



NOTICE OF MEETING

**There will be a meeting of the
Senate Student Caucus
on Wednesday, March 22, 2023, at 2:30-4:00 pm
Room 203, Anthony P. Toldo Health Education Centre or [MS Teams](#)**

AGENDA

- 1 Approval of Agenda**
- 2 Minutes of Meeting of January 23, 2023**
- 3 Business arising from the minutes**
- 4 Outstanding business**
- 5 Reports/New Business**
 - 5.1 Report of the Student Co-Chair** **Laila Albalkhi**-Information
 - 5.2 UWindsor Strategic Plan – Strategic Priority: Ensuring a High Quality, Relevant Teaching, Learning, and Student Experience for Everyone** **Rob Gordon**-Discussion
SC230322-5.2
SC230322-5.2a
 - 5.3 Draft Student Perceptions of Teaching – Pilot Form** **Dennis Jackson/Edwin Tam**-Discussion
SC230322-5.3
 - 5.4 Report on Student Affairs and Life on Campus** **Phebe Lam**-Information
SC230322-5.4
Shae Harasym-Information
- 6 Question period/Other business/Open Discussion**
- 7 Adjournment**

Please carefully review the ‘starred’ (*) agenda items. As per the June 3, 2004 Senate meeting, ‘starred’ items will not be discussed during a scheduled meeting unless a member specifically requests that a ‘starred’ agenda item be ‘unstarred’, and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain ‘starred’ (*) will be deemed approved or received.

**University of Windsor
Senate Student Caucus**

5.2: **UWindsor Strategic Plan – Strategic Priority: Ensuring a High Quality, Relevant Teaching, Learning, and Student Experience for Everyone**

Item for: **Discussion**

Forwarded by: **Rob Gordon, President**

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

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

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

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

Goals & Objectives:

- Establish an institutional teaching and learning strategy in line with the University's Strategic Academic Plan
- Create and enhance compelling, regionally, and globally relevant, effective curriculum, programs, instruction, and learning opportunities that meet the current and emerging needs of learners with diverse priorities, expectations, and experiences
- Explore and support interdisciplinary and collaborative program development
- Work towards integrated, holistic, and inclusive student support services that foster mental health and wellness, create a welcoming and engaging campus environment, and facilitate students' navigation of the educational paths they create and choose

- Develop and expand scalable, inclusive experiential, work-integrated and research-based learning opportunities that increase access and opportunity, and that prepare graduates to tackle the complex challenges we face as individuals, as a society, and as a region
- Recognize and further effective teaching based in a wide range of approaches, methods, and knowledge traditions; and support, value, and recognize the efforts of faculty and staff so that their student-focused work is informed, effective, and sustainable
- Enhance and maintain accessible formal and informal teaching and learning spaces across our campus that leverage new technology and modes of learning

Discussion:

1. Brainstorm specific actions in pursuit of meeting these goals:
 - a. What current programs, services, and initiatives can we build on?
 - b. What new programs, services, and initiatives should we consider pursuing?
2. Other ideas for specific actions relating to any other strategic priority?

See attached for *Aspire: UWindsor Strategic Plan*.

Aspire.

TOGETHER FOR TOMORROW



THE UNIVERSITY OF WINDSOR STRATEGIC PLAN

2023-2028



University
of Windsor



Land Acknowledgement

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



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

Table of Contents

Message from the President	5
Strategic Planning Process	7
Mission, Vision, Values	9
Strategic Framework	11
Foundational Commitments	13
Strategic Priorities	15
Strategic Opportunities	27
Realizing Our Strategy.....	29
Acknowledgements	32





Message from the President

A UNIVERSITY IS ITS PEOPLE.



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

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

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

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

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

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

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





Strategic Planning Process

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

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

Data from other consultations have informed this work including the University's first employee engagement survey and an ongoing consultation process engaging in necessary trust and relationship building to build the

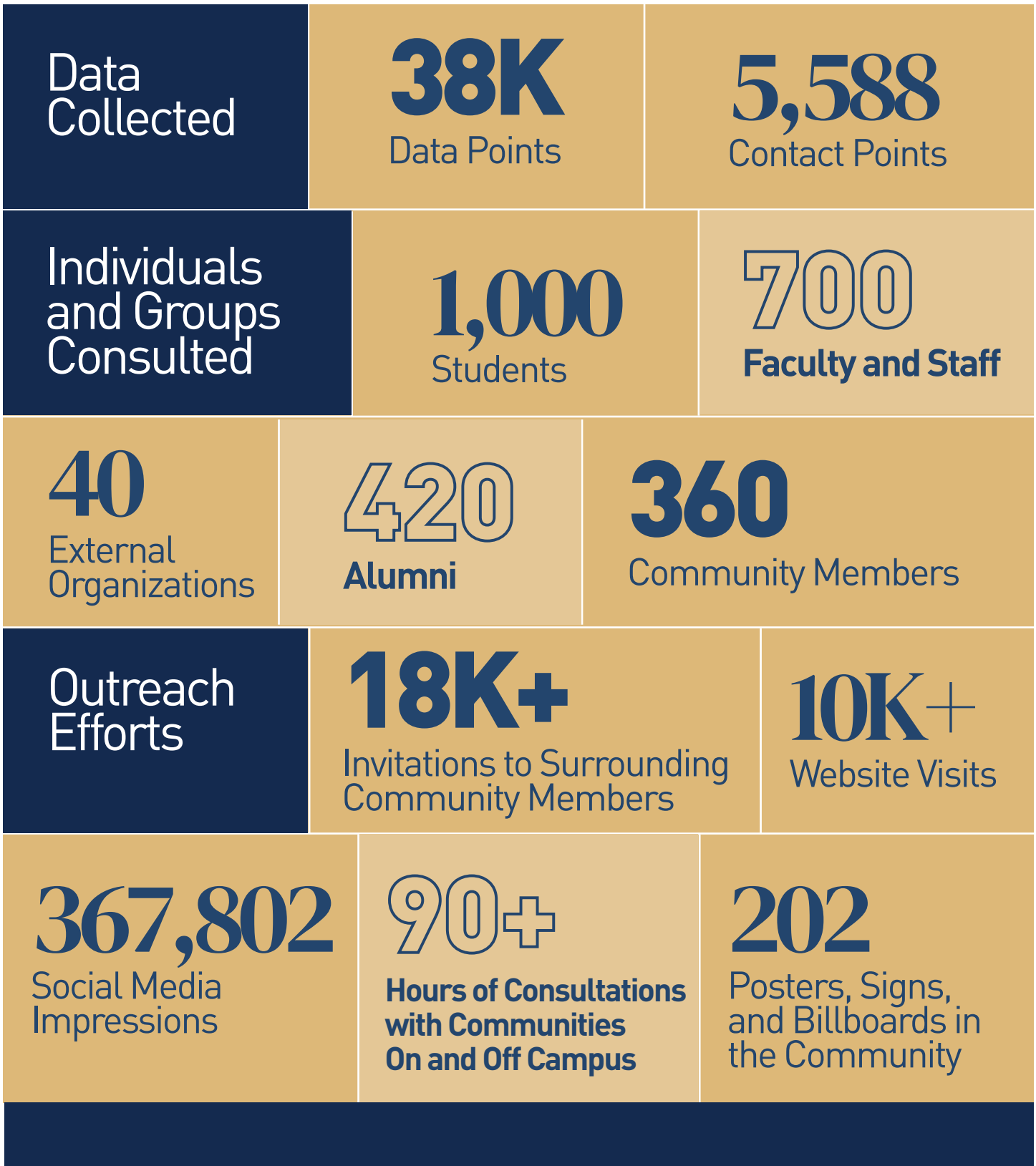
University's first Indigenous strategic plan. Analysis of contextual and institutional data including post-secondary sector best practices; local, regional, and provincial planning document; and other reports helped to frame planning.

