Senate Bylaws 14, 15, 16, 18 be approved.**

Proposed Revisions:

*[changes are in bold and strikethrough]*

**Bylaw 14 (Provost)**

2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as 2SLGBTQIA+, racialized persons, and women-identified persons. Recognizing the historic and present need for ensuring representation of women-identified persons on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as a woman. **Recognizing the historical and current under-representation of non-White persons on Committees, the Search Committee shall have at least one non-student voting member who is Indigenous or racialized from the members elected by Senate and** at least one non-student voting member who is Indigenous or racialized from the members appointed by the Board of Governors. In the event that such a person cannot be recruited from the Board of Governors, the Board Governance Committee will recommend an alternate board member giving due consideration to the need for diversity on the Search Committee. **Where the Indigenous or racialized committee member requirement cannot be met from among the Senate members, eligibility to serve on the Committee will be extended to regular faculty members eligible to serve on Senate.** Efforts shall be made to have representation from the other ~~four~~ designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.

**Bylaw 15 (President):**

4.1.1 [...]

In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as 2SLGBTQIA+, racialized persons, and women-identified persons. Recognizing the historic and present need for ensuring representation of women-identified persons on committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as a woman. **Recognizing the historical and current under-representation of non-White persons on Committees, the Search Committee shall have at least one non-student voting member who is Indigenous or racialized from the members elected by Senate and** at least one non-student voting member who is Indigenous or racialized from members appointed by the Board of Governors. In the event that such a person cannot be recruited from the Board of Governors, the Board Governance Committee will recommend an alternate board

member giving due consideration to the need for diversity on the Search Committee. **Where the Indigenous or racialized committee member requirement cannot be met from among the Senate members, eligibility to serve on the Committee will be extended to regular faculty members eligible to serve on Senate.** Efforts shall be made to have representation from the other ~~four~~ designated groups on the Search Committee including encouraging eligible members of these designated groups to consider serving on the Search Committee.  
[...]

#### **Bylaw 16 (VPRI):**

2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as 2SLGBTQIA+, racialized persons, and women-identified persons. Recognizing the historic and present need for ensuring representation of women-identified persons on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as a woman. **Recognizing the historical and current under-representation of non-White persons on Committees, the Search Committee shall have at least one non-student voting member who is Indigenous or racialized from the members elected by the Senate.** In filling the one Board member position on the Committee, the Board Governance Committee will give due consideration to the need for diversity on the Search Committee. Efforts shall be made to have representation from the other ~~four~~ designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.

#### **Bylaw 18 (VPPEI):**

2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as 2SLGBTQIA+, racialized persons, and women-identified persons. Recognizing the historic and present need for ensuring representation of women-identified persons on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as a woman. Where necessary a faculty member from a second gender identity shall be elected by the Search Committee from a list of eligible faculty members of the Senate provided by the University. **Recognizing the historical and current under-representation of non-White persons on Committees, the Search Committee shall have at least one non-student voting member who is Indigenous or racialized from the members elected by the Senate** and at least one non-student voting member who is Indigenous or racialized from the members appointed by the Board of Governors. In the event that such a person cannot be recruited from the Board of Governors, the Board Governance Committee will recommend an alternate board member giving due consideration to the need for diversity on the Search Committee. **Where the Indigenous or racialized committee member requirement cannot be met from among the Senate members, eligibility to serve on the Committee will be extended to regular faculty members eligible to serve on Senate.** Efforts shall be made to have representation from the other ~~four~~ designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.

#### **Rationale:**

- The proposed revisions reflect the recommendations from the Senate Governance Committee Subcommittee on Equity, Diversity, Inclusion and Decolonization (EDID) relating to the composition of the search committees for the President and the Vice-Presidents.
- Note: Senate elected members for the VPRI Search Committees are from active researchers within the University at-large.
- A definition of racialized should be maintained on the VPPEI website, to ensure clarity and consistency of application of the bylaw.
- The Board has approved the changes relating to Board membership on these search committees at its November 2023 meeting.

**MOTION 2: That the proposed revisions to Senate Bylaw 3 be approved.**

Proposed Revisions:

*[changes are in bold and strikethrough]*

Section 2

2.1 Principles that apply to the Student Caucus **and the Research and Innovation Advisory Committee**

~~2.1.1 The Caucus shall bring issues of concern to students directly to the Senate, to inform Senate and initiate discussion.~~

2.1.2 ~~The Caucus may create~~ **W**working groups, task forces or other bodies **may be created** to assist in preparing reports for Senate that address issues of specific concern that fall within the purview of Senate. ~~The Caucus may choose to invite~~ **Any person(s) may be invited** to serve as (a) non-voting member(s) on the Caucus **or the Advisory Committee**, or to serve on its working groups, task forces or other bodies, on an *ad hoc* or continuing basis.

