



NOTICE OF MEETING
There will be a meeting of the
Senate Governance Committee (SGC)
Tuesday, May 12, 2026, at 2:30-4:30pm
LOCATION: Room 209 Assumption Hall or MS Teams

AGENDA

- 1 Approval of Agenda
2 Approval of the minutes of the meeting of February 25, 2026 SGC260225M
3 Business arising from the minutes
4 Outstanding Business
5 Reports/New Business
5.1 Report of the Research Ethics Board (April 2025 – March 2026) Shanthi Johnson-Information SGC260512-5.1
5.2 Policy on Eligibility to Apply for and Hold Research Funding Shanthi Johnson-Approval SGC260512-5.2
5.3 UCAPT Report on Renewal, Tenure/Permanence, and Promotion Processes Erika Kustra-Information SGC260512-5.3
5.4 Memberships
5.4.1 Senate Standing Committees JJ McMurtry-Approval SGC260512-5.4.1
5.4.2 Discipline Appeal Committee, Procedural Irregularity Committee, SGC Nominating Committee, SGC Special Appointments Committee, SGC Bylaw Review Committee JJ McMurtry -Approval SGC260512-5.4.2
*5.4.3 Senate Membership (2026-2027) JJ McMurtry-Information SGC260512-5.4.3
*5.4.4 UCAPT Membership JJ McMurtry-Information SGC260512-5.4.4
5.5 Review Committee on Employment Equity (RCEE) Annual Reports – 2023-2024, 2024-2025 Marium Tolson-Murthy-Information SGC260512-5.5
5.6 Policy on Research Centres and Institutes – Revisions Shanthi Johnson-Approval SGC260512-5.6
5.7 Draft Strategic Research and Innovation Plan and the Draft Research and Innovation Strengths Shanthi Johnson-Approval SGC260512-5.7
5.8 Proposed Revisions to Bylaws 2, 54, and 55 Phil Dutton-Information SGC260512-5.8

6 Question Period/Other Business

7 Adjournment

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate resolution, '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

Office of Research Ethics

RESEARCH ETHICS BOARD REPORT TO SENATE

April 2025 – March 2026

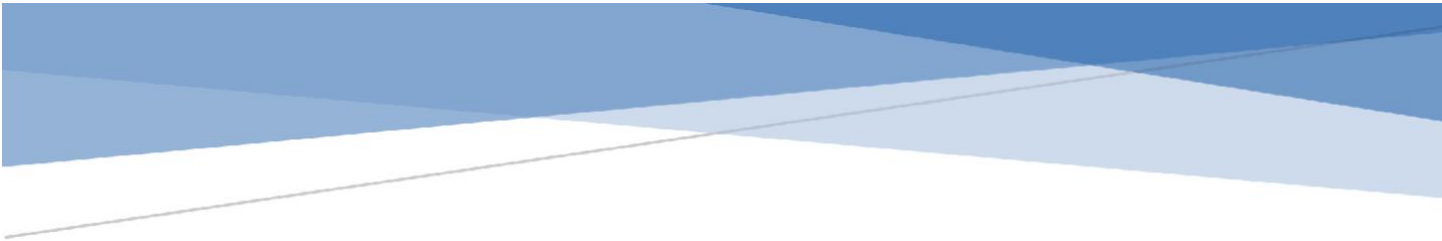


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EXECUTIVE SUMMARY

The Research Ethics Board (REB) Annual Report 2025-2026 is written in accordance with Tri-Agency requirements to provide information to the institution regarding its work over the course of the year. The report also informs senate of future projects, and resources needed for the REB to fulfill its mandate.

In addition to reporting on protocol reviews, through the **By the Numbers** section, we are excited to report on important infrastructure activities including creation of **Human Research Policy Suite**, now Senate-approved, the amalgamation of REB subcommittees, additional training and communication, and the **Amnesty and Compliance** process. This report also highlights increases in review and administrative pressures and offers solutions to support continued growth in research and innovation under the Four Pillar Framework.

INTRODUCTION

The University of Windsor has experienced a year of many changes across the campus. This was also reflected within the Office of Research Ethics (ORE) and the Research Ethics Board (REB). In response, the ORE, with the Interim REB Chair have worked diligently towards establishing policies and procedures, and to formalize streamlined processes, mechanisms, and forms. These aim at providing faculty members and students who conduct human research greater understanding of what is required of them, and to facilitate adherence to ethical standards and compliance with regulatory requirements. These are concrete steps in our goal to develop an institutional culture of research ethics and compliance at the University, necessary for increasing its competitiveness in research grants, partnerships, awards, and academic research profile.

RESEARCH ETHICS GOVERNANCE

Governance of research ethics is a joint effort between the REB, the Vice-President, Research and Innovation (VPRI), researchers, and Senate. Until this year, the University utilized the Guidelines for Research Involving Humans, a comprehensive document created primarily for researchers. Aspects of the Guidelines are useful as guidance or information; however, as a quasi-policy, they did not meet the requirement for the Tri-Agencies. As of April 2026, the University now has the Policy on Human Participant Research and related documents, known as the Human Research Policy Suite.



Human Research Policy Suite

The Human Research Policy Suite (HRPS) was approved by Senate following consultations across various levels and advisory boards. It contains the following documents:

- Policy on Human Participant Research
- Research Ethics Board Structure, Application, and Review Procedure
- Roles and Responsibilities Procedure
- Appeals Procedure

The HRPS outlines the structures, roles and responsibilities the University attests to for maintaining, supporting, and resourcing an ethical and compliant human research enterprise. These are essential for fostering an institutional culture of research ethics, as this culture demands that all roles are understood and can be relied upon. We call upon all researchers to read the documents and integrate their components into the development and conduct of human research. Please see **Appendix 1**, which depicts the relationships and responsibilities between the ORE, REB, and researchers through the ethics review process.

RESEARCH ETHICS BOARD STRUCTURE AND FUNCTIONS

Overview of Changes to the University of Windsor Research Ethics Board (UWin REB)

Over the past year, Offices of the VPRI, Research Integrity and Services (ORIS) and ORE have worked with the Interim REB Chair, Dr. Rachel Zand, to implement a variety of changes to the UWin REB and its processes and procedures. These were conceived and executed to provide faculty, staff, and students with effective ethics review processes, while reducing administrative burden and complexity for the REB and improving our institutional compliance with Tri-Agency requirements.

University of Windsor REB and Committees

In the 2025-26 academic year, the Sociobehavioural and Biomedical REBs were collapsed into one University of Windsor (UWin) REB to review all disciplines, fields, and methods of faculty-level, graduate student research, and external research for which the UWin REB reviews through a Board of Record (BoR) agreement or Memorandum of Understanding (MoU). Five Delegated Reviewers, who are members of the UWin REB, in addition to the Interim REB Chair and Manager, ORE provided reviews for research determined to be no greater than minimal risk. Two department level Research Ethics Committees for undergraduate course-based research were retained – Human Kinetics, and Psychology – and the Indigenous Review Committee was also kept for review of research that involves participants populations or communities that are from First Nations, Inuit, and/or Métis Peoples. In addition to TCPS Chapter 9, they also consider the research from wholistic perspectives and other ways of knowing, OCAP© principles, and Indigenous data sovereignty.



The UWin REB met at least monthly, and sometimes semi-monthly, to review human research studies identified for Full Board review. Studies that were escalated to Full Board were normally greater than minimal risk, involved physically interventional procedures, proposed collection of sensitive data, were complex, and/or involved large populations of research participants.

REB Membership and Recruitment

In accordance with REB Structure, Application, and Review and UWin REB Terms of Reference, quorum for the UWin REB follows the Tri-Council Policy Statement: Ethical conduct for research involving humans (TCPS, 2022). The REB requires a composition necessary to review the fields, disciplines, and methods that are submitted to the board for review: a member knowledgeable in ethics, a member knowledgeable in the laws applicable to the research (for biomedical research), and community members who are not affiliated with the University. Representation from all faculties and departments that conduct human research is essential to ensuring quorum and efficiency in ethics review. The UWin REB membership is listed in **Appendix 2**. Membership affiliation compared to volume of new protocols from their respective faculty is displayed visually through the bar graph.

The UWin REB continued to have difficulty recruiting adequate representation. Through the course of the year, we have impressed at VPRI committee meetings, including those with Deans and ADRs, the need to recognize REB work as faculty service, and to provide members to serve on the REB. Direct e-mail communications have also been sent to Deans to assist in recruitment. Neither of these strategies have worked. Without adequate representation, the REB may not have expertise to review protocols from these departments in a timely manner. We are open to creative solutions, such as position-sharing/alternates, and encourage Deans and ADRs to contact the Manager, ORE and/or Interim REB Chair with potential candidates who have expertise in human research. The time commitment is approximately one day per month.

Training and Continuing Education

REB members, like all researchers, must have a certificate of completion for the Course on Research Ethics (CORE). Over the year, the members received additional training for how the new UWin REB functions, how to review research with proportionality, and how to write actionable comments. Further sessions planned for the coming year include Personal Health Information and requirements for privacy, confidentiality and data security, and considerations for understanding Research Data Management (RDM) from an ethics perspective.

Educational sessions will be extended in the coming year to faculty, staff, and student researchers, and to faculty supervisors. Deans, ADRs and course instructors are also welcome to request general or specific training for their members and students.