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

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



Strategic Planning by the Numbers...





Mission, Vision, and Values

Our Mission

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

Our Vision

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

Our Values

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

Academic Excellence

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

Action on Indigenization, Truth, and Reconciliation

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

Community Impact

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

Engagement with Students

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

Environmental Sustainability

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

Equity, Diversity, and Inclusion

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

Openness to Change

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

Prioritizing People

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

Trustworthiness

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





Strategic Framework

The areas framing our strategic plan fall into three distinct categories

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



Foundational Commitments

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

Strategic Priorities

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

Strategic Opportunities

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





Foundational Commitments

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

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

6 THEMES HAVE BEEN IDENTIFIED

Establishing and Implementing an Institutional Data Strategy

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

Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration

- Build inclusive cross-campus collaboration, leadership, and innovation networks to enhance our institutional capacity to learn, lead, and innovate together and as individuals
- Expand social engagement spaces and opportunities for employees, students, and communities, with a focus on inclusion and belonging
- Improve and enhance community and industry partnership engagement through increased and strategic outreach, development, tracking, support, and growth strategies

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

- Engage cross-campus and community partners to focus on the safety and accessibility of campus spaces and virtual platforms
- Continue the process of ensuring that planning, building and maintenance of campus infrastructure is transparent, equitable, consistent with our values, aligned with institutional priorities, and responsive to stakeholder engagement

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

- Foster equitable, inclusive, and just campus environments and processes
- Establish and implement campus mental health and employee engagement strategies
- Consultatively enhance positive work environments, for example through the exploration and development of safe and responsive feedback and conflict mediation mechanisms, strengths-focused performance review tools, succession planning, and a learning-focused approach to change management within the University's labour and policy context
- Continue to build inclusive and broad-based talent recruitment, career, and leadership development programs
- Implement strategies to foster greater diversity in leadership teams and governance bodies

Telling Our Stories and Sharing Our Knowledge

- Build and implement effective reputation-building communications strategies focused on campus, partner, and alumni success stories
- Create systematic and engagement-oriented neighborhood, regional, alumni, and global outreach strategies that reflect institutional priorities
- Improve internal communication channels to facilitate knowledge mobilization, campus engagement, and campus feedback loops for students, staff, and faculty

Improving Institutional Processes and Coordination of Services

- Build on and enhance user engagement in process development and review
- Reduce duplication of efforts through enhanced transparency and process analyses, and the systematic streamlining of processes, interfaces, and practices



Strategic Priorities



Advancing Bold, Impactful Research, Scholarship, and Creative Activity

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

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

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

- Ensuring that the institution explicitly recognizes and increasingly engages with inclusive definitions of research, scholarship, and creative activity, acknowledging and valuing diverse methodologies, approaches, and knowledge traditions
- Nurturing and supporting collaborative and interdisciplinary activities, for example through cluster hiring, creating externally and internally funded research chairs, better aligning research gaps with strategic hires and developing opportunities and spaces for collaboration, social engagement, and knowledge sharing
- Increasing the number and diversity of opportunities for undergraduate and graduate students to participate in research, scholarship, and creative activity including the expansion of scalable paid and for-credit opportunities that enable inclusive participation
- Supporting strong cross-campus understanding and recognition of Indigenous (First Nations, Métis, and Inuit) research methods, traditional ways of knowing, and appropriate and respectful engagement with Indigenous communities
- Expanding support for partner- and community-engaged research opportunities, including strategic cross-sectoral resource and space sharing to enhance collaborative research, learning, and community service
- Enhancing consultative, user-based approaches to engaging with researchers and academic leaders towards the continuous improvement of research services
- Developing and implementing research communications and knowledge mobilization strategies that will share and celebrate the diverse outcomes of research, scholarship, and creative activity



Advancing the Journey toward Truth and Reconciliation

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

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

- Consultative and culturally relevant engagement of Indigenous peoples in governance
- Consultative redevelopment of the University's Land Acknowledgement
- Development and action on a University of Windsor Indigenous strategic plan
- Development of policies and practices related to identification of Indigenous peoples in all application processes
- Ensuring that the campus is truly welcoming to Indigenous peoples, including creating Indigenous spaces and Indigenous existing spaces
- Meeting universities' responsibilities under the Truth and Reconciliation Commission of Canada: Calls to Action and the Universities Canada Principles on Indigenous Education
- Ongoing consultations, relationship building and partnership development with Indigenous communities
- Progress on the decolonization and Indigenous curriculum, including land-based learning programs
- Partnership to support the learning of Indigenous languages
- Recognizing, advancing, and valuing Indigenous ways of knowing and supporting Indigenous knowledge creation and mobilization
- Training regarding anti-Indigenous racism and cultural safety



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

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

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

- Establishing and implementing an Equity, Diversity, and Inclusion strategic plan with annual reporting on metrics and reflecting a commitment to respond to racism and equity issues across all campus communities
- Building the mechanisms, policy context, data, and reporting structures necessary to ensure accountability and build trust
- Creating and promoting programming that enables all members of the campus community to develop greater knowledge of equity, diversity and inclusion; the skills necessary to work, learn and lead together in a diverse world; and the awareness that change is everyone's responsibility
- Developing and implementing inclusive recruitment, hiring, and capacity building plans
- Employing an equity, diversity, and inclusion lens in planning, enhancing, and re-designing campus and student services
- Fostering inclusive and welcoming learning and knowledge creation environments