2.1.3 Unless otherwise specified, the quorum for a meeting is one-half of the voting membership, except during the period May to August when the quorum shall be forty per cent, including one student, or, fifty percent of the voting membership.

2.1.4 The Caucus **and Advisory Committee** will adhere to the equity goals and procedures currently in effect within the university.

2.1.5 All elections or appointments to Caucus, **the Advisory Committee**, or any ~~of its~~ working groups, require the consent of the individual.

2.1.6 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as 2SLGBTQIA+, racialized persons, and women-identified persons. Recognizing the historic and present need for ensuring representation of women-identified persons on Senate committees, and appreciating the diversity of gender identities, all Senate committees and Senate bodies as outlined in 2.1 and 2.1.2 shall have non-student members from at least two different gender identities, one of whom self-identifies as a woman. Efforts shall be made to have representation from the other four designated groups on these bodies including encouraging eligible members of these designated groups to self-nominate and/or nominate people to serve on these bodies.

2.1.7 ~~The Chairs of the Caucus~~ may appoint a designate to chair meetings.

**2.1.8 At the discretion of the Chair and where the agenda is composed only of one or two non-controversial matters, business may be conducted by e-vote, provided that there is no objection by any member as to the procedure or the proposed recommendations concerning the agenda matters. Five calendar days' notice shall be given to the members of the intent to conduct business by e-vote. Any objection to the procedure or proposed recommendations must be provided by members to the Chair 48 hours after the issuance of notice to conduct business by e-vote. Where an objection has been lodged by a committee member, the relevant matters shall be removed from the telephone or e-vote and placed on the next in-person meeting agenda. A simple majority of votes cast is required to endorse the resolution(s). The results of the e-vote shall be recorded in the minutes of the next regularly scheduled meeting.**

**2.1.8.1 E-votes may be permitted on matters listed under 2.1.8 that were thoroughly discussed at a meeting but were not disposed of. A simple majority of votes cast is required to endorse the resolution(s). The results of the e-vote shall be recorded in the minutes of the next regularly scheduled meeting.**

## 2.2 Senate Student Caucus

[...]

- 2.2.3 The Senate Student Caucus will report to Senate on student life and experience. The Caucus will bring issues of concern to students directly to the Senate, when the items are the purview of Senate, **to inform Senate and initiate discussion**. Senate may refer such matters to a Senate Standing Committee or other body for further consideration and/or policy development. For matters not within the purview of Senate, the Associate Vice-President, Student Experience (or designate) will refer the matters to, and liaise with, appropriate University bodies.

[...]

## 2.3 Research and Innovation Advisory Committee

### 2.3.1 Membership (Minimum number of members is eighteen):

- Vice-President, Research and Innovation (VPRI) or designate (Chair)
- Eleven regular faculty members as follows:
  - one faculty member from each of the Faculties of Arts, Humanities, and Social Sciences, Business Administration, Education, Engineering, Law, Human Kinetics, Nursing, Science, and Graduate Studies, to be selected by the Dean of the Faculty
  - one regular faculty member engaged in the Scholarship of Teaching and Learning selected by the Provost
  - one librarian to be selected by the University Librarian
- Two regular faculty members of Senate who are active researchers approved by Senate
- One undergraduate student who is involved in research selected by the VPRI in consultation with the Deans of the Faculties
- Two graduate students enrolled in research-based programs selected by the Dean of Graduate Studies in consultation with the Deans of the Faculties
- One Postdoctoral Fellow or Research Associate selected by the VPRI in consultation with the Deans of the Faculties
- Additional senior staff from OVPRI, as determined by the Committee

2.3.2 **Terms of Office:** two years, provided members maintain the status/role associated with their membership. Terms shall be staggered so that one-half of the faculty members are appointed each year and one graduate student is appointed each year. Where a vacancy arises mid-term, a replacement will be selected for the remainder of the unexpired term.

2.3.3 The role of the Committee is to advise the VPRI on initiatives to empower bold, impactful, and engaged research, scholarship, creative activity, and innovation across disciplines in alignment with the University strategic plan.