OFFICE OF RESEARCH ETHICS ROLES, RESPONSIBILITIES AND STRATEGIC INITIATIVES

Staffing

“It is critical that institutions provide appropriate administrative resources to REBs (e.g., research ethics administration staff, a research ethics office) for the effective and efficient operation of the REB.” (TCPS Article 6.2)


The ORE is made up of a staff complement of two (2) full time members: the Manager, ORE, and the Research Ethics Coordinator, currently in Unifor. The latter position was subject to the “bumping” of last summer, which involved intensive training of a new staff member throughout early fall to stay apace with application volume and review schedules. The Research Ethics Coordinator position is specialized and requires knowledge and expertise that are specific to the research ethics environment and are beyond general research administration. Essential Qualifications include comprehensive and continuing training situated in the TCPS, Canadian and US regulatory requirements, and Research Ethics administration.

The Manager, ORE also provided extensive support to the Interim REB Chair upon her arrival in June, helping her to acclimate to the role and to the University culture. The ORE staff are recognized for their hard work and perseverance maintaining exceptional service through multiple changes and challenges throughout the course of the year.

Compliance and Amnesty

Part of the Interim REB Chair’s duties included reviewing, formalizing, and streamlining ethics review processes and procedures to ensure compliance with TCPS and other requirements. As part of the review, the ORE discussed issues of expired studies within the eRSO system that the ORE does not have the capacity or resources to deal with alone. Over 500 studies had expired out of compliance within the last three (3) years, and many more beyond then (oldest having been opened in 2002). This challenge needed to be confronted and resolved.

To do so, the ORE notified all researchers with lapsed REB approvals (clearances) up to three years old (see **Appendix 3**) and gave them one month to submit a Progress Report (PR) or Final Report (FR) to continue or close their studies in good standing. The ORE received PRs or FRs for over 60% of these studies, with a two-week extension on the deadline. For studies that were initially approved (cleared) 5 years ago or more and intended on continuing, a PR was approved for 6 months, along with a request to submit a new human research ethics application which substantially increases the ORE/REB workload. This brought the resubmission procedure in line with compliance requirements. All researchers who did not submit a PR or FR will be notified that their studies have been closed out of compliance, and they are expected to cease all research activities related to that protocol. Subsequent consequences may include, but will not be limited to, informing the relevant Dean, freezing of Tri-Agency funding, submitting non-compliance reports to the VPRI, and requiring additional training.



An additional 286 studies expired more than 3 years ago. Considering that researchers are responsible for maintaining up-to-date REB approvals, and that these researchers were notified through a similar process in 2023¹, the Interim REB Chair determined that these studies would need to be closed out of compliance. A final notice (see **Appendix 4**) will go to the respective researchers to give them the opportunity to respond immediately if they have a concern. The total number of files to be closed out due to compliance has not yet been determined. The ORE estimates final numbers being available in the summer once all processing is completed. A more formalized institutional compliance process is under discussion to ensure that expired studies will be dealt with at a pre-determined date post-expiry.

Amnesty Data²

Total Outstanding³	517
Progress Reports	112
Final Reports	288
Requests to Withdraw	11

We are thankful for the student who continues to assist us in processing compliance decisions with eRSO, and to the VPRI and ORIS for providing financial support.

“Ask me Anything REB”

On September 18, 2025, ORE staff and the Interim REB Chair held an open AMA REB event in the Zen lounge. Faculty, staff, and students attended to ask questions and meet the team, which included the new Interim REB Chair and Research Ethics Coordinator, and continuing Manager, ORE. A second event is scheduled for May 28, 2026.

Participation on Institutional Committees

The ORE team are members of committees that are relevant to research involving humans, their data and ethics review administration. These include the **OLC Advisory for RDM** and the **eRSO Modernization Committee**. The latter will be further discussed in the Activities section of this report. Participation on the **Research Safety Committee** ended in late fall, as other processes for communication were created by the VPRI and ORIS.

¹ The ORE identified that automatic notification of coming due mandatory reporting was not available, and has created a hybrid process which, due to limitations of the eRSO system, can only be partially automated and requires manual tracking for notifying researchers of coming due reports. While this immediately overcomes eRSO and vendor limitations, it does add additional burden to the ORE. The eRSO modernization process being led by ORIS is underway, and we expect this will help address challenges with manual processes.

² Researchers that contacted the office for information regarding outstanding protocols were provided with a comprehensive list of active files where they were listed as a PI or Co-I which prompted submissions for files that did not receive an Amnesty Email.

³ <3 years out of compliance as of October 31, 2025



BY THE NUMBERS (APRIL 1, 2025 – MARCH 31, 2026)⁴

Protocol review and monitoring activities occupy most of the REB and ORE's time. Each new application takes approximately 10-20 hours from point of submission to approval. This includes: initial processing for file completeness and assessment of readiness for review; determining whether there is expertise among the REB, or whether an ad hoc expert is also required; allocating assignments to REB members; time for members to individually read and/or review the protocol; Full Board meetings; editing and sending comments, and communicating with researchers; reviewing researchers' responses to comments and protocol modifications, decision-making; data entry and file processing. Pre-submission consultations, conducted by the Manager, ORE and/or Interim REB Chair with researchers can vary from several minutes to several hours and over multiple time periods depending upon the complexity of the protocol. See **Tables 1A-3B**, and figures within.

After protocols are approved, four areas of continuing review are managed by the REB. These are: Requests to Revise existing protocols; Unanticipated or Adverse Event reports; annual Progress Reports and Renewal Requests; and Final Reports. Post-approval Requests to Revise protocols can require minutes to several hours of the ORE and REB Chair's time depending upon the number of changes and complexity of the requests. Unanticipated and Adverse Event reports range in complexity and occur irregularly, requiring priority, and taking several hours for the REB Chair to review, communicate and/or meet with the researcher, sometimes communicate with participants, file documentation, approval, and follow-up. Progress Reports and Final Reports require less time as these tend to be straightforward descriptions of project process or conclusion. See **Tables 4A and 4B** and figures within.

Tables 1, 2, and 3, and the corresponding figures, illustrate the activity of the REB by level of review, principal investigator type, and by academic Faculty. In keeping with the TCPS principle of proportionate review (TCPS, Chapter 1C, Article 2.9, Article 6.12), **Table 1** shows that most protocols are reviewed by Delegated Review or through Executive Review by the Chair. **Table 2A** illustrates that most applications come from FAHSS affiliated researchers, with Human Kinetics and the Faculty of Education researchers submitting tied for second, followed closely by the Faculty of Science. **Table 3A** illustrates that most protocols over the academic year are graduate student projects.

Institutional partner applications, from organizations that hold a Board of Record agreement with University of Windsor, utilize UWin REB for ethics review, protocol oversight services, as well as consultation and guidance on research ethics issues. These institutions are Erie Shores Healthcare, Hôtel-Dieu Grace Hospital, the Windsor-Essex County Health Unit, and community organizations on a case-by-case basis. 'Other' applications refer to external researchers who are seeking to conduct research at the University of Windsor and are typically approved at another REB and receive

⁴ Due to the limitations of the eRSO database previously described, in order to produce the numbers required for this reporting, the ORE must track both manually and through the database to provide reporting.

Executively Review by the REB Chair.

New Applications

Table 1A: New Applications by Level of Review, January 1, 2025-December 31, 2025

Full Board	6
Delegated	130
Executive	75
Withdrawn	5
Total	216
Exempt	28

Table 1B: New Applications by Level of Review, January 1, 2026-March 31, 2026

Full Board	7
Delegated	34
Executive	28
Withdrawn	0
Total	69
Exempt	6

Table 2A: New Applications by Faculty Unit January 1, 2025-December 31, 2025

Faculty Of Arts, Humanities, and Social Sciences	58
Faculty of Human Kinetics	33
Faculty of Education	30
Faculty of Science	26
Faculty of Engineering	11
Odette School of Business	9
Faculty of Nursing	8
Faculty of Law	3
Office of the Provost & Vice President Academic	2
Information Technology Services	1
External (Non-UWindsor)	35
Total	216



New Applications by Faculty Unit (2025)