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

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

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

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

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

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

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

- **Continue to build a culture of respect, trustworthiness, and transparency by emphasizing individual and public accountability, strong bicameral governance, and a clear and navigable policy context**
- **Consultatively explore and establish equitable and clear pathways for professional and career growth, and learning, for example including regular performance conversations, mentorship, leadership development programs, succession planning job shadowing, and opportunities for cross-organizational engagement**
- **Foster positive work environments, for example through the exploration and development of safe and responsive feedback and conflict mediation mechanisms and a learning focused approach to change management within the University's labour and policy contexts**
- **Reviving and enhancing the sense of energized belonging, connectedness, and engagement on campus through the creation of informal learning, connection and social spaces, and a greater emphasis on events that support togetherness and belonging**
- **Supporting capacity building for inclusive, equitable leadership in a context which embraces collective learning and new opportunities**
- **Working towards an environmentally sustainable campus and campus culture, and fostering strong partnerships that support and inspire regional participation in sustainable practice**



Generating Local and Global Impact through Partnership and Community Engagement

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

The *Aspire* community consultation sessions told us much about the need for responsive relationship building and opportunities for collaboration, the University's role as a neighbor and a leader in good times and in challenging ones, and the need for a campus-neighbourhood strategy. This will involve engaging on key neighbourhood issues based on reciprocity, clear communication, and mutual benefit. There are many communities that operate within our common geographies, and it is important that the University listen and engage where this has not historically been the case. Enhancing our impact also

means better supporting all of those who lead community-engaged practices and improving coordination of partnerships to streamline and amplify efforts. The University's increased emphasis on experiential and service learning and on helping our students build their own community networks and connections will also be furthered through community engagement.

- **Building coalitions, partnerships, and networks focusing on shared priorities; information exchange; innovation; research, scholarship, and creative activity; knowledge mobilization and collaboration; talent development; resource sharing and cross leveraging of funding opportunities**
- **Building strong relationships and engagement with Indigenous communities**
- **Consultatively establishing, implementing, and tracking progress on a neighbourhood engagement strategy based on reciprocity, strong lines of communication, and mutual benefit**
- **Establishing a community engagement hub and team to help faculty, staff, students, and community members in developing collaborations and to assist with the coordination of engagement efforts across campus**
- **Expanding community-based and community-informed student experiences and educational opportunities**
- **Recognizing, supporting, and enhancing community-engaged research and practice across many campus roles**
- **Working respectfully and effectively with partners and prospective partners to remove barriers to community engagement and to engage and build trust with historically marginalized communities**





Strategic Opportunities: A Decision Making and Development Framework

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

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

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

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

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

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

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

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

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

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

While not every project can integrate all priorities, initiatives that can clearly demonstrate alignment with a greater number of the criteria above and greater integration across strategic priorities will be prioritized for investment and development. A first set of specific projects will be identified and built out during strategic academic and research plan development.

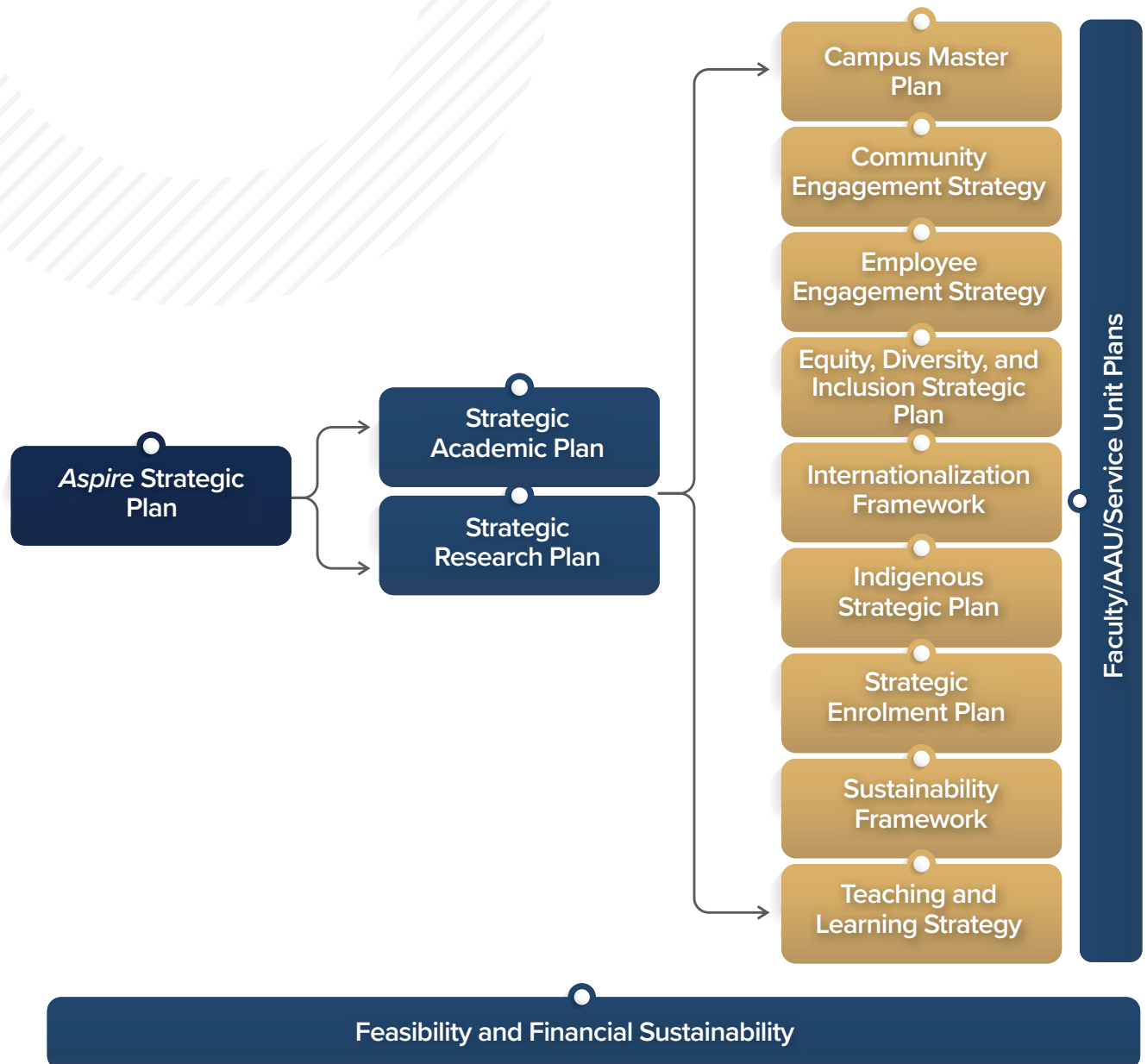
We look forward to developing specific projects with communities on and off campus as we implement *Aspire*.