2.3.4 **Terms of Reference:** The Committee will advise on, support the alignment of, and champion research, scholarship, creative activity, and innovation initiatives and opportunities across campus; and provide advice to the VPRI and Senate on strategic activities and initiatives that fall within the mandate of Senate. Specifically it will:

- 2.3.4.1 Review and make recommendations to the VPRI and/or to Senate through the VPRI on applicable policies and guidelines related to research, scholarship, creative activity, and innovation;
- 2.3.4.2 Promote alignment of initiatives, activities, strategies, and policies with best practices and institutional guidance on equity, diversity, inclusion, Indigenization, decolonization, and the Dimensions Charter;
- 2.3.4.3 Serve as the delegated Committee of Senate for the review of proposals and recommendations on the establishment, renewal, and/or termination of research centres and institutes, in accordance



**with the Senate Policy on the Establishment, Management and Renewal of University Research Centres and Institutes;**

- 2.3.4.4 Review annual research and innovation reports on progress toward achieving goals and strategies and make recommendations to the VPRI for improving research at the institutional level;**
- 2.3.4.5 Review and make recommendations to the VPRI on alignment with national, provincial, and regional policies and ecosystem changes impacting research and innovation as required; and**
- 2.3.4.6 Address and advise the VPRI on emerging challenges and opportunities in research and innovation as needed.**

**Rationale:**

- The VPRI and Associate Deans Research are proposing the creation of a Senate Research and Innovation Advisory Committee to provide structured reporting to the Senate and structured guidance and advice to the VPRI, addressing an existing oversight gap concerning research-related matters.
- The Bylaw Review Committee was charged by SGC with reviewing the proposal to ensure consistency in language and format with existing bylaws and inclusion in the Senate Bylaw 3.
- The principles applied to the Senate Student Caucus would apply to the Research and Innovation Advisory Committee. Other streamlining of language include: paragraph 2.1.8, which is not new. It is permitted for other standing committees but was missed in this section of the bylaw; and removal of section 2.1.1, which is covered under 2.2.3.

**University of Windsor  
Senate**

5.3.3: **Senate Emergency Academic Plan**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION: That the Senate Emergency Academic Plan be approved.**

Senate Emergency Academic Plan

After declaration of an emergency by the President, one or more of the following academic plans may be implemented for the duration of the emergency, to be confirmed or amended by the Senate Governance Committee within 48 hours of the declaration, taking into account the nature, level, and impact of the emergency on members of the University community and/or University operations:

- [1] A suspension of Senate Bylaw 54 Undergraduate Academic Evaluation Procedures 54.1 to 54.2.17 and Senate Bylaw 55 Graduate Academic Evaluation Procedures to allow for greater flexibility in the evaluation of student performance and recording of grades provided that the intent of the bylaws is respected.
- [2] Provide for faculty, after approval by the Dean (or designate), to redesign courses (including prerequisite requirements and course learning outcomes), change course syllabi, alter the mode of delivery of classes (including contact hours) to online, and make any changes to academic evaluation that deviate from Senate Bylaws 54 and 55 pursuant to clause [1], provided that the learning outcomes of the program can still be met.
- [3] To implement the compassionate grading policy for the semester(s) in which the emergency occurred, allowing eligible students to select from three options once final grades are in, as follows:
  1. To retain the final course grade assigned by the instructor
  2. To request a Pass/ Non-Pass grade for one course based on the minimum required passing grade in their program or course; or,
  3. To voluntarily withdraw from a course or courses without academic penalty.
- [4] To allow for the alteration of semester timetables, class schedules, co-op/internship placements, and examination periods.
- [5] To allow the Registrar to work in conjunction with Deans (or designate), or the Director of Experiential Learning (or designate) for co-op/internship programs, to make any necessary accommodations to allow eligible students to register in the programs to which they have been admitted.
- [6] To allow faculty members to choose whether to include Student Perceptions of Teaching (SPT) scores for courses they taught during the emergency period in their RTP/RPP and performance review processes.

- [7] Following approval by the relevant Dean, to waive other Senate bylaw or policy provisions which impact academic regulations, courses, and degree progression, provided that the academic integrity of the course and degree is upheld.
- [8] To move to online meetings and/or e-votes for Senate or Senate Committee matters, where in-person attendance is restricted or prohibited due to the nature of the emergency.

An emergency is defined as any actual or potential natural or human-caused event that creates an urgent and/or critical situation, temporary in nature, that threatens or causes harm to people, the environment, or the property of the University, or disrupts the normal business operations of the University. (For information on other emergency policies, click here (to be provided))

A review of the emergency and the associated alternate academic plans will be held at the first Senate meeting following the declaration of the emergency.