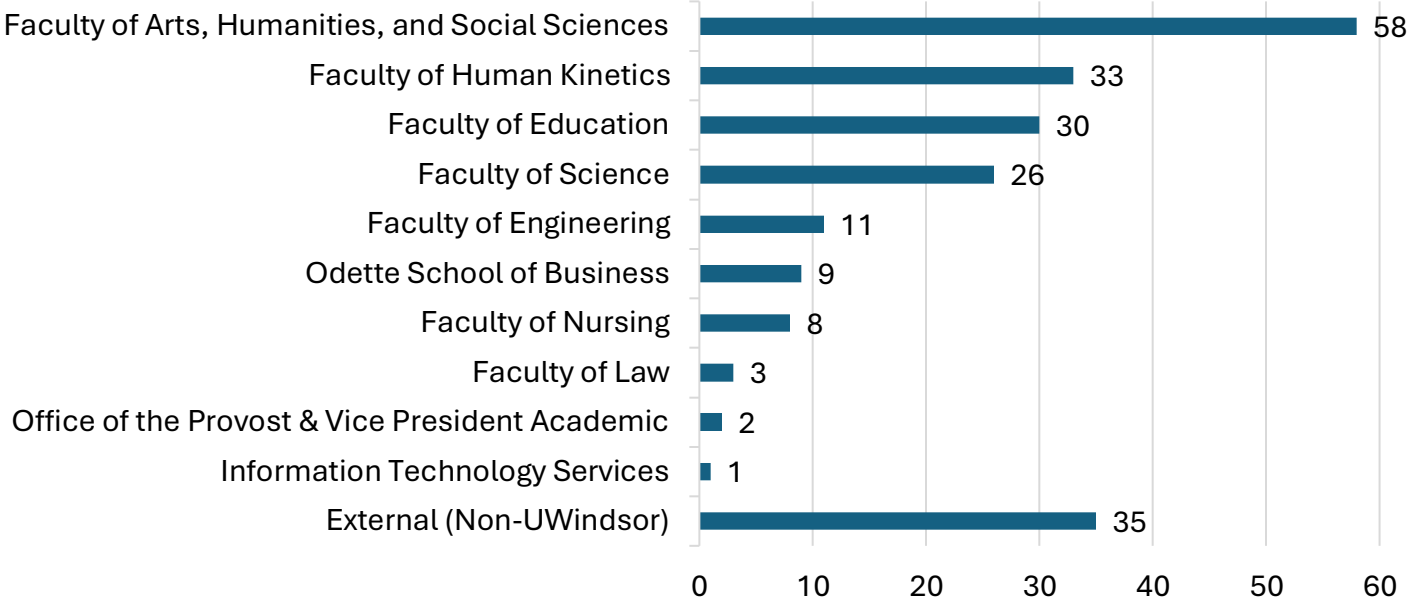


Table 2B: New Applications by Faculty Unit, January 1, 2025-March 31, 2025

Faculty Of Arts, Humanities, and Social Sciences	17
Faculty of Human Kinetics	15
Faculty of Science	5
Faculty of Nursing	4
Faculty of Education	3
Faculty of Engineering	2
Faculty of Law	2
Odette School of Business	2
Human Resources	1
Human Rights, Conflict Resolution and Mediation	1
External (Non-UWindsor)	17
Total	69



New Applications by Faculty Unit (01/2026-04/2026)

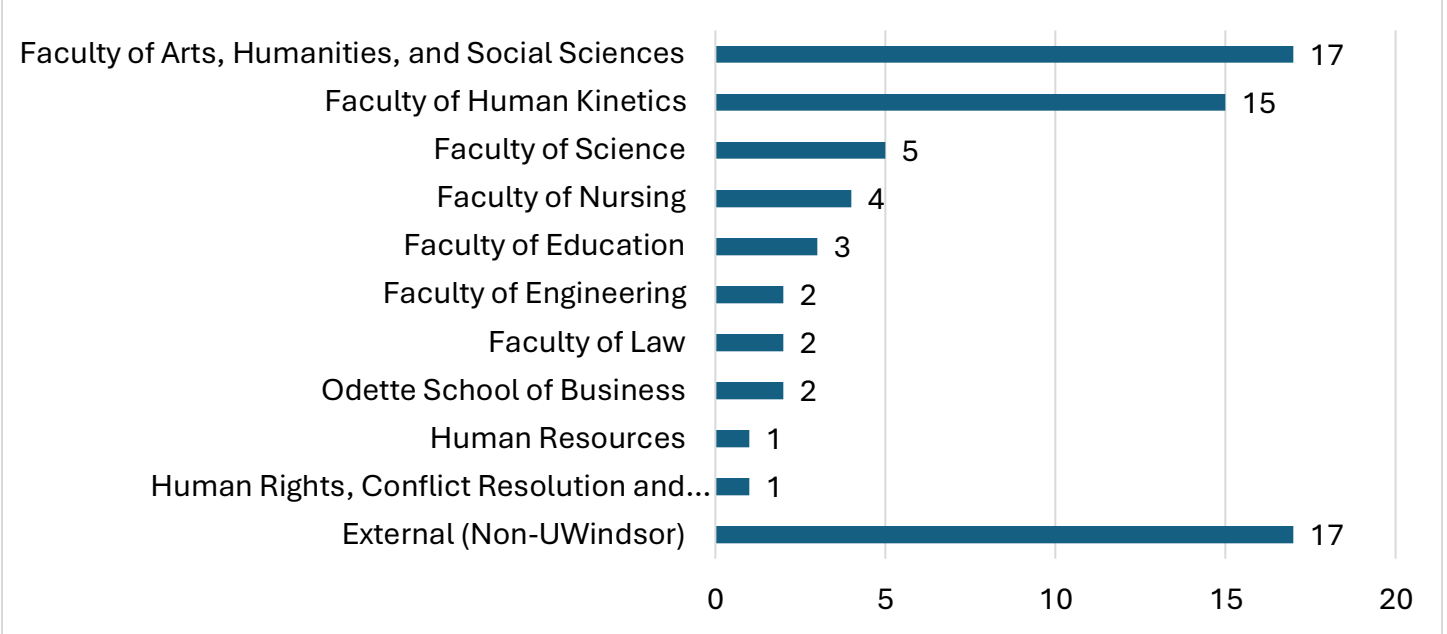


Table 3A: New Applications by Principal Investigator Type, January 1, 2025-December 31, 2025

Graduate Thesis	95
Faculty	69
Institutional Partners	22
Other Universities	20
Administrative	5
Undergraduate	3
Fellow	1
Other	1
Total	216

Table 3B: New Applications by Principal Investigator Type, January 1, 2026-March 31, 2026

Faculty	25
Graduate Thesis	21
Other Universities	15
Undergraduate	3
Institutional Partners	2
Administrative	1
Other	1
Total	69



Post-Approval Review Activity

Table 4A: Protocols requiring modifications, adverse events, and other monitoring, January 1, 2025-December 31, 2025

Approved (Cleared)⁵	193
Progress Reports	130
Final Reports	122
Requests to revise⁶	113
Files closed	79
Unanticipated/Adverse Events	10

Table 4B: Protocols requiring modifications, adverse events, and other monitoring, January 1, 2026-March 31, 2026

Final Reports	183
Progress Reports	103
Approved (Cleared)	81
Requests to revise⁷	32
Files closed	31
Unanticipated/Adverse Events	6

Growth in Human Ethics Review Applications

In 2023 (excluding 2020, 2021, and 2022 due to unusual fluctuations with COVID related volume) baseline, the ORE/REB received 203 new applications. In 2024, 243 new applications were received, a baseline increase of 19.70%, and in 2025 there were 216 new applications received, a baseline increase of 6.40% with average baseline growth rate of 13.05% in new applications alone. Note: averaging from baseline better captures the growth pressure in each year than a year over year up/down trend average.

⁵ As of November 2025, “approval” has replaced “cleared”, replicating the language of TCPS.

⁶ These numbers reflect protocol files in which revisions were requested. The total number of revisions reviewed and approved (cleared) is significantly higher as researchers submitted revisions through a Progress Report. However, the eRSO database does not provide the capacity to report this number of revisions per protocol.

⁷ These numbers reflect protocol files in which revisions were requested. The total number of revisions reviewed and approved is significantly higher as researchers submitted revisions through a Progress Report. This process has been changed in 2026, however, the eRSO database does not provide the capacity to report this number of revisions per protocol.

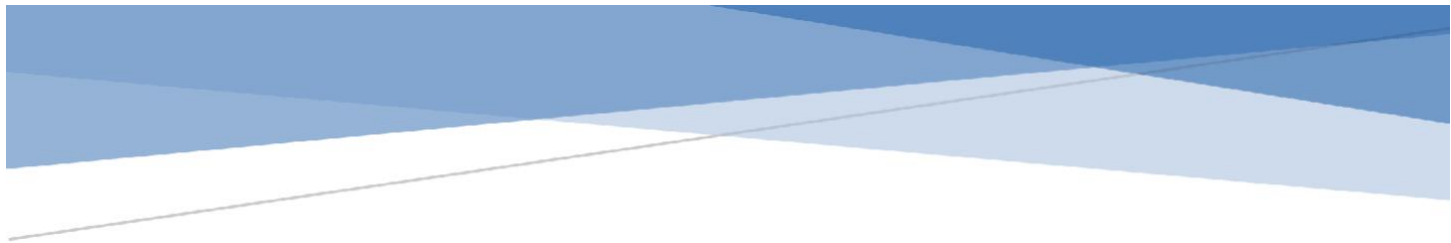
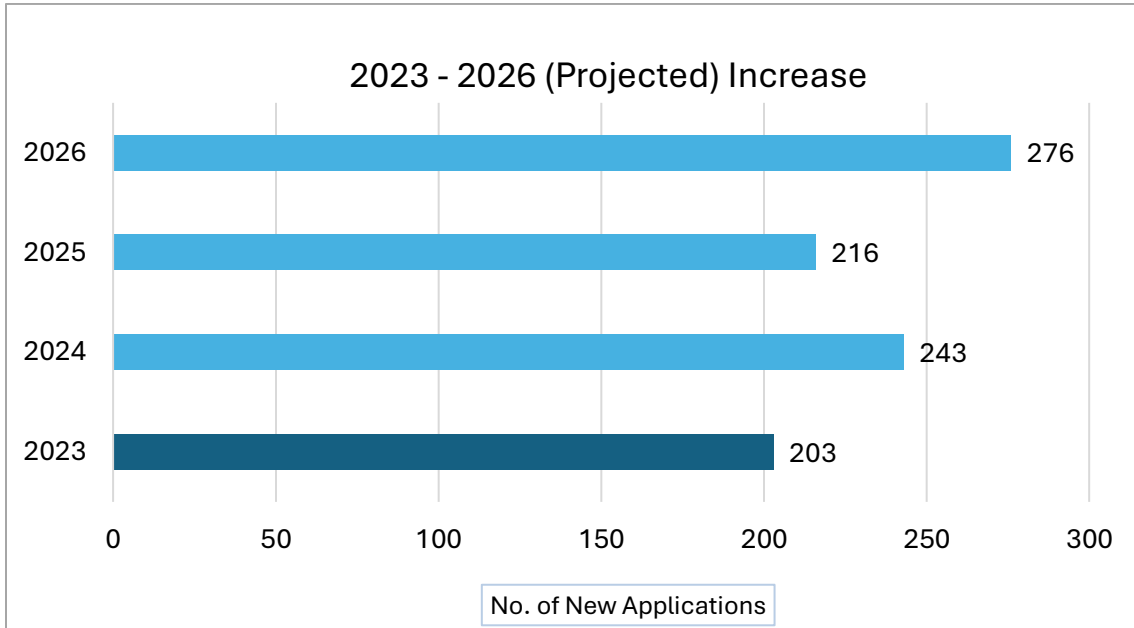
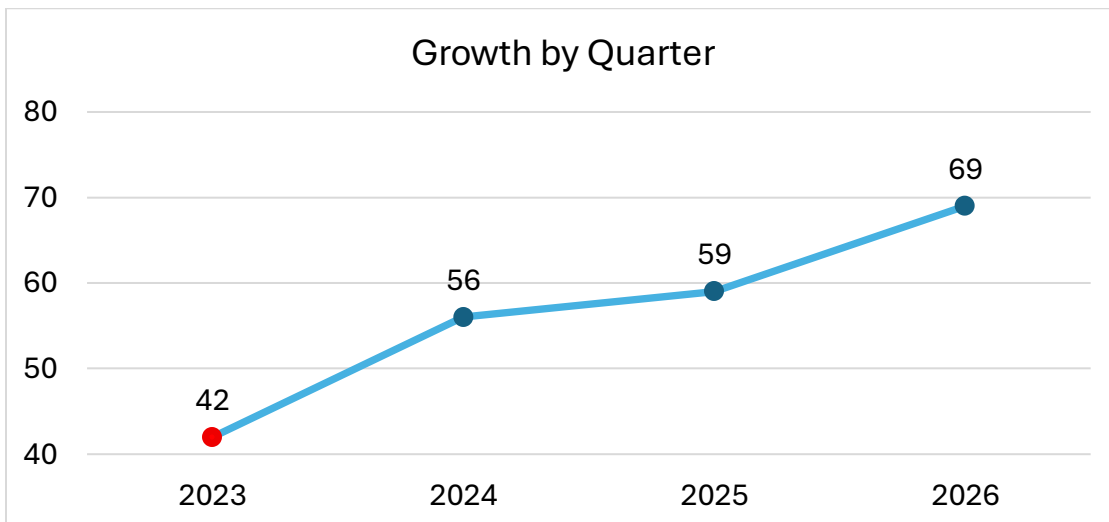