Realizing Our Strategy

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



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

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

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

Investing in Our Future

Institutional financial sustainability is critical to our ability to fulfil our academic mission, to serve communities, and to create knowledge. Many factors impact the sustainability of our University. These include provincial funding models, changing regional demographics, fundraising, post-pandemic

enrolment patterns, evolving competition in the post-secondary sector, cost pressures, and institutional financial management.

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

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

Measuring Our Success

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

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



Acknowledgements

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

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**University of Windsor
Senate Student Caucus**

5.3: **Draft Student Perceptions of Teaching – Pilot Form**

Item for: **Discussion**

Background:

The University of Windsor's **Student Evaluation of Teaching (SET)** instrument was last reviewed and revised in 2004. After many years of use, in January 2019, a task force was created to review and if needed, revise, the SET instrument. The review was delayed by the emergence of the COVID-19 pandemic, and the task force was re-initiated in March 2022 to continue its work.

During its consultations, overall feedback noted that student feedback on teaching provide a recognized and systematic means for students to provide their perspectives on their learning experiences. General consensus is that such feedback is only one mechanism for informing teaching effectiveness among many others; though the question of whether and how it will be used in RTP continues to be reviewed. Nevertheless, a procedurally improved, more comprehensive, and contextually meaningful approach to such perceptions can provide significantly more meaningful feedback to both students, teaching faculty, and their programs. Following a review of other similar instruments, and based on consistent feedback, the Task Force is also recommending renaming the instrument to Student Perceptions of Teaching.

In November 2022, the Task Force met and received feedback from the Senate Student Caucus on a long-list of preliminary questions, as well as general commentary on the instrument. The long-list of questions were also reviewed with a small group of students to garner their initial feedback and commentary on their appropriateness and usefulness, as well as Senators, who represent critical voices of SET/SPT, are from different Faculties, and hold different instructional positions on campus were also approached and provided feedback.

Based on this, the long list of questions was reduced and modified to a shorter and more manageable set of questions for a pilot. The number of questions for the proposed pilot continues to exceeds what would normally be in the final instrument. However, it is generally accepted that when developing such measures, it is preferable to ask more questions on the pilot than needed for the final version: it is more efficient to eliminate questions than to come up with new ones to "re-pilot." Obtaining data on this pilot version will help determine which questions might be eliminated without losing significant feedback information.

The scale proposed is a semantic differential scale. This approach offers some advantages; namely, part of the meaning of the question is carried in the scale anchor and the scale anchors can vary to highlight different aspects of what the question is getting at, such as frequency, intensity, agreement, etc. They have another advantage, that of breaking up "response sets." In survey measurement, response sets refer to idiosyncratic ways that people use scales, such as naysaying, acquiescing, or careless responding, as these questions require students to read more carefully.

See attached.

Student's Perceptions of Teaching (SPT) – Proposed Pilot

Background: This form was developed by the Student Perceptions of Teaching Task Force and is designed to provide a summary of students' perceptions of instruction and course characteristics to instructors. This form is currently being piloted and is longer than the final version will be. Your responses will help us to create a final (shorter) version.

Who will see your responses: Your responses will be confidential and only summaries of the entire class will be provided to the instructor and the feedback to the instructor will not be released until after grades have been submitted. The instructor will not see individual responses and comments that you provide will not be connected to your ratings for each question.

Why we do SPTs:

- To provide feedback to the instructor for the purpose of improving course delivery.
- Results are considered in tenure and promotion decisions and used for professional/career development.

Completing the form: Student ratings of instructors can be influenced by unconscious or unintentional biases.

- Some research suggests that race and gender of the instructor can influence ratings.
- As you answer the following questions, please keep this in mind and try to resist stereotypes of instructors.
- Try to the best of your ability to focus your answers on the content of the course and your opinion about the quality of instruction.
- Try to keep your feedback as constructive as possible to help us improve the overall teaching and course quality at the University of Windsor.

Thank you: We appreciate the time you take to offer thoughtful feedback!

Question	Response Scale
1 The course assignments helped me understand course material.	<i>Not at all</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very Much</i>
2 Compared to other courses, the workload for this course was...	<i>Very light</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very heavy</i>
3 Compared to other courses at this level, the material in this course was...	<i>Very easy</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very difficult</i>
4 The volume of work for this course was...	<i>Minimal</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Extensive</i>
5 Compared to other courses at this level, the pace of the course was	<i>Very slow</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very fast</i>
6 For each class, the instructor was...	<i>Poorly prepared</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Well prepared</i>
7 Material was presented in a well-organized manner.	<i>Almost never</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Almost always</i>
8 The instructor displayed interest in students' learning.	<i>Not at all</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very much</i>
9 Instructional time was used...	<i>Not efficiently</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very efficiently</i>
10 With regard to asking questions, students in this class felt...	<i>Very uncomfortable</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very comfortable</i>
11 The syllabus for this course was...	<i>Not at all clear</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very clear</i>
12 Instructions for assignments were...	<i>Confusing or unclear</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very clear</i>
13 Assignments were marked fairly.	<i>Strongly Disagree</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Strongly Agree</i>
14 Rationale for marking was...	<i>Unclear or never disclosed</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Very clear</i>

15	Assignments were <i>consistently</i> graded with...	<i>Unclear criteria</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Clear criteria</i>
16	The instructor was sensitive to students' difficulties.	<i>Definitely not true</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Definitely true</i>
17	The instructor was able to explain the significance of the subject matter.	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very effectively</i>
18	The instructor was able to communicate complex ideas clearly.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
19	The instructor elaborated on concepts in ways that was helpful for understanding.	<i>Not at all true</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very true</i>
20	The instructor's knowledge about the content of this course was...	<i>Poor</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Exceptional</i>
21	With regard to students asking questions, the instructor was...	<i>Not at all responsive</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very responsive</i>
22	The instructor treated students...	<i>Disrespectfully</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Respectfully</i>
23	Expectations for acceptable performance were...	<i>Not at all clear</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Clearly defined</i>
24	The instructor was enthusiastic about the course content.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
25	My interest in the subject after taking this class was...	<i>Weakened</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Stimulated</i>
26	Feedback on assignments was valuable for future assignments.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
27	With regard to student participation, the classroom environment was...	<i>Not respectful</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Respectful</i>
28	With regard to emailing questions to the instructor, the instructor was...	<i>Not at all responsive</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very responsive</i>
29	The instructor appeared to care about student success.	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very much</i>
30	Feedback on assignments was returned in time to be useful for future assignments.	<i>Never</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Always</i>
31	With regard to comments about the course, the instructor was...	<i>Not at all open</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Open to suggestions</i>
32	The instructor was eager to help students.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
33	I enrolled in this course because I had to.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
34	When I enrolled in this course I was...	<i>Not interested in the content</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very interested in the content</i>
35	Now that I am near completing this course, I am...	<i>Not interested in the content</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very interested in the content</i>
36	Overall, how much effort would you say you put into this course?	<i>Very little</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>A great deal</i>
37	How often did you attend this course?	<i>Never</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Always</i>
38	The overall quality of <u>instruction</u> in this course was	<i>Poor</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Excellent</i>
39	The overall quality of this <u>course</u> was excellent.	<i>Poor</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Excellent</i>
40	I would recommend this course to other students.	<i>Definitely not</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Definitely would</i>