The Senate Governance Committee will review the Senate Emergency Academic Plan annually, with a report to Senate.

**Rationale:**

- It is essential that the University be able to react quickly in emergency situations and provide as much certainty and clarity on the path forward to faculty, staff, and students. The Senate Emergency Academic Plan is a critical part of this.
- Rather than scrambling to address academic concerns or disruptions in the event of an emergency through ad hoc measures, which may not be effective if constrained by policies and bylaws, there should be a standard policy governing such situation.
- The COVID-19 pandemic and cybersecurity incident provided Senate with an opportunity to review and refine the alternate academic plans it deemed suitable in the event of an emergency.
- The proposed plan mimics the plans in place for the COVID-19 pandemic and cybersecurity incident, while providing a definition for emergency (based on Western's and Waterloo's definitions, with other universities having similar definitions), specifically including details on the compassionate grading policy, removing redundancy and clarifying language, and adding reports to Senate.
- The proposal was reviewed by Provost's Council on January 17, 2024 and approved at the January 24, 2024 Senate Governance Committee.

**University of Windsor  
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Robert Aguirre**

**Dean of Science Search**

As reported previously, finalists for the next Dean of Science visited campus in late January. The search is now in its final phases, and further information should be available soon.

**Associate Vice President, Academic Search**

The lone finalist visited with campus constituencies on Tuesday, Feb. 6. Next steps are the solicitation of feedback and further committee deliberations. I will provide an update on the search's progress soon.

**Quality Assurance Process**

This year, the University of Windsor is undergoing an audit by the Ontario Universities Council on Quality Assurance. All Ontario institutions are reviewed every eight years (our previous audit at Windsor was in 2014). The focus is on reviewing the institutional processes articulated in Windsor's IQAP Framework, to ensure compliance with the Ontario Quality Assurance Framework. In October, the Quality Council came to Windsor to provide an orientation to various stakeholders. As an update, Phase 1 of the documentation was submitted by our Quality Assurance Audit Team in December 2023. We have now entered Phase 2, and the Quality Council has selected and notified us of eight programs that will be used as representative samples to examine the quality assurance processes. Each of the eight selected programs has been contacted by Windsor's Quality Assurance Audit Team. Programs themselves will not be re-evaluated, rather the audit will focus on the processes and practices followed. The programs in question are:

*New Programs:*

- Translational Health Sciences, MSc, Faculty of Science, approved by the Quality Council in 2021
- Materials Chemistry and Engineering, MSc, Faculty of Engineering and Faculty of Science, approved by the Quality Council in 2020

*Cyclical Program Reviews (CPR):*

- Nursing (BScN, MScN, MN, PhD), 2019/20, Faculty of Nursing
- History (BA, BA Honours, MA), 2020/21, Faculty of Arts, Humanities, and Social Science
- Human Kinetics (BHK, MHK, MSML, PhD), 2017/18, Faculty of Human Kinetics
- Dramatic Arts (BA, BFA), 2021/22, Faculty of Arts, Humanities, and Social Science

*In-Progress Quality Assurance Activities:*

- Mechatronics System Engineering (BASc) (New Program Proposal)
- Communication, Media, and Film (BA, MA) (CPR Schedule: 2022-2023)

**University of Windsor  
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**5.8.1: Enrolment Management Update**

Item for: **Information**

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

**Fall 2024 Enrolment**

By the equal consideration deadline, the University witnessed a slight increase of 1.1% in undergraduate applications year-over-year (YoY), while the sector experienced a growth rate of 3.2%; however, as of the end of January, YoY applicant numbers have increased by 6.5%.

For the third year in a row, we observed an uptick in the number of applications designating the University as their first, second, and third choice. Additionally, there has been a consistent rise in the number of self-identified Indigenous applicants.

We've seen a heightened interest in specific undergraduate programs from high school applicants, with Nursing applications surging by 28.8%, Engineering by 11.6%, Business by 6.32%, and FAHSS by 1.4%. Conversely, there has been a decline in applications for Science by 2.5% and HK by 9.2% year-over-year, which reflects broader sector trends that show growing interest in nursing and engineering across Ontario, possibly at the expense of other faculties. The Student Recruitment and Marketing and Communications Teams are now shifting their efforts to focus on conversion.

Our second-entry programs are also experiencing a steady increase in growth year-over-year.

Despite the recent caps introduced by IRCC, our international cohort-based master's programs have continued to attract a robust number of applicants, particularly in notable programs like medical biotechnology, computer science, and business. These programs remain unaffected by the IRCC's new regulations and demonstrate the University's ongoing appeal to international students.