Table 5A: Baseline Growth Trend, 2023 – 2026 (Projection)



We have projected the total anticipated for 2026 by comparing Q1 submissions to those of previous years. The ORE/REB received 42 applications in 2023, 56 in 2024, 59 in 2025, and 69 in 2026. From baseline, the growth rate in 2024 ↑ 33.33%, in 2025 ↑ 40.48% and in 2026 ↑ 64.29%. If the 2026 trend continues based on quarterly numbers, i.e., first quarter by 4, the ORE/REB can project 276 applications by year’s end, a baseline growth rate of 35.96%. While some factors may mitigate total projection, the ORE/REB is still on trend for increased baseline growth in 2026 given quarterly upward trends aligning with final annual increases.

Table 5B: Baseline Growth Trend, by Q1





CURRENT AND UPCOMING ACTIVITIES

ORE/REB

The ORE/REB is working on several projects to enhance researchers' understanding of, and experiences with the ethics review process. These include the following projects:

- Website revision and updates
- New application forms and instructions
- Focus on roles and responsibilities for student researchers and supervisors
- REB recommendations on use of undergraduate participant pools for human research
- Training and education for researchers, supervisors, and REB members

eRSO Modernization


This is a large project that spans several units within the University. For the ORE/REB, a researcher submission portal compliant with, and specific to, our context is required to streamline services, create efficiencies, ensure file integrity, support monitoring and compliance, and allow for benchmarking and evaluation, as well as producing mandatory reports for Board oversight. The current on-line database (eRSO) used by the ORE/REB acts as a data repository, but cannot support these other functions.

The Interim REB Chair, Manager, Office of Research Ethics, and the REB Coordinator are part of a broader institutional committee which is being led by consultants to find a replacement for eRSO that will meet the needs of the ORE/REB and the broader research ecosystem. There is a current projected minimum 1.5-year runway time before implementation.

RECOMMENDATIONS AND CONCLUSIONS

Our overall recommendation is for Senate, through VPRI, ORIS, Deans, and ADRs to **support the need for recruitment and retention of necessary REB members.**

We need to recruit and retain faculty members to fill positions for expertise in the disciplines, fields, and methods that our researchers submit. We need to ensure quorum at each meeting, including in situations where faculty members are in a conflict of interest and must recuse themselves from review. We also need members that complete other parts of quorum, specifically members with legal expertise. As noted above, not having the requisite, qualified membership for quorum may result in the REB being unable to review research that is vital to the success of the University, e.g., if there is no member with legal expertise, the REB cannot review biomedical research; if there are no subject matter experts, the REB cannot adequately review related subject research. This is out of alignment with the institution's overall strategic planning initiatives and its more recent framework.



A robust REB with the necessary expertise aligns with the **Four Pillars Framework** and within the University’s broader **Aspire Strategic Plan**, fundamentally under its Mission: “To empower positive change through regionally and globally engaged inquiry, learning, scholarship, creative activity, and research”. In keeping with the President’s request for ideas under the Four Pillars Framework, we will demonstrate how REB resourcing, including ORE, aligns with overall University goals. Crosscutting benefits include improved turnaround times and service quality, stronger institutional reputation nationally and internationally, better researcher satisfaction and productivity, and alignment with federal funding agency expectations. We will also provide suggestions on how to resource such activities by developing a cost recovery mechanism.

I. Monetization Pillar: Service and Review Fees/New Revenue Streams/Retaining Existing Funds and Institutional Cost Reduction

- **Potential for Growth and Cost Recovery Opportunities**
 - The UWin REB could partner with other institutions, both public and private, (including industry) if its composition is robust enough to have sufficient expertise for those areas. The REB could charge through a BoR agreement, and per initial and ongoing review service fees.
 - Development of ongoing specialized workshops with a fee per attendee model. This could be taken on by both REB members and/or the ORE if adequately resourced.
 - Engage the Indigenous Review Committee to contribute to a collaboration for regional review, to save ORE and REB resources; or could also create an Indigenous REB at the University of Windsor and develop a fee for service model (with community consultation) where outside protocol reviews are undertaken internally, if adequately resourced.

- **Support for continuing education and research programs**


Many revenue-generating programs involve human participants and require ethics approval. Charge overhead from these programs to fund the real costs of REB review and human ethics training. Create a UWin research ethics microcredential program of 3 courses, two of which are already public, the third being specialized to the needs of researchers, supervisors, ORE and the UWin REB.

- **Reduce bottlenecks for revenue-generating projects**

Create a “FastTrack” program (as is done at Clinical Trials Ontario) to ensure time-sensitive reviews to prevent delays that could cause lost contracts or partnerships.

- **Enabling contract research and clinical trials (that meet terms for internal review)**

Efficient ethics review is critical for attracting externally funded projects from industry.



II. Government Grants and Research Pillar: Supporting a compliance program, with risk management and mitigation

- **Promotes risk management and mitigation**
Promoting and supporting ethical research prevents costly legal or reputational issues.
- **Compliance with Canadian regulations (e.g., TCPS)**
Ensures adherence to the *Tri-Council Policy Statement*, which is required for funding eligibility.
- **Advances research**
By having the necessary/requisite research services in place which are currently unsupported, researchers can grow their programs, recruit students, and apply for grants.
- **Availability of one-time SETS funding through the Secretariat on the Responsible Conduct of Research**
Earmarked for education type events/additional educational opportunities (e.g., an annual workshop event or a conference that puts University of Windsor on the map with a focus on Research Ethics education). Fees can be charged for attendance which also connects to monetization pillar.
- **Faster grant activation**
Researchers can access awarded funds sooner when ethics protocols are triaged (ORE), reviewed and approved (REB), and processed (ORE) efficiently.
- **Higher grant success rates**
Strong ethics infrastructure reassures funders that projects will meet compliance standards.
- **Capacity to handle increased research volume**
More reviewers (REB) + staff (ORE) = the ability to review more applications as funding grows, but is also required to grow funding.
- **Reduced risk of non-compliance penalties**
Avoids funding claw backs, suspensions, or reputational damage.

III. Enrolment Pillar: Student Experience – more students conducting more research advances both the student experience and the reputation of UWindsor

- **A well supported REB with fast turnaround also attracts industry and faculty/promotes internal and external innovation/research, creates stronger reputation**
A well-functioning REB/ORE signals a high-quality academic environment, attracting prospective students and increases reputation making recruitment easier.



- **Faster ethics approvals equate to quicker project start times**

Students (especially graduate and doctoral) can begin research without delays, improving satisfaction.

- **Ability to conduct human research, especially in growth areas like STEM (nursing and medicine, engineering, business, etc.)**

Completing REB on time/faster – especially if the University is looking to offer shorter programming as a way to increase enrolment – is needed for program completion and student satisfaction.

- **Reduced attrition in research programs**

Delays and confusion around ethics are a known pain point; minimizing them helps retain students.

IV. Advancement: Donations

- **Enhanced institutional credibility**

Donors and partners are more likely to invest in institutions with robust ethical oversight.

- **Support for high-profile/sensitive research**

Adequate REB membership (and ORE resourcing) ensures careful review of projects that may attract donor interest.

- **Facilitation of industry partnerships**

Industry collaborators require reliable and timely ethics review processes.