41	My understanding of this subject compared to the beginning of the course is...	<i>Not much different</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Greatly enhanced</i>
42	I learned something in this course that is valuable.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
43	How confident do you feel about your understanding of what you have learned in this course?	<i>Not very confident</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very confident</i>
44	The instructor helped me see how the knowledge and skills I was gaining in this course relate to my program.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
45	As a result of what I learned in this course, I am able to think more critically about the content that was covered.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
46	To what extent do you believe that skills you acquired in this course will transfer to future courses or activities?	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very great extent</i>
47	How confident are you that you can communicate what you learned in this class to others?	<i>Not very confident</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very confident</i>
48	I can apply what I learned in this course to real-world problems.	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very much</i>

Overall Comments: Please use the space below to offer comments about the instructor and the course. Your comments will be anonymous – your name will not be attached to any comments. However, if you are concerned about the instructor finding out what you said, consider not mentioning specific incidents that might reveal your identity. Furthermore, your comments should be constructive and professional. Please think about what you can convey to the instructor that would be helpful to them when teaching this course in the future.

Demographic/Research Questions:

- 47. Your gender?
 - a. Man/Male
 - b. Woman/Female
 - c. Non-binary, genderqueer, agender, or a similar identity
 - d. Two-spirited
 - e. Gender not listed, please specify: [open comment box]
 - f. Prefer not to specify
- 48. Your ethnicity (or race)?
 - a. Indigenous (First Nations, Metis, or Inuit)
 - If First Nations, specify First Nations (i.e. Cree, Anishinaabe, Mohawk) _____
 - b. White
 - c. Black/African/Carribbean
 - d. East Asian (e.g., Chinese, Japanese, Korean, etc.)
 - e. Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)
 - f. West Asian (e.g., Iranian, Afghan, etc.)

- g. South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- h. Arab (e.g., Lebanese, Palestinian, Egyptian, Iraqi, etc.)
- i. Latinx
- j. Filipino
- k. Prefer not to specify

49. Your faculty?

- a. Arts, humanities, and social sciences?
- b. Science
- c. Business
- d. Education
- e. Engineering
- f. Human Kinetics
- g. Law
- h. Nursing
- i. Undeclared
- j. Other: [open comment box]

50. Year of study?

- a. 1st year
- b. 2nd year
- c. 3rd year
- d. 4th year
- e. 5th year and beyond
- f. B.Ed. Student (Fac. Of Educ.)
- g. Graduate Student (Master's or Ph.D)
- h. Law
- i. Other

51. What is your expected grade in this course?

90 to 100 80 to 89 70 to 79 60 to 69 50 to 59 Below 50.

52. Enrollment Status?

- a. Full-time
- b. Part-time

53. Do you identify as a person with a disability?

- Yes
- No

54. Approximately how many hours per week did you spend studying for this course?

< 2; 2 to 5; 6 to 10; 11 to 15; More than 15.



Senate Student Caucus
March, 2023
Office of Student Experience Update
Dr. Phebe Lam, AVP Student Experience, Acting

UPDATE from Last Meeting on January 23, 2023

Main OSE (AVP-SE):

- **Naloxone Training** – Three front facing main areas have been trained (SMRS, Campus Police and Residence Leads). Residence is also now equipped with (4) registered and controlled naloxone kits monitored by Health & Safety. We are still awaiting the approval to post additional kits at CCP and SMRS. Next tier of training is to take place in the coming months for Student Health, Counselling and Wellness Services, OSE Directors, and optional campus staff.
- **Campus Personal Safety Alarms** – ongoing. At the end of December, during exams, we launched the distribution of the personal safety alarms. We have issued all 500 of the first order of student alarms funded by the President’s office. An additional 500 alarms are available to staff to pick up, funded by the Office of VP EDI. We have received another 500 alarms supported by the Office of the Provost and have begun distribution to students across campus. A Campus safety grant proposal was funded \$15,000 to purchase more alarms for distribution this year.
 - Personal Safety Alarms continue to be available at the following locations for students:
 - The Student Centre front desk
 - Leddy Library front desk
 - Campus Community Police head office (2455 Wyandotte St W.)
 - Campus Community Police downtown office (300 Ouellette Ave, Rm. 4009)
 - WalkSafe main campus (Student Centre 2nd Floor, Rm. 233)
 - WalkSafe downtown campus (Armouries building, Rm. 125)
- **Community Clean Up Day:** To build community and connection, as well as wellness, getting outside and being active. This initiative is held two times a year, one in Fall and the other in Spring. Next Community Clean Up Day will be March 29th, 2023.
- **Welcome Coffee event to new students Winter 2023** - Wednesday, January 25 - for all incoming new students starting their first semester as a Lancer. We are trying to drive traffic to the Starbucks at TLC. Approximately 1500 new students for Winter 2023.
- **Care & Support**
 - The **Care Navigator** has supported approximately 60 students over the past few months.
 - **Main Concerns:** primarily mental health related. Financial and housing concerns has increased these past few months and comorbid with academic concerns.
- **Collaborations external to OSE:**
 - **Student Centre:** In collaboration with Office VP EDI, BIDE, and PMB: Review of the flags in the Student Centre
 - **CMHA & OSE** - Bridging community partners to work on student initiatives (in process).
 - **Windsor Police Services (WPS):** AVP-SE in collaboration with OSE to support a research grant to educate students on human trafficking and sexual violence.
- **Other collaborations and special projects/initiatives:** on pause until new AVP-SE (Dr. Shettina Jones) begins May 15, 2023.

RESIDENCE SERVICES:

- Partnered with the **Writing Support Centre and Academic Advising** to provide workshops and advising within residence during evening hours.
- Partnered with **Dept. of Athletics** to promote residence student attendance at games including promotions and financial support towards transportation.
- **Black Leadership & Excellence LLC** is partnering with Career Development and Experiential Learning for a resume & summer job search workshop.
- **Resident Assistants and Community Assistants** have been continuing to offer regular community engagement and wellness opportunities for our students.
- **Current Student Concerns:** Worked with campus partners to provide temporary housing for students in need.