*Table 1: Historical Fall Applicants by Degree Level and Type (PowerBI – As of Jan 30, 2024; accessed Jan 31, 2024)*

<b>Applicants</b>						
<b>Undergraduate</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>% Intl</b>
Domestic (High School)	4258	4118	4578	5144	<b>5480</b>	0%
Domestic (Transfer)	203	248	279	248	<b>337</b>	0%
International (all)	1510	1095	1243	1203	<b>1047</b>	100%
<b>Secondy Entry</b>						
Law	1,930	2,236	2,064	1,912	<b>2,089</b>	3%
Education	610	824	916	972	<b>1,007</b>	1%
<b>Graduate</b>						
ICBM	3,359	3,413	3,420	3,386	<b>3,996</b>	99%
Research Master's	1,519	1,562	1,729	1,962	<b>1,872</b>	59%
PhD	241	426	400	354	<b>315</b>	30%

## Early Leavers

Before the commencement of the Winter 2024 term, our team initiated a targeted engagement campaign aimed at undergraduate students who might not enrol in the term. This group included newly admitted students who had not yet enrolled and students from the Fall 2023 term who had not registered for the new term despite being in good academic standing, not on a work term, or applied to graduate. There are various reasons students might choose not to continue their studies, such as financial challenges, academic direction uncertainties, personal issues, or a lack of information about the support services available.

The central recruitment office and faculty partners conducted a thorough email and telephone engagement strategy. The objective was to directly confront potential obstacles that could hinder student enrolment and provide support. This proactive and personalized approach reduced potential non-completers and substantially increased new and continuing enrolments, adding nearly 550 learners to our academic community.

Table 2: Results of Engagement with Potential W24 Undergraduate Early Leavers

Faculty	Category 1		Category 2	Total
	Melt Risk*		TRUE	
	Domestic	Intl	Leaver	
Arts, Humanities, Soc Science	21	90	104	<b>215</b>
Faculty of Engineering	8	37	37	<b>82</b>
Faculty of Human Kinetics	1	8	12	<b>21</b>
Faculty of Nursing	0	0	7	<b>7</b>
Faculty of Science	17	157	55	<b>229</b>
Odette School of Business	5	42	29	<b>76</b>
<b>Total (FINAL – as of add/drop)</b>	<b>52</b>	<b>334</b>	<b>244</b>	<b>630</b>
<b>Total (Jan 8, 2024)</b>	<b>56</b>	<b>424</b>	<b>307</b>	<b>787</b>
<b>Total (Dec 18, 2023)</b>	<b>123</b>	<b>443</b>	<b>611</b>	<b>1,177</b>
Delta	71	109	367	547

## Strategic Enrolment Management Plan (2023-24)

The University of Windsor's next Strategic Enrolment Management Plan (SEMP) functions as a cascading plan from "Aspire" by aligning enrolment strategies and tactics with the University's broader vision and strategic goals. This integrated approach ensures that the University's efforts in attracting, retaining, and graduating students contribute to its strategic objectives and long-term success.

A virtual Senate Information Session has been scheduled for March 1, 2024, to provide information and context on our next SEMP.

## Global Engagement

In late January, a global engagement excursion to India was undertaken, joined by the Dean of Engineering. The trip allowed in-depth discussions on prospective research collaborations and academic partnership programs. Complementing these educational objectives, we hosted agent appreciation and recruitment events, acknowledging our partners' crucial role in broadening our global footprint. These events and strategic meetings proved essential in gathering market insights, enabling us to refine our international strategies in sync with India's educational evolution. This initiative marked a pivotal step in affirming our dedication to global engagement and leadership in international education.

The itinerary included meaningful interactions with distinguished institutions like the Vidyalankar Institute of Technology, Parul University, Ahmedabad University, and Vishwakarma Government Engineering College affiliated with Gujarat Technological University, along with engagements at TERI (The Energy Research Institute) and BIT-Mesra. A particularly notable visit was to the Indus Training and Research Institute (ITARI), where we furthered a unique collaboration with our Faculty of Education to deliver their IB Certificate program in India. Additionally, we engaged with Chitkara University, meeting with undergraduate cohorts from the Odette School of Business poised to join our campus this Fall.