- **Transparency and accountability**

Demonstrates responsible stewardship of donor-funded research.

- **Stronger case for donor impact**

Ethical oversight helps ensure research outcomes are trustworthy and impactful.

In conclusion, we respectfully submit this report to Senate as a reflection of our work over the course of the year, and the needs for the ORE and REB in going forward for the year to come. We welcome any advice, recommendations, and support that the Senate may provide.



APPENDICES

UWin ETHICS REVIEW PROCESS: RESEARCHER, ORE, & REB RESPONSIBILITIES

RESEARCHER and SUPERVISOR

1. **Complete the Human Research Ethics Application (or other applicable) form appropriately** using guidance, templates, and information as provided by the ORE
2. **Submit application via email**
 *all new applications are due Monday 4:30pm to be assessed for the next scheduled review meeting (either Delegated/minimal risk or Full Board/above minimal risk)
 - a. Support: consultations, pre-review, presentations, specialty education/workshops, series of revolving issues on common ethics issues
3. **Provide additional materials as requested** by the Office of Research Ethics based on Pre-Screening and/or Pre-Review
 delays in responsiveness can result in a postponed review date
 - a. Support: clear list of materials required to complete the protocol submission and/or direct pre-review consultation
4. **Respond to REB comments and submit a revised protocol** for approval.
5. **Provide progress/final reports at the protocol anniversary date each year** to maintain compliance
6. **Report any unanticipated/adverse events** to the REB.
7. **Submit a Request to Revise** for any **deviations to the approved protocol.**
8. Submit a **new protocol after 5 years**

OFFICE OF RESEARCH ETHICS

- Provides consultation by phone or e-mail (ethics@uwindsor.ca)
- Hosts presentations for faculty/AAUs, courses, specialty education/workshops, series of revolving issues on common ethics issues
- Triage applications as Office of Research Ethics for review assignment/level and/or pre-review

Application Processing

Research Ethics Coordinator

- Maintains ERSO database files and updates all relevant data
- Checks new protocol applications against existing files (SOPs, duplicates)
- Shares relevant documentation with UWin REB and Delegated reviewers
- Processes approvals communicated by the Chair/REB and coordinates ORE-REB-Researcher communications
- Records UWin REB minutes/supplies to Chair and REB Members for approval
- Compiles review comments then once finalized by Chair sends reviewer comments to the Researcher

Manager, Office of Research Ethics

- Reads incoming submissions and summarizes ethical concerns for the Chair
- Conducts pre-review and initial consultation with researchers as necessary
- Conducts ongoing consultations as necessary pre/post review
- Oversees ORE, manages workflow

Research Ethics Board Chair

- Conducts executive reviews (as received)
- Reviews and approves resubmissions, requests to revise, unanticipated/adverse events, progress/final reports (as received)
- Conducts ongoing consultations with Researchers as necessary pre/post review
- Finalizes minutes/review comments to send to UWin REB/Researcher
- Oversees REB, Chairs all board meetings, consults with reviewers
- Provides training to UWin REB members

RESEARCH ETHICS BOARD AND COMMITTEES

UWin Research Ethics Board

- Reviews protocols **above minimal risk.**
- Provides comments for the researcher.
- Meets twice a month to review protocols.
- Receives all delegated review approval reports
- Makes determinations about REB policies, and recommendations for related institutional policies

Delegated Review

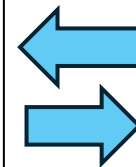
- Reviews protocols that are **low/minimal risk**
- Ad Hoc delegated reviews scheduled as needed based on volume and expertise
- REB Chair and ORE Manager also conduct minimal risk reviews

Indigenous Review Committee

- Meets as needed reviewing protocols involving First Nations, Inuit, Métis and/or globally Indigenous research
- Reviews based on Chapter 9 TCPS, Principles of OCAP and Data Sovereignty, and other holistic ways of knowing

Research Ethics Committees (RECs)

- Reviews course-based research activities intended primarily for pedagogical purposes
- Reports annually to the REB
- Currently 2 RECs: Kinesiology and Psychology



List of ORE, REB Members

Office of Research Ethics

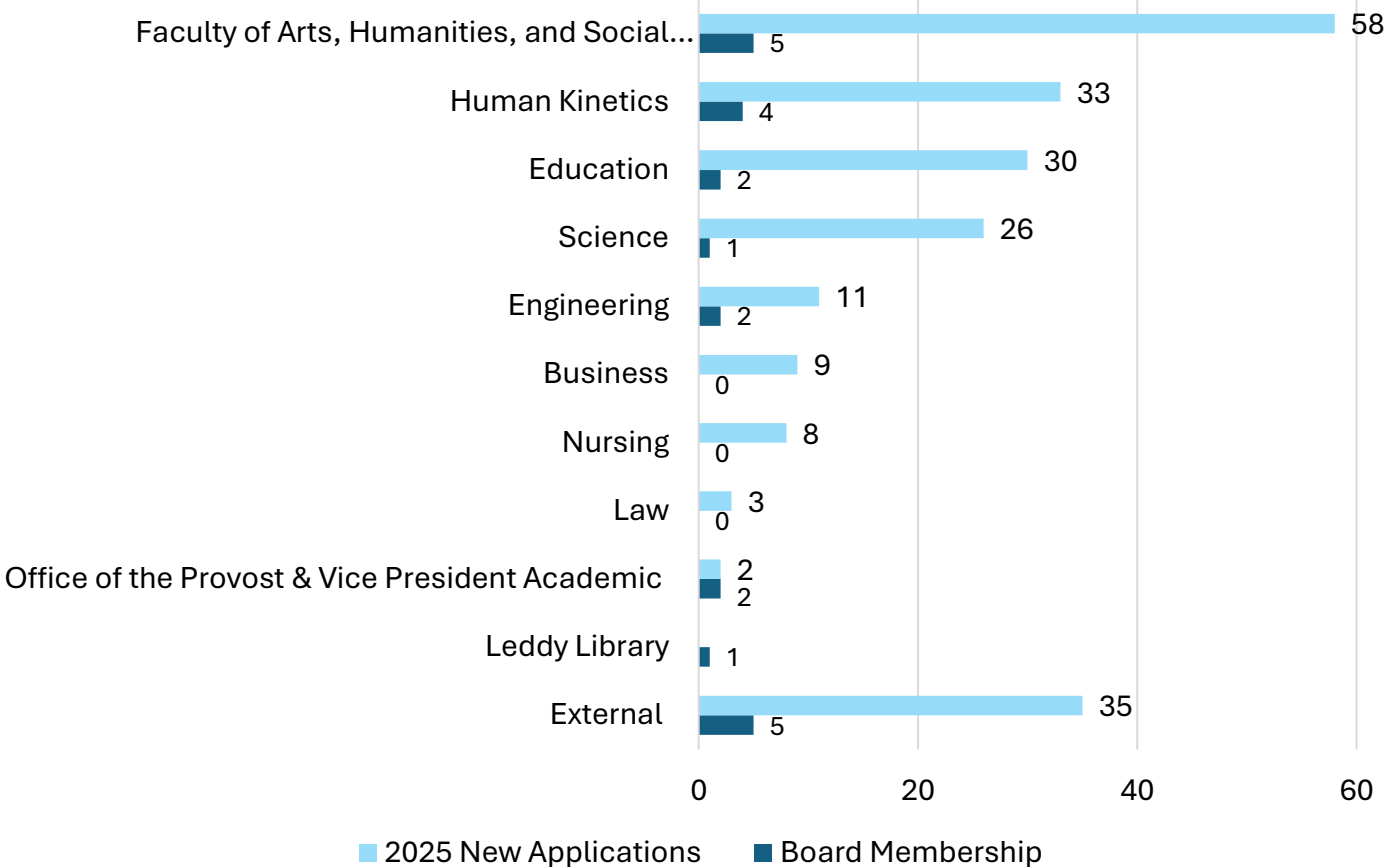
Rachel Zand	Interim REB Chair
Harmony Peach	Manager
Hannah Sands	Research Ethics Coordinator

UWIN REB

Member		Faculty
Elnaz Akhavan Rezaee	Student Representative	Faculty of Engineering
Anthony Bain	Kinesiology, Faculty Member	Faculty of Human Kinetics
Maja Bratic	Community Member, Legal Member	External
Laura Chittle	Centre for Teaching and Learning	Office of the Provost & Vice President Academic
Alexander Daros	Psychology, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Marc Frey	Public Health, Community Member	External
Adrian Guta	Social Work, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Phillip Karpowicz	Biomedical Sciences, Faculty Member	Faculty of Science
Jaimie Kechego	Centre for Teaching and Learning	Office of the Provost & Vice President Academic
Jessica Kichler	Psychology, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Matthew Krause	Kinesiology, Faculty Member	Faculty of Human Kinetics
Cheri McGowan	Kinesiology, Faculty Member	Faculty of Human Kinetics
Karen Metcalfe	Assistant Director WE-Spark	External
Carlin Miller	Psychology, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Samira Narimannejad	Student Representative	Faculty of Engineering
Katherine Rudzinski	Social Work, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Clayton Smith	Education, Faculty Member	Faculty of Education
Catherine Vanner	Education, Faculty Member	Faculty of Education
Berenica Vejvoda	Research Data Services Coordinator, Leddy Library	Leddy Library
Jennifer Voth	Hotel-Dieu Grace Healthcare and Kinesiology	External / Faculty of Human Kinetics
Aarohi Vyas	Community Member	External



2025 New Applications vs. Board Membership



DELEGATED REVIEWERS

Faculty

Anthony Bain	Kinesiology, Faculty Member	Faculty of Human Kinetics
Adrian Guta	Social Work, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Jessica Kichler	Psychology, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences
Cheri McGowan	Kinesiology, Faculty Member	Faculty of Human Kinetics
Katherine Rudzinski	Social Work, Faculty Member	Faculty Of Arts, Humanities, and Social Sciences



Office of the Research Ethics Board

401 Sunset Avenue
Windsor, Ontario, Canada N9B 3P4
T 519-253-3000 ext. 3948
www.uwindsor.ca/reb

SENT VIA EMAIL

October 31, 2025

Dear Researcher,

As November approaches, we are looking towards making changes that will become good habits for the new year. This includes compliance requirements with the *Tri-Council Policy Statement: Ethical conduct for research involving humans*. In particular, REB approval of a study can be given for a maximum of one (1) year. It is expected that researchers submit a Progress Report to renew the study for another year, or submit a Final Report to close the study in good standing.