INTERNATIONAL STUDENT CENTRE

- **Suitcase to Backpack & Mentoring**
 - 6-week transition program (help gain life skills and transition to life in Windsor and the University).
 - 300 participants during January and February 2023
 - Topics included: Socializing and Networking, Being a Good Roommate, Safety, Student Respect and Empowerment, Health, Counselling and Wellness.
- **Nursing students** pairs of 4th year student interns participated in consecutive 6-week internships with a focus on wellness programming.
- **LancerCare Week**
 - Participated in Lancer Care Week by hosting a FIKA (coffee wellness break) in the Student Centre atrium. We offered four international coffees, and 2 international teas were offered along with international sweets for hundreds of students. Cocktail tables and lounge seating were provided.

CENTRE FOR STUDENT LEARNING EXCELLENCE (STUDENT ASSESSABILITY SERVICES-SAS, WRITING SUPPORT DESK-WSD, CENTRAL ACADEMIC ADVISING-CAA)

- **New Interim Director**, Dr. Anouchka Plumb, started January 2023 in Student Accessibility Services and the Writing Support Desk. As of March 1, Dr. Plumb began her leadership in Central Academic Advising.
- **Services:** All offices interact directly with students either in-person or online.

TURTLE ISLAND INDIGENOUS EDUCATION CENTRE

- Many events to promote wellness and connection.
 - **Pow Wow** (May 11-13, 2023) at UWindsor.
 - **March Break camp** for Indigenous High School students in grade 11 and 12, this past week.
 - **Newly renovated Indigenous Education Centre** Open House, on Feb 2, 2023 (carpet, paint and accessible furniture).
 - **Discord** - Catch up with peers, find out about socials (such as game and movie nights), regular engagement, and more! <https://discord.gg/BpJtXxQRQH>.

STUDENT SUCCESS AND LEADERSHIP CENTRE (SSLC)

A new semester brings opportunity to highlight mental health and wellness and the support/resources at UWindsor and in the Community to support students in their integration to campus and student life.

- **Winter Transition Programming JUMPSTART:** for students to learn about campus resources and supports, develop success strategies, engage with campus life Winter Orientation and the JumpStart transition program.
- **Retention Programs:** Started our two retention programs again this semester BounceBack (BB) and BounceBack 2.0 (for BB grads). Five years of data demonstrates program success - built on positive psychology, enhancing personal strengths and academic skill development.

- **Summer Transition Programming**
 - **Student Success and Leadership Centre/Student Ambassador collaboration** – The SSLC and the Recruitment Office are collaborating on a community building initiative that will create earlier connections with our incoming Lancers in an effort to increase attendance at Head Start and Welcome Week, reduce melt and build Lancer pride.
 - **LEAD** program recruitment – more than 90 applications from upper year students have been received to become involved in developing leadership skills, creating community, and participating in orientation programming to welcome our newest Lancers in summer 2023!
 - **Welcome Week** - is a fall orientation program designed for incoming undergraduate students. This program helps students make connections with their peers, the campus community, and their professors, and prepares them for a successful September start. Initial planning has begun! Collaborations with student unions, student societies,
 - **Head Start** – Summer student staff positions have been posted on MySuccess. We're excited about announcing this summer's dates for in-person orientation programming:
 - **Friday, July 7th** - Faculty of Arts, Humanities and Social Sciences & Education Day
 - **Saturday, July 8th** - Science, Nursing & Education Day
 - **Friday, July 28th** - Engineering, Business & Human Kinetics Day
 - **Saturday, August 12th** - All Faculties & Mature, Transfer, Part-Time Day
 - **Wednesday, August 16th** - Mature, Transfer, Part-Time Session (Virtual / Online)
- **Leadership Programs:** creating social connection and professional confidence
 - **UWill Discover** (2023: March 20 - 24 and March 31) is a university-wide conference where students present their research, research reflections, and creative work. UWill Discover prepares students for academic conferences and connects our students to international networks through our scholar.uwindsor.ca portal. The conference provides nearly \$10,000 in awards to our top presenters.
 - **Lancer Leadership Conference** is a student-driven conference where students explore leadership envisioned on their interpersonal experiences in organizations and opportunities to learn about international frameworks for leadership such as the United Nations Sustainability Development Goals. This year's theme was Followership.
 - Friday, **February 3 & 4, 2023**, about 75 students gathered to network, learn about new leadership concepts, and interact with highly engaged students from the University of Windsor campus!
 - **Friday, February 3, 2023, at Erie Hall 1120**
A free screening of the Seeds of Vandana Shiva was enlightening and a catalyst for conversation about leading change. An excellent kick-off to the Lancer Leadership Conference.
 - **Saturday, February 4, 2023 (Centre for Engineering Innovation room 1100).**
Keynote speaker [Linden Crain](#) shared his thoughts and words of encouragement to a keen audience. This was followed by a delicious lunch, a networking leadership poster session, and two interactive games in the afternoon. Learn more at the [Lancer Leadership Conference event website!](#)
- **Relay For Life** is March 24/25, 2023 at the TLC Fieldhouse. As of March 9th, more than 225 students have raised \$17, 800 toward their \$45K goal.

STUDENT HEALTH, COUNSELLING & WELLNESS SERVICES

- **Hours of Operation:** Student Health, Counselling and Wellness continues to operate 8:30 am- 4:30 pm with 24/7 MySSP counselling available.
- **Independent Consult:** Student Health, Counselling and Wellness Services recently received the final report of an independent consultation with Keeling and Associates which provided a roadmap to

improving services delivered to students. These recommendations will look to increase staffing and provide continuous integrated care across Student Health, Counselling and Wellness.

- **Campus Advancement Work:** Representatives from Student Counselling and Wellness are currently serving on the Campus Mental Health Strategy Advisory Committee (2) and the Employee Mental Health Strategy Steering Committee (3).

Student Health Services

- **New Staff:** Student Health Services is pleased to welcome some excellent additions to our staff. Dr. Dema Kadri, Ravyn Lambkin, Registered Nurse, and Ashley Vitale, Mental Health Nurse have recently joined our team. They come from a variety of health care backgrounds including emergency medicine and mental health care. Along with the rest of the campus, we look forward to continuing to support a staff that reflects our diverse student population.
- **Monthly Stats:** Student Health Services saw **944 students in January 2023** and **973 students in February 2023**.