Respectfully submitted,  
Chris

**Upcoming Important Dates:**  
[Spring Open House](#), April 6, 2024

**University of Windsor  
Senate**

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

**Organizational & Leadership Development**

**Employee Mental Health Strategy (EMHS) Update**

- The 22 actions outlined in the EMHS are currently being prioritized. As part of that process, we have started conversations with our campus partners to assign responsibility, determine who needs to be consulted, support required and timelines. The EMHS implementation matrix will be presented to the Implementation Working Group for feedback at their February meeting.
- Presentations to Faculty Councils have started this month and will continue in February and March. We look forward to continuing to engage in conversation with faculty across the University.
- The EMHS Ambassador initiative was launched January 24th to enhance communication and engagement with faculty and staff. We are looking for faculty and staff to champion the Employee Mental Health Strategy (EMHS) within their department/faculty. More information can be found on the website.
- A Leadership Development sub-group of the Implementation Working Group was established in December to focus on the leadership development action outlined in the strategy document (page 9, action 2.1). The proposed training plan will be presented to the Implementation working Group in February.
- The Employee Mental Health Coordinator position was posted in November, and it is currently in the selection phase.

**Equity, Diversity & Inclusion Awards**

- The EDI Awards nomination process closed January 31, 2024.
- Nominations received will be reviewed by the EDI Awards Committee in February/March and award recipients announced in early March.
- Mark your calendars – EDI Awards Celebration will take place on April 3, 2024, 3:00 -4:30 pm at Alumni Auditorium. Appetizers will be served. Given that the celebration falls during Ramadan, arrangements are being made so that individuals who are fasting can enjoy these later. For more information, please visit the EDI Awards web page.

**Anti-Racism and Organizational Change**

**Black History/Black Futures Committee**

- Black History/Black Futures Committee is presenting list of events once again in recognition of Black History Month. On February 1, 2024, the University will host the 2<sup>nd</sup> annual Pan-African Flag raising ceremony.

**Black Student Support Coordinator**

- Black Student Support Coordinator facilitated an information session in January to the campus community to promote their services to ensure staff is aware of her role and the services available for students. There was also a joint presentation this month with the Student Awards Office to bring awareness of scholarships, bursaries, and additional financial supports that are available for students that may not otherwise be aware of the financial opportunities.



### **Symposium on Slurs**

- Organizing the first Symposium on Slurs. Potentially the first of its kind event in higher education in Canadian. The week-long series will focus on issues such as ableism, 2SLGBTQIA+, gender, academic freedom, racism, and more. This event will take place during March 18<sup>th</sup> which is EDID week.

### **IOT Report**

- The IOT Report of the ABR Action Plan Progress Report is currently available on the VP PE&I website as a resource a formal announcement to the campus community pending.

### **AntiRacism Council**

- The UWindsor AntiRacism Council is currently in development and regular updates will be provided.

### **Office of Human Rights, Equity, and Accessibility**

#### **Employment Equity Act Review**

- The report is called “A Transformative Framework to Achieve and Sustain Employment Equity – Report of the Employment Equity Act Review Task Force”. The Task Force Chair is Professor Adelle Blackett. The Task Force was mandated to advise the Minister of Labour on how to modernize and strengthen the federal employment equity framework. The Employment Equity Act was established in 1986 and was revised in 1995. The Employment Equity Act framework has not been reviewed at the regular 5-year intervals, although aspects have been reviewed and revised on a few occasions over the past 37 years. This is the first time since the legislation was adopted that an independent task force has been established to offer a comprehensive review of the entire employment equity framework.

The review covers the Employment Equity Act and its supporting programs, with a focus on four areas that structure the report:

- Area 1: Equity Groups
- Area 2: Supporting Equity Groups
- Area 3: Improving accountability, compliance and enforcement
- Area 4: Improving public reporting

Throughout the report, it highlights 187 recommendations. OHREA is reviewing the 187 recommendations and highlighting the ones that may be relevant to our institution and workplace. This will help inform discussions, work that may need to be updated/changed, and what the University is already doing and has in place. More information will be shared in the ongoing PCDI meetings as things evolve.

#### **HK Accessible Entrance**

- The accessible entrance at the Human Kinetics building is now completed and open for use. The heavy snowfall in mid-January gave us a chance to test the snow-melting system. We are pleased to confirm that it is fully operational! Using principles of Universal Design, this unique and innovative design provides stairs and an integrated ramp so that everyone can use the same entrance to access the building – a fully inclusive experience. This substantial upgrade is visible from the street level and communicates in a tangible way that the University is a leader that prioritizes accessibility, inclusion, and creating welcoming spaces.