While many of our researchers do submit these reports on time, we do have many research studies in our files with expired REB clearance (now called REB approval). We recognize that the vast majority of researchers who are in the latter category are good citizens, but may have forgotten, or not realized, or may be supervisors of student researchers who have graduated. We are therefore providing everyone with a 30-day amnesty to submit a missing Progress or Final Report to either continue their work, or close it in compliance with ethical requirements.

Once December comes, this amnesty will end, and those studies with lapsed REB approvals will be deemed non-compliant. The files will be closed, and ORIS will be informed. This has potential consequences on funding and other compliance terms.

I look forward to everyone putting their research in good standing for the new year.

Sincerely yours,

Rachel Zand, PhD
Interim REB Chair
University of Windsor



Office of the Research Ethics Board

401 Sunset Avenue
Windsor, Ontario, Canada N9B 3P4
T 519-253-3000 ext. 3948
www.uwindsor.ca/reb

SENT VIA EMAIL

November 14, 2025

Our File No: 12345
Research Project Title: REB# XX-XXX: "Sample"
Annual Renewal Date: January 1, 2025

Dear Researcher,

As December approaches, we are issuing a reminder that we are looking towards making changes that will become good habits for the new year. This includes compliance requirements with the *Tri-Council Policy Statement: Ethical conduct for research involving humans*. In particular, REB approval of a study can be given for a maximum of one (1) year. We were in touch on October 31st to remind everyone that it is expected that researchers submit a Progress Report to renew a study for another year, or submit a Final Report to close a study in good standing. If you received that initial email, and you have done so, thank you for your compliance, and know that the REB is working toward reviewing and approving these. If you have provided either a Progress Report(s) or Final Report(s) and not yet heard back, you should expect to hear from our Office in the coming days.

Please also be reminded that we recognize that the vast majority of researchers who do have overdue Reports are good citizens, but may have forgotten, or not realized, or may be supervisors of student researchers who have graduated. For those who are overdue on the date of this email, please be reminded that you have amnesty until November 30th to submit a missing Progress or Final Report to either continue their work, or close it in compliance with ethical requirements. Forms for both reports can be found here: [Forms | Research Ethics Board](#).

Once December comes, this amnesty will end, and those studies with lapsed REB approvals will be deemed non-compliant. The files will be closed, and ORIS will be informed. This has potential consequences on funding and other compliance terms.

Should you need a copy of all of your active REB protocols and their due dates, please reply to this email and we can provide one to you.

I look forward to everyone putting their research in good standing for the new year.

Sincerely yours,

Rachel Zand, PhD
Interim REB Chair
University of Windsor



Office of the Research Ethics Board

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Windsor, Ontario, Canada N9B 3P4
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October 31, 2025

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I look forward to everyone putting their research in good standing for the new year.

Sincerely yours,

Rachel Zand, PhD
Interim REB Chair
University of Windsor

University of Windsor
Senate Governance Committee

5.2: **Policy on Eligibility to Apply for and Hold Research Funding**

Item for: **Approval**

Forwarded by: **Vice-President, Research and Innovation**

MOTION: That the proposed Policy on Eligibility to Apply for and Hold Research Funding be approved.

Rationale:

The Eligibility to Apply for and Hold Research Funding Policy has been developed to provide clarity to the UWindsor research community and set parameters on who is and is not eligible to apply for external and internal research funding opportunities and to hold grant accounts in their name.

Policy Title: Eligibility to Apply for and Hold Research Funding Policy

Date Established: Month, 2026

Office with Administrative Responsibility: Office of Research and Integrity Services

Approver: Vice-President, Research and Innovation

Revision Date(s): N/A

1. Policy Purpose Statement

This policy defines who is eligible to apply for external and internal research funding and to hold and administer research funds at the University of Windsor (UWindsor).

2. Scope

This policy applies to all individuals holding status at UWindsor, in any capacity. This includes faculty members (including Teaching Intensive), Ancillary Academic Staff (AAS), Librarians, Sessional Lecturers, Sessional Instructors, staff, students, Postdoctoral Fellows (PDFs), adjunct professors, visiting professors, and other UWindsor affiliates.

3. Definitions

- a) **Grant Account Holder:** The individual responsible for spending grant funds in accordance with UWindsor and the Sponsor requirements. Grant Account Holders are required to adhere to the [Policy on Responsibilities of Principal Investigators](#).
- b) **Principal Investigator (PI):** The lead researcher and signatory for a funding application. Where the PI is a UWindsor researcher, they will also be the Grant Account Holder. Where the PI is a partner from another university, one or more UWindsor researchers will be designated as Grant Account Holders, unless the PI has adjunct status at UWindsor.
- c) **Research Grant Account:** A project account administered by Research Finance in the name of the Grant Account Holder.
- d) **Sponsor:** The source of funding for the project, including government bodies, ministries, agencies, industrial and community partners, and the University itself. The Sponsor may be Canadian or International and may be funding the project through cash or in-kind contributions.
- e) **Tri-Agency Guide on Financial Administration (TAGFA):** Comprehensive guidelines for grant recipients and administering institutions to ensure understanding of the principles and directives that govern post-award administration of grants funded by CIHR, NSERC and/or SSHRC.

1. Eligibility to Apply

Applicants must meet all the Sponsor eligibility requirements. Where the Sponsor's eligibility requirements are more stringent, those requirements prevail. Where the Sponsor's requirements are broader or where silent, UWindsor's policy applies. Applicants are responsible for checking eligibility prior to applying. ORIS will coordinate confirmation of the applicant's status with the Office of the Provost as needed.

UWindsor recognizes that some status holders, without a research mandate or requirement, may pursue research, scholarship, or creative activities. However, applying for or receiving an externally funded grant does not alter the terms of their appointment, including their distribution of effort for teaching and service, nor does it create an entitlement to research time, space, resources, or course release.

Where a staff member has been granted adjunct status making them eligible to apply for and hold external research funding or where a staff member is involved in research activities that do not fall within the responsibilities of their appointment, it is recognized that any research activities will not interfere with the performance of the responsibilities of their appointment and will take place outside of regular working hours.

Deans must confirm that required time, space, and resources are available before applications for external funding can proceed.

Eligibility to hold and administer grant funds

Externally funded projects

The following categories may hold externally funded research grants:

- Faculty members, AASs, Librarians, Sessional Lecturers, and Sessional Instructors with a continuous appointment through the duration of the grant and where research, scholarship, or creative activity is an assigned responsibility.
- Professors Emeriti.
- Adjunct faculty members, including Adjunct Professors, Clinicians, Indigenous Scholars, and Professors of Practice.
- Academic leaders, including the President, Provost, Vice-Presidents, Associate Vice-Presidents, Deans, Associate Deans, Department Heads, and Academic Directors.
- Administrative Directors where the research is directly related to their unit and institutional priorities.

To reduce undue workload pressure on teaching units and to maintain adequate course coverage, Faculty members (including Teaching Intensive), AASs, Librarians, Sessional Lecturers, and Sessional Instructors who hold a continuous appointment through the duration of the grant but whose appointment does not include research responsibilities may apply for and hold external grants only under the following conditions:

- Research must be conducted outside the duties of their appointment.
- Holding a grant does not revise, expand, or imply research expectations in their role.
- The University is not responsible for or required to provide time, space or other supports, either cash or in-kind, to facilitate the research of a status holder for whom research is not a responsibility of their appointment.
- A status holder cannot claim grant successes as grounds for modifying workload or teaching responsibilities.

Where an individual is eligible to apply for external research funding but is not eligible to hold and administer funds, they must work with a Principal Investigator.

All Research Agreements/Contracts must be reviewed by ORIS and/or Office of Innovation, Partnerships, and Entrepreneurship (OIPE) staff and signed by designated Research and Innovation signing authorities.

PIs are responsible for maintaining eligibility and informing ORIS of any change in their status. This includes notifying ORIS of any and all types of leave, including but not limited to medical leaves, parental leaves, sabbaticals.

Internal Research Funding Opportunities

Only full-time, permanent faculty members, AAs, Librarians, Sessional Lecturers, and Sessional Instructors with appointments that include responsibility for research are eligible to apply for internal research funding opportunities administered by ORIS.

4. Responsibility for Management of Grant Funds

All funds must be administered through a Research Grant Account, established through ORIS and Research Finance and administered in compliance with funder policy, guidelines, and specifications. The Grant Account Holder is responsible for ensuring expenditures comply with sponsor requirements. UWindsor policies [Policy on Responsibilities of Principal Investigators](#) and [TAGFA](#) (for Tri Agency Awards) Project Team Member may also be granted access with the approval of the PI and as required. Additional Project Team Members may be added with PI approval.