Student Counselling Centre

- **New Staff:** Student Counselling Services has recently hired new counsellors in the areas of Engineering and Human Kinetics to support an increase in demand since the return of in person services in September 2022.
- **Monthly Stats:** Student Counselling Service saw **747 students in January 2023** and **682 students in February 2023**.
- **Exam Support:** Counselling has increased the number of single session appointments available to students during the month of March, to help students in need during exam time.
- **Group Therapy:** Counselling currently has open enrollment in groups that focus on topics such as mindfulness, managing stress and dealing with procrastination.
- **Relocation:** Plans were finalized to move Student Counselling Services office to a dedicated space within Residence West with a projected move in date of January 2025.

Wellness Office

New Initiatives

- **Wellness Workshop Series - Bloom:** A four-week workshop series developed by the Wellness team that offers participants the opportunity to get creative, connect with others, and explore strategies for coping, self-care, and personal growth as we navigate the second half of winter semester. Participants will meet weekly for two hours throughout March to design their own personal journal with a professional artist (Laura Pepper from Recruitment), plant sunflower seeds, set goals for the rest of their semester, and learn tips for supporting their well-being in a caring and welcoming environment. Interest in this group has been strong and seats filled within a week.
- **safeTALK Suicide Prevention Training:** MySSP will be delivering a safeTALK session for our campus on March 29th, 2023. Interest was strong from staff and there is currently a waitlist.
- **Building Connection in Crisis - Campus Mental Health Training Retreat:** Wellness is in the process of planning a one-day early summer training retreat for faculty and staff focused on supporting students in crisis. Sessions will include QPR suicide prevention, Responding to Disclosures of Sexual Violence, and Identifying and Supporting Students in Distress. Morning refreshments and lunch will be served. Registration to open in the coming weeks.
- **Eating Disorder Awareness Week:** Wellness coordinated 3 booths on campus for the Bulimia Anorexia Nervosa Association to raise awareness during EDAW.

Updated Information

- **It Matters that You're Here Implementation:** Since launching our suicide prevention initiative, we have continued to build our online presence through regular posts that spotlight campus care champions and highlight psychoeducation from the It Matters that You're Here website.

- Since being released in October, the video has received more than 20,200 views across platforms.
- Six mini videos are currently under development, adapted from the main video for more variety in promotions. Aiming to get these up on screens across campus.
- We recently developed Care Champion posters that feature photos and message of care from our Care Champions and are in the process of distributing across campus.
- We are also still accepting messages of care from the campus community and are sharing selected messages on our Wellness Instagram page. We will begin recruiting 2023-2024 Care Champions in late spring. Work is ongoing.
- Sweaters/t-shirts are being developed with designs that will feature messages of hope and care from the It Matters that You're Here video. Will be available for purchase by the UWindsor community, with the goal of turning suicide prevention messaging into everyday awareness and conversation through meaningful and highly visible means. Clothing items will either be sold at cost or to raise funds that will go directly to support UWindsor students in need.
- **Outreach Booths:** Wellness is hosting 13 outreach booths in partnership with MySSP Campus Ambassadors (12 booths) and the Peer Support Centre (4 booths) during the winter 2023 semester. Booths share resources and mental health information, engage students in conversation about services, etc.
- **Transition Events:** Wellness continues to attend transition events, including the Feb. 2023 Suitcase to Backpack session hosted by the International Student Centre.
- **Mental Health Presentations:** Ongoing by request. Recent presentations include coping skills presentations for Introduction to Psychology and Political Science. Upcoming presentation scheduled for Masters of Management.
- **Social Media:** Ongoing social media outreach, mental health awareness, and skill building via [Instagram](#) with a continuously growing follower base. Since launching in January 2022, we have gained 1025 followers. Receiving ongoing interest and engagement with suicide prevention content.
- **MySSP:** Coordinating campus engagements for MySSP Campus Ambassador student volunteers to promote MySSP's 24/7 multilingual counselling line.
- **Lancers Care Week/Bell Let's Talk Jan 23-27:** Lancers Care Week was a great success despite inclement weather. Final numbers include: 32 campus and community partners offering 7 mental health training sessions, 8 holistic well-being workshop sessions, 10 events, 8 mental health booths, and a Student Support Services Fair on Bell Let's Talk Day featuring 14 campus and community support services. Information about campus partner involvement can be found in previous update. Feedback from partners and attendees was positive.

Ongoing Work

- **Blue & Gold Folder Project:** The Office of Sexual Violence Prevention, Resistance, and Support & the Wellness Office are continuing to collaborate on the coordination of a working group with 17 campus partners to map out campus resources and referral sources, which will then be developed into a folder with mental health and wellness support resources distributed across campus to faculty, staff, and student leaders. The Blue & Gold Folder Project will become a functional campus tool that offers the information needed to provide referrals and resources to students in need of support.
- **Mental Health & Wellness Peer Advocate Volunteer Program:** Ongoing development of student volunteer program. Structure and training content in progress. Will include volunteer roles dedicated to EDI-focused mental health initiatives, graduate student-focused initiatives, transition initiatives, etc. Will also provide opportunities for campus partnerships within the program.
- **Workshop Development:** Members of the wellness team are currently working to develop new mental health focused workshops for campus. Current topics under development: (1) Fostering Psychological

Safety Among Peers and (2) Diversity, Intersectionality & Cultural Safety in Student Mental Health Leadership. Once finalized, workshops will be piloted with student attendees.

- **Program Evaluation:** Members of the wellness team are currently working to develop a comprehensive program evaluation framework for the Wellness portfolio. This is a large undertaking that will be built over time.
- **CACUSS Conference Proposal:** It Matters that You're Here: A Campus Collaboration to Prevent Suicide. Submitted proposal to present on UWindsor's new suicide prevention initiative at national CACUSS conference in June 2023. Outcome TBD.
- **Campus Mental Health Collaborative:** Wellness will be bringing together a working group with campus partners to begin developing out our Campus Mental Health Collaborative, which will function to provide a platform for forging mental health partnerships and campus-wide opportunities for supported mental health initiative development, broadening the scope and reach of mental health and wellness promotion on campus. *No updates to report – still in progress.*
- **Daily News partnership:** Currently in talks with PAC to publish regular spotlights on our It Matters that You're Here Care Champions in the Daily News throughout the year to increase reach of their impact and work to embed suicide prevention into campus culture. *No updates to report – still in progress.*
- **Other:** Exploring ideas for reaching all incoming students with information about mental health services and supports before they land on campus.