#### **Accessibility Hub**

- Designed as a landing page, the Accessibility Hub website will list links to accessibility tools, policies, and resources for students, faculty, staff, and visitors all in one location. The goal is to reduce barriers and make it easier for everyone to find important information. This is just one more initiative to support a welcoming, inclusive campus.

#### **Accessibility Awareness Days**

- The 11<sup>th</sup> annual Accessibility Awareness Days will run every Tuesday in March. The first three events will be 30-minute, virtual workshops. Topics covered include student changemakers, service animals in Ontario, and the proposed Postsecondary Education Standard under the AODA. In the final week, we will be partnering with the

Indigenous Education Centre to show the documentary, *Soop on Wheels*, which explores the life of Everett Soop who was an Indigenous and disability advocate. On this 25<sup>th</sup> anniversary of the documentary, the filmmaker (Dr. Sandy Greer) will participate in a panel discussion.

### **Additional Key Highlights**

#### **The #IamSahraBulle Conference**

- On December 1, 2023, the #IamSahraBulle Conference was a collaborative effort between the Sahra Bulle Foundation and the Office of the Vice-President of People, Equity, and Inclusion. This hybrid event was dedicated to fostering dialogue, providing education, and encouraging actionable steps against gender-based violence. It aligned with Canada's 2023 theme for the 16-Days of Activism, focusing on "Listen, Learn, and Act."

#### **Intimate Partner Violence Roundtable**

- The Intimate Partner Violence Roundtable will be a collaborative effort between the Sahra Bulle Foundation and the Office of the Vice-President of People, Equity, and Inclusion. Taking place virtually on March 8 in honour of International Women's Day, this roundtable brings together political and legal guest speakers, along with experts in the field of Intimate Partner Violence (IPV). The discussion will focus on the steps that have been taken, those currently in progress, and the necessary measures needed to combat the alarming prevalence of IPV.

#### **EDID Week 2024**

- Discover diverse perspectives during Equity, Diversity, Inclusion, & Decolonization (EDID) Week from March 15 to 22, 2024. Explore events delving into racial issues, EDI efforts, accessibility, violence prevention, 2SLGBTQQIA+ rights, the intersection of historic marginalizations, and so much more. Engage in a condensed exploration of these vital topics.

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

Item for: **Information**

Forwarded by: **Shanthi Johnson**

The following provides a comprehensive overview of the recent activities and initiatives undertaken by the Office of the Vice-President, Research and Innovation (VPRI) at the University.

### **Introduction**

Research, scholarship, creative activity, and innovation play a pivotal role in shaping the University's local and global influence, reputation, and impact. The research and innovation eco-system directly impacts our ability to recruit and retain undergraduate and graduate students and build a robust education and training capacity pipeline. The functional areas covered by the Office of the Vice-President, Research and Innovation (OVPRI) include:

- Research and Innovation Services (pre/post grant/awards management),
- Research Partnerships,
- Research Integrity (Animal Care, Research Ethics, and Research Safety),
- Senate approved University research centres and institutes (e.g., We-SPARK, GLIER, BSI...), EPICentre, and
- Strategic institutional initiatives (e.g., AgUWIN, public health partnership, etc.).

Our office is committed to inspiring and advancing inclusive research, scholarship, creative activity, and innovation aligned with the University's institutional strategic plan - *Aspire: Together for Tomorrow*. Our goal is to engage our community, creating strong, meaningful collaborations, actively involving both our internal and external stakeholders.

### **Internal Research and Innovation Ecosystem**

- The OVPRI is working with the Associate Deans Research Committee (ADRC), Deans, Library, and Institutional Analysis to identify our existing and emerging research strengths and metrics to measure research success and to identify alternative, more inclusive mechanisms to measure success in fields beyond those captured by more traditional metrics.
- The action plan from the Research and Innovation Services Review is being implemented with the short term, medium, and long-term framing. There is also a subcommittee looking at systems and technologies integration to create greater efficiency and ease of work for our staff and researchers.
- The OVPRI is actively working to ensure that the functional areas covered by the OVPRI, including Research and Innovation Services, Research Partnerships, Research Integrity, University research centres and institutes, and EPICentre, are more integrated and coordinated. The OVPRI is hosting its second Research and Innovation retreat including ORIS, research integrity teams with guests from research finance in early February. The retreat will focus on defining research strength, mechanisms for measuring our success and celebrating excellence, and next steps for implementation of the Research and Innovation Services Review Action Plan.
- On January 19, 2024, EPICentre celebrated its 10 Year Anniversary and a decade of fostering entrepreneurship, innovation, and empowerment on campus and in our community. The review of EPICentre is underway. Future mandate will be informed by *Aspire* as well as the review recommendation to have a strongly integrated entrepreneurship and innovation ecosystem.