5. Conflicts of Interest or Commitment

PIs must not apply for or hold grants from which they derive any inappropriate personal benefit or which create a perceived conflict of interest or conflict of commitment. Conflicts of interest or commitment should be reported to the Office of the Provost and handled under the Senate Conflict of Interest or Commitment Policy. Member in or affiliated with the Sponsor is considered a personal connection and should be disclosed as conflict of interest or commitment.

6. Review

This policy will be reviewed and updated every five years or as required.

University of Windsor
Senate Governance Committee

5.3: **UCAPT Report on Renewal, Tenure/Permanence, and Promotion Processes**

Item for: **Information**

See attached.

University of Windsor
Spring 2026 Interim Report to Senate: UCAPT, UCRPPLM and RTP Processes

This report summarizes the interim **Spring 2026** University Committee on Academic Promotion and Tenure (UCAPT) information on aggregated Renewal, Tenure/Permanence and Promotion (RTP/RPP) details, in accordance with the [December 2023](#) motion regarding UCAPT reporting to Senate. According to Bylaw 22: 8.1 “The primary responsibility of the UCAPT shall be to review all recommendations made by the various [Academic Administrative Unit] AAU RTP Committees regarding promotion, tenure, or contract renewal as specified in Bylaw 23, and to ensure that **established criteria** for promotion and/or tenure have been satisfied, and the **appropriate procedures** are followed.” Additionally, UCAPT approves ongoing significant updates and changes to RTP/RPP criteria and provides commentary on general issues that may arise in the RTP/RPP process. A parallel process governs advancement for librarians via the University Committee on Renewal, Permanence, and Promotion for Library Members (UCRPPLM).

UCAPT meets regularly between September and June during the academic year. The meeting schedule is now established at the beginning of the academic year, shared with Heads and Deans and posted publicly on the [UCAPT website](#).

Candidate Related Data

The majority of RTP related activities occur between December and May. For the 2025-2026 academic year, we expected to receive approximately 35 files from all Faculties and 4 from the Library, for a total of 39 files. To date, we can report that we have received 27 files, 3 deferrals, and 10 files remain to be received.

The following 27 files have been received for the 2025-2026 academic year:

- 8 contract renewals
- 10 tenure and promotion to Associate Professor
- 7 promotions to full professor
- 1 permanence and promotion to Librarian II or III
- 1 promotion to Librarian IV

The following files are in process:

- 4 tenure and promotion to associate professor/AAS III
- 4 promotions to full professor/AAS IV
- 2 promotions to Librarian IV

UCAPT Report of Equity, Diversity, Inclusion, Decolonization and Indigenization (EDI-DI) Data

Because of the confidential and sensitive nature of EDI-DI information, UCAPT does not directly receive the data, rather Human Resources compiles the information and a report will be included in the Fall UCAPT report once all data have been finalized, including the success rates as requested in the Fall Senate meeting.

AAU RTP Criteria

AAU RTP/RPP Criteria are submitted to UCAPT for approval, with 7 reviewed since July 2025 and approved criteria have been [shared](#) online.

EDI-DI in Criteria: Continuing from the last report, any new criteria has included EDI-DI.

Revisions to UCAPT Processes

EDI-I Training: For the 2025-2026 year, meetings were initiated with Equity training specific to UCAPT during the first meeting in September.

Faculty Evaluation of Process Survey: The first anonymous survey was conducted to collect faculty feedback on the RTP/RPP process for 2024-2025. 10 faculty replied, with an overall satisfaction of 7.2/10. Themes for aspects that were helpful included positive support from different areas (such as the Office of the Provost, the Centre for Teaching and Learning, and their own AAU colleagues) and helpful revisions to RTP/RPP criteria that resulted in greater clarity. Areas for change included ensuring criteria were written or revised sufficiently in advance, the need

to continue to share timelines, and to ensure consistency between centrally communicated expectations and AAU expectations. Comments on communication varied for different AAU, in some cases it was identified as a positive, and in others there was lack of communication, so there is a need to continue enhancing communication. There was a recommendation for a more personal touch to the notice and/ or celebration from their AAU when successful. This survey will now be conducted annually.

Revised approach to eCV/Workflow Request for Proposals (RFP) – As mentioned in previous reports, the current excel system for RTP/RPP Workflow and Reporting/Tracking System is manual and only able to function as a temporary solution. A business case was revised for a new RTP/RPP Workflow and Tracking system, and is being considered for funding in our current fiscal context.

Piloting Recommended Timelines: Delayed submission of packages continue to be an issue, as identified in Fall 2024, and in part this is because of external review delays. The potential recommended alternate timelines were circulated to Heads to allow the external reviews to be conducted in the summer when reviewers are more available. Additionally, the schedule of UCAPT meetings is now established in August with deadlines for material submissions and shared on the UCAPT website to help increase transparency and facilitate timing.

Email notifications: To support faculty in the process, an email was sent to all faculty in April 2026 to remind them of the timelines and encourage discussion with their AAU Head.

Training and Information Sessions

1. New Faculty Orientation and Early Career Faculty Workshops were held on the RTP/RPP process and eCV System.
2. RTP/RPP Information Session for all faculty members are held in the Spring and the Fall terms.
3. RTP/RPP Information Sessions for all administrative assistants was held.
4. AAU Heads: Multiple meetings were held as part of the AAU Heads Council to discuss RTP/RPP and SPT. The first AAU Heads specific session was held.
5. Resources and templates were shared through Teams Channel for AAU Heads.
6. Resources were added to the [UCAPT](#) website.
7. Individual one-on-one consultations were held on the RTP/RPP process.

**University of Windsor
Senate Governance Committee**

5.4.1: **Senate Standing Committee Membership 2026-2027**

Item for: **Approval**

Forwarded by: **SGC Nominating Committee**

MOTION: **That the Senate Governance Committee recommend to Senate the approval of the Senate Standing Committee memberships for 2026-2027.**

See attached.

2026-2027 Senate Standing Committee Membership

Program Development Committee		
Membership	Term	Notations
Provost and Vice President, Academic (or designate) – Lorraine Chandler	Ex-officio	
Dean of Graduate Studies (or designate) – TBD	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Jessica Raffoul (CTL)	Ex-officio	
Odette School of Business		
Mahmood Mohebshahedin* (S. 2026)	2025-2027	To replace Karen Robson for 1 year (26-27).
Faculty of Education		
Zuochen Zhang	2025-2027	
Faculty of Engineering		
Darryl Danelon* (S. 2025)	2025-2027	To replace Lisa Salfi-Novena for 1 year (26-27).
Faculty of Human Kinetics		
Sarah Woodruff Atkinson	2026-2028	
Faculty of Law		
Chris Waters	2026-2028	
Faculty of Nursing		
Jane Simanovski	2026-2028	
Faculty of Science		
Kenneth Ng	2025-2027	
Arunita Jaekel	2025-2027	To replace Nurlan Turdaliev for 1 year (26-27)
Faculty of Arts Humanities & Social Sciences (at least one from Social Science & one from Arts)		
Jeremy Worth (Arts & Humanities)	2025-2027	
Nick Hector* (S. 2025) (Arts & Humanities)	2026-2028	
Kyle Asquith* (S. 2025) (Social Sciences)	2026-2028	Chair
Librarian Representative		
Dave Johnston	2025-2027	
Student Representation (1 year terms) Five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates) TBA - (UWSA), (GSS), (OPUS).		

*At least three members must be members of Senate: 4 of 3 satisfied (Mohebshahedin, Danelon, Asquith, Hector)

Academic Policy Committee		
Membership	Term	Notations
Associate Vice President Academic (or designate) Erika Kustra	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Jessica Raffoul (designate)	Ex-officio	
Odette School of Business		
Eahab Elsaid* (S. 2025)	2025-2027	
Faculty of Education		
Alleson Mason	2026-2028	
Faculty of Graduate Studies		
Chitra Rangan* (S.2025)	2026-2028	
Faculty of Engineering		
Jacqueline Stagner	2026-2028	
Faculty of Human Kinetics		
Nadia Azar	2025-2027	
Faculty of Law		
Muharem Kianieff* (S.2025)	2025-2027	
Faculty of Nursing		
Gina Pittman	2026-2028	
Faculty of Science		
Isabelle Barrette-Ng* (S.2026)	2026-2028	Chair
Faculty of Arts, Humanities & Social Sciences (One from Social Science & one from Arts/Humanities)		
Geoff Callaghan	2025-2027	
Kristina Nikolova * (S.2025)	2026-2028	
Librarian Representative		
Adam Mulcaster	2025-2027	
Student Representation (1 year terms) Four students (including one graduate, one part-time undergraduate, two full-time undergraduates) TBA - (UWSA), (GSS), (OPUS).		