BIDE Institute

- **Wellness Lounge:** Second floor Dillon, final furnishings and will have a grand opening on March 23rd, 2023 to coincide with EDI Week. furnishing is in its final stages, and we have engaged in a lot of feedback from students as to what they would like this space to look like and what supports will be available to them in this space.
- **Care Cabinet:** follow us on IG, you know we are currently preparing for our launch of the care cabinet located adjacent to the wellness lounge. The care cabinet will serve as a resource for students who may require support in receiving day-to-day living needs beyond what the food pantry can offer.
- **Collaboration with Human Kinetics:** Something exciting is the collaboration with Faculty of Human Kinetics, we are expanding the BIDE Wellness lounge throughout campus. HK would like a dedicated space at the TLC, which will be converted to a student gathering space, with a satellite Care Cabinet there... upcycling old lockers to hold items for students, hygiene products, school supplies, clothing items.
- **Grayson McKenna's family:** Memorial Plaque and to name a locker in honour of him.
- **2SLGBTQIA+ Drop-in Centre** continue to provide student support through peer support counsellors, as well as the Mentorship Peer Program has also been a great source of support for students this past semester. The drop-in Centre as is preparing to relaunch this semester.
- **Student Care Packages:** In a collaboration with Alumni Association BIDE created care packages for UWindsor students in the past and is revisiting this semester.
- **Belonging Celebrations:** February saw the first Lunar New Year celebration be brought to campus. From 10:00am-2:00pm students were invited to join the BIDE team in the CAW Commons for traditional food, music, and activities! Around 300 students were in attendance.
 - The team is currently working on bringing a Multicultural Bake Sale where a portion of the proceeds will be donated to earthquake relief in Syria and Turkey.
- **Graduate Student Focused Care:** BIDE recognizes that across faculties, graduate students feel isolated and alone in teams which can have a detrimental effect on mental health. Additionally, there are elements to graduate life that add to the stress of pursuing education both on and off campus. BIDE is establishing a series of meetings with representatives from each master program (especially course-

based masters) to identify and address factors contributing to their overall mental health and well-being.

- **BIDE Menstrual Equity Initiative:** The BIDE team has been working over the past few months to further our menstrual equity initiative in which we aim to bring free menstrual products to those who need it across campus.
 - Discreet access to accommodate non-binary students who may be less comfortable asking for products.
 - Ensures that accessing products needed for menstrual health does not act as a barrier to students.
- **Social Media Highlights:** Aya El-Hashemi, the Executive Director of Communications has been contacting clubs and groups across campus to begin a social media series highlighting various cultural, ethnic, and spiritual clubs on campus. Keep an eye on the social media pages as this initiative starts off.
- **BIDE Gala:** Official Date: March 17th, 2023. The team is currently in the preliminary stages of establishing the foundation for the BIDE gala we are looking to host. Our primary goal at this time is to create an event that is affordable for students to attend as we acknowledge and celebrate those within our campus that have pursued E.D.I-focused initiatives to create braver and safer spaces for students on campus. Working out details of location, new TLC track.
- **EDID Week:** The BIDE Team is planning their programmes for this year's EDID Week. The date has been set for Thursday, March 23rd, 2023. This year, they will heading the official launch of the Wellness Lounge during the day. In the evening, the team will be bringing back its Speaker Series event after seeing tremendous success last year.
 - All events will be available for hybrid participation.
 - Excited to share that this years' Speakers will be Sarah Mushtaq, Director of Equity, Inclusion, Diversity, and Anti-racism at Windsor Regional Hospital, and local historian, educator, and author Irene Moore Davis.

LANCERS RECOVER: supporting and connecting students in recovery (peer-to-peer mentoring model)

Lancers Recover has been building out resources, referral networks, and actively promoting the service on campus, supporting and connecting students in recovery using a peer-to-peer mentoring model. Lancers Recover has been consistently working with students on campus to connect individuals with shared experience, normalize the recovery identity on campus, provide an intentional, recovery-informed space, and facilitate social activities for students without the use of alcohol or other drugs. Lancers Recover supports all pathways to recovery.

- **Recovery Meetings:** Lancers Recover has held weekly all-recovery, all pathways mutual aid meetings in the faculty advisor's research lab (Chrysler Hall South, room 275A).
 - Three students have continued SMART Recovery training, which we aim to bring to campus once the training has been completed. These are peers that can lead recovery group meetings and support those that would like independence from addiction and problematic behaviours and learn how to support multiple pathways to recovery.
- **On-Campus Education and Normalization of the Recovery Identity:**
 - A two-hour **Recovery Ally training** was delivered during Lancers Care Week. Recovery Allyship training is designed to help normalize conversations about substance use and recovery and learn ways in which we can all support individuals struggling with their substance use.
 - Lancers Recover has delivered **Naloxone Training** sessions for front-line campus supports, in coordination with the Office of Student Experience and in partnership with the Windsor-Essex Community Health Centre. Six training sessions have been delivered thus far to SMRS, Campus

Police and Residence Leads, and Student Health; Additional training is planned for Counselling and Wellness Services, OSE Directors, optional campus staff.

- A **Naloxone Information Booth** was held during Lancers Care Week. Open to the whole campus, the event provided information about the importance of naloxone, safe usage, and a brief training. Personal-use naloxone kits were available for distribution on-site, in partnership with the Windsor Essex Community Health Centre.
- Lancers Recover held **information booths** at the Services Fair during Lancers Care Week and at the OPUS Winter Social event.
- Lancers Recover is actively developing a five-minute **informational video** about the program which will be used to showcase the services offered and to normalizing recovery and recovery supports on campus. The video will also be used in a grant application for programmatic funding from a community organization.

- **Sober Social Events:**

- A **Spoken Word Poetry** event was held in January at the Green Bean Café, in partnership with the Peer Support Centre and UWinPride. The event featured 3 hours of student-performed poetry and music.
- Free attendance to a **Detroit Pistons Basketball game** was offered in partnership with the Phoenix.
- **Phoenix fitness classes** began in January at the Toldo Lancer Center, held biweekly on Mondays at 7pm for any student, staff, faculty, or community member wishing to engage in a sober active community. The Phoenix offers volunteer-run virtual and in-person classes free for any person with 48 hours of continuous sobriety. Fitness classes at the TLC are volunteer-led functional fitness classes.
- Lancers Recover hosted an off-campus **board game night** for students and community members, located at Serenity Coffee House.:
- Lancers Recover held an **information booth** on St. Patrick's Day alongside the Prevent Resist Support office and other campus groups.
- Lancers Recover held a **St. Patrick's Day Board Game Night** as a sober alternative for social fun.
- Lancers Recover will be planning an information and fundraising campaign around **Collegiate Recovery Day** in April – details TBD.
- Lancers Recover is currently collecting interest for students to attend the **2023 ARHE/ARS/AAPG Annual Conference and HECAOD National Meeting** in June and will be fundraising to cover registration costs for students in recovery.