## Shedding a light on Research Integrity

The Animal Care Committee, Research Ethics Board and Committees, and Research Safety Committee have made significant contributions to the University's research excellence by working to ensure that research is both safe and ethical. The VPRI meets individually with the Chairs and quarterly together as the Research Integrity team with the three Chairs and Director, OVPRI to discuss cross-cutting and emerging issues and opportunities. Details on their contributions include:

### Animal Care

- In 2023, the Animal Care Committee held 5 meetings and received, reviewed, and supported 24 new Animal Utilization Project Proposals (AUPPs); 13 requests to revise existing AUPPs; 19 progress reports; and 21 final reports. All but one current AUPP on file are for externally funded projects. The remaining project is internally funded.
- During this time, there were 14 new Standard Operating Procedures (SOPs) created and 37 SOPs were reviewed and revised.
- With the support of the Animal Care Committee and team, the University hosted a Canadian Council on Animal Care (CCAC) Interim Site Assessment visit on January 31, 2024.

### Research Ethics

- The Socio-behavioural and Biomedical Research Ethics Boards meet monthly, the regular Delegated Review Board meets 50 weeks of the year, and the Scholarship of Teaching and Learning, Indigenous, and Delegated Biomedical Review Committees meet as needed. Additional Ad Hoc formal meetings are scheduled as needed to reduce the burden on regular meetings and expedite turnaround on rapid review requests.
- In 2023, Research Ethics received and reviewed 201 applications, of which 105 were received and reviewed between July to December alone. 195 applications were cleared.
- In 2023, 68 of the 201 applications reviewed were funded. Of the 201 applications, 66% were unfunded, 27% internally funded, and 7% externally funded.
- In 2023, Research Ethics also received and reviewed 169 requests to revise applications, 159 progress reports, and 136 final reports; and closed 130 files.
- In 2024, Research Ethics will be hosting a series of ten educational workshops for our research community focused on various research ethics topics ranging from pragmatic application of ethics principles in research design to writing specific sections of research ethics applications for review in collaboration with the Faculty of Education and other experts. For more information, visit the [Research Ethics website](#).

### Research Safety

- The Research Safety Committee met quarterly in 2023 and received, reviewed, and supported 6 new applications and 19 requests for amendments. Of the new applications received and reviewed, 4 applications were related to externally funded projects and 1 application was related to an internally funded project.

## Research Security

The OVPRI is prioritizing the protection of Canadian research while supporting the research community and remains dedicated to advancing bold and impactful research, scholarship, and creative activity. In January, the OVPRI issued a [Statement on Safeguarding Research](#) via the Daily News in response to the Government of Canada policy on [Sensitive Technologies Research and Affiliations of Concern \(STRAC\)](#) that was issued on January 16, 2024 and has been adopted by all Tri-Agency and CFI funding programs. Included in the Statement is a link to the [Integrated Plan](#) that the OVPRI has created to support and guide faculty and staff in safeguarding our research, as well as links to additional resources and background information. Inquiries related to the Statement, STRAC, and/or safeguarding research at the University of Windsor can be directed to Rahul Banerjee, the University's Research Security Coordinator, at [researchsecurity@uwindsor.ca](mailto:researchsecurity@uwindsor.ca).

## Partnerships and Engagement

Our office continues to forge strong external relationships through meetings with those visiting our campus and by participating in external groups such as the Council of Ontario Universities Ontario Council on University Research (OCUR), MITACS, Tri-agencies (CIHR, SSHRC, and NSERC) committees, and others. In January, the OVPRI hosted the Honourable Rechie Valdez, federal Minister of Small Business and Member of Parliament for Windsor-Tecumseh, Irek

Kusmierczyk. During the visit, Minister Valdez engaged with faculty, students, and staff to learn about the innovation, entrepreneurship, and incubation supports the University offers. The Office of Research Partnerships also hosted meetings with the National Research Council (NRC), the Province of Ontario, and key industry stakeholders to promote, develop, and support ongoing collaboration. In January, the OVPRI participated in a Kitchener-Waterloo-Windsor-Detroit Leaders Mobility Tour and Roundtable to explore opportunities for cross-border collaboration, engaging with municipal and academic stakeholders from Canada and the United States.

In summary, the VPRI remains dedicated to advancing research, scholarship, creative activity, and innovation at the University. We look forward to continued collaboration and success in these endeavours.