*At least three members must be members of Senate: 4 of 3 satisfied (Elsaid, Rangan, Kianieff, Barrette-Ng)

Senate Student Caucus		
Membership	Term	Notations
Associate Vice-President, Student Experience Shetina Jones-Smith	Ex-officio	
Director, Campus Services John Marcarian	Ex-officio	
Odette School of Business		
Dave Bussiere	2026-2028	
Faculty of Education		
Michael MacDonald* (S. 2025) Chair	2025-2027	Chair
Faculty of Engineering		
Afsaneh Edrisky* (S. 2026)	2026-2028	
Faculty of Law		
TBD	2026-2028	
Faculty of Human Kinetics		
Craig Greenham	2025-2027	
Faculty of Nursing		
Sherry Morrell	2025-2027	
Faculty of Science		
Tranum Kaur	2026-2028	
Faculty of Arts, Humanities & Social Sciences		
Catherine Heard *(S.2025)	2025-2027	
Librarian Representative		
Dave Johnston	2026-2028	To replace Sarah Glassford who is on sabbatical (26-27). Sarah Glassford to return (27-28).
<p>Student Representation (1 Year Terms) Eleven Students (2 graduate students, 2 part-time undergraduate, 4 full-time undergraduate, 1 international, 1 residence student, 1 student at large) (1 student from this group would be elected co-chair) TBA - (UWSA), (GSS), (OPUS), (International), (Residence), (Student At-Large).</p>		

*At least three members must be members of Senate: 3 of 3 satisfied (MacDonald, Edrisky, Heard)

Senate Governance Committee		
Membership	Term	Notations
President (Chair) JJ McMurtry	Ex-officio	
Provost and Vice President, Academic (or designate) TBD	Ex-officio	
Vice-President, People, Equity, and Inclusion Clinton Beckford	Ex-officio	
Odette School of Business		
Josianne Marsan* (S.2025)	2025-2027	
Faculty of Education		
Bonnie Stewart	2026-2028	
Faculty of Engineering		
Beth-Anne Schuelke-Leech	2026-2028	
Faculty of Law		
Reem Bahdi* (S. 2025)	2026-2028	
Faculty of Human Kinetics		
Adriana Duquette* (S. 2026)	2025-2027	
Faculty of Nursing		
Kelly Kennedy	2026-2028	
Faculty of Science		
Phil Dutton	2026-2028	
Faculty of Graduate Studies		
Dean of Graduate Studies*(S. 2026)	2026-2028	
Faculty of Arts, Humanities & Social Sciences		
Dennis Jackson	2026-2028	
Joanna Luft	2026-2028	
Representative – at- Large		
Nick Baker* (S. 2026)	2026-2028	
Librarian Representative		
Selinda Berg* (S. 2025)	2025-2027	
Student Representation (all vacant 1year terms) Five student Senate members (including at least one graduate, one part-time undergraduate, two full-time undergraduates). TBA - (UWSA), (GSS), (OPUS).		

*At least half (6) must be members of Senate: 6 of 6 Satisfied (Marsan, Bahdi, Duquette, *Incoming Dean of Grad Studies, Baker, Berg)

**University of Windsor
Senate Governance Committee**

5.4.2: **Discipline Appeal Committee, Procedural Irregularities Committee, SGC Nominating Committee, SGC Special Appointments Committee, SGC Bylaw Review Committee**

Item for: **Approval**

Forwarded by: **SGC Nominating Committee**

MOTION: That the 2026-2027 Discipline Appeal Committee, Procedural Irregularities Committee, SGC Special Appointments Committee, SGC Nominating Committee, and SGC Bylaw Review Committee memberships be approved.

Discipline Appeals Committee

Chair: David Tanovich (2026-2028) (sabbatical leave July 1-Dec 31, 2027)

Faculty Member: Gina Pittman (2025- 2027)

Student Member: Victorieuse Sambao UWSA (2026-2027)

2 Faculty Alternates:

Sarah Woodruff (2026-2028)

David Court (2026-2028)

2 Student Alternates:

TBD GSS (2026-2027)

Hisham Barakat OPUS (2026-2027)

Procedural Irregularities Committee

Chair: Phil Dutton (2026-2028)

Faculty Member: Patti Fritz (2026-2028) (sabbatical July 2027-June 2028)

Student Member: Victorieuse Sambao UWSA (2026-2027)

2 Faculty Alternates:

Rajesh Seth (2025-2027)

Zareen Amtul (2026-2028)

2 Student Alternates:

Chris Baillargeon OPUS (2026-2027)

TBD GSS (2026-2027)

Special Appointments Committee

Chair for Honorary Degrees: JJ McMurtry

Shanthi Johnston, Vice- President Research and Innovation (co-chair for DUP)

TBD, Provost and Vice-President Academic (co-chair for DUP)

Nihar Biswas, Senior Faculty Representative (Engineering)

Linda Rohr, Senior Faculty Representative (Human Kinetics)

Kenneth Drouillard, Senior Faculty Representative (Science)

Lionel Walsh, Senior Faculty Representative (FAHSS)

TBD, Student Representative (UWSA)

Stephen Weir, Alternate Student Representatives (OPUS)

TBA, Equity Assessor (Non-voting)

In the case of Honorary Degree Committee 1 Board of Governor member is included:

Irene Moore Davis, Board of Governor Representative (term continues, as appointed by Board)

In the case of University Professors two senior members of the teaching staff of other universities are included:

Bernhard Schlegel (Science, Wayne State University)

Charmaine Dean (VP, Research and International, University of Waterloo)

Nominating Committee

Chair: JJ McMurtry, President

TBD, Provost, VP Academic

Isabelle Barrette-Ng, Faculty Member

Tom Najem, Faculty Member

Victorieuse Sambao (UWSA)

Bylaw Review Committee

Chair: Phil Dutton (2026-2028)

Jessica Raffoul

Patti Fritz

Victorieuse Sambao, UWSA (Student Representative)

Renée Wintermute (University Secretariat)

Student names will be provided by UWSA, OPUS, and GSS.

**University of Windsor
Senate Governance Committee**

*5.4.3: **Senate Membership (2026-2027)**

Item for: **Information**

Forwarded by: **University Secretariat**

SENATE MEMBERSHIP 2026-2027

Ex officio members

1. J.J. [John-Justin] McMurtry – President (Chair)
2. TBA – Provost and Vice-President, Academic
3. Shetina Jones – Associate Vice-Provost, Student Experience
4. Lorraine Chandler – Registrar
5. Shanthi Johnson – Vice-President Research and Innovation
6. Clinton Beckford – Vice-President People, Equity and Inclusion
7. TBA – Dean, Faculty of Arts, Humanities, & Social Sciences
8. Claudio Verani – Dean, Faculty of Science
9. Josianne Marsan - Dean, Odette School of Business
10. Ken Montgomery – Dean, Faculty of Education
11. Bill Van Heyst – Dean, Faculty of Engineering
12. Linda Rohr – Dean, Faculty of Human Kinetics
13. Reem Bahdi – Dean, Faculty of Law
14. Debbie Sheppard – LeMoine – Dean, Faculty of Nursing
15. TBA – Dean, Faculty of Graduate Studies
16. Selinda Berg – University Librarian
17. John Cappucci – President of Assumption University
18. Jennifer Boyes-Garbin – Principal of Canterbury College
19. Norm King – Principal of Iona College
20. Victorieuse Sambao – President, University of Windsor Students Alliance (UWSA)
21. Christopher Baillargeon – President, Organization of Part-Time University Students (OPUS)
22. Dora Strelkova – President, Graduate Students Society (GSS)
23. Erika Kustra – Associate Vice-President, Academic
24. Fazle Baki – Academic Colleague to COU

Faculty of Arts, Humanities and Social Sciences

25. Ashley Glassburn [to Sept 2028]
26. Aman Ahluwalia-Cameron [to Sept 2028]
27. Kyle Asquith [to Sept 2027]
28. Carlo Charles [to Sept 2027]
29. Nazim Habibov [to Sept 2027]
30. Catherine Heard [to Sept 2027]
31. Nick Hector [to Sept 2027]
32. Mark Albert Johnston [to Sept 2027]
33. Max Nelson [to Sept 2027]
34. Robert Nelson [to Sept 2027]
35. Kristina Nikolova [to Sept 2027]

Odette School of Business

36. Michael Shih [to Sept 2028]
37. Mahmood Mohebshahedin [to Sept 2028]
38. Eahab Elsaid [to Sept 2027]
39. Xiaolei Guo [to Sept 2027]

Faculty of Education

40. Juliet Bushi [to Sept 2028]
41. Michael MacDonald [to Sept 2027]

Faculty of Engineering

42. Afsaneh Edrisy [to Sept 2028]
43. Mohammed Khalid [to Sept 2027]
44. Darryl Danelon [to Sept 2027]
45. Ahmed Sakr [to Sept 2027]
46. Darwish Alami [to Sept 2027]

Faculty of Human Kinetics

47. Adriana Duquette [to Sept 2028]
48. Francesco Biondi [to Sept 2027]

Faculty of Law

49. Irina Ceric [to Sept 2027]
50. Muharem Kianieff [to Sept 2027]

Faculty of Nursing

51. Natalie Bownes [to Sept 2028]
52. Noeman Mirza [to Sept 2028]

Faculty of Science

53. Brian DeVeale [to Sept 2028]
54. Drew Marquardt [to Sept 2028]
55. Ziad Kobti [to Sept 2028]
56. Chitra Rangan [to Sept 2028]
57. Isabelle Barrette-Ng [to Sept 2028]
58. Yahong Zhang [to Sept 2027]
59. Ali Polat [to Sept 2027]
60. Kevin Granville [to Sept 2027]

Library Representatives

61. Pascal Calarco [to Sept 2028]
62. Berenica Vejvoda [to Sept 2027]

Elected representatives-at-large (1 year terms)

63. Jessica Raffoul [to Sept 2027]
64. Nick Baker [to Sept 2027]
65. Pierre Boulos [to Sept 2027]
66. Claire Mumme [to Sept 2027]
67. Wesley Tourangeau [to Sept 2027]
68. Olena Syrotkina [to Sept 2027]
69. Andreas Maniatis [to Sept 2027]

Academic Professional (1 year term)

70. Kari Scott [to Sept 2027]

Elected representative of the Faculty Association

71. TBA [to Sept 2027]

Elected representative of the Indigenous Education Council

72. Jaimie Kechego [to Sept 2027]

Board of Governors Representatives

73. Lisa Milne [until Dec 2026]

74. Jennifer Rooke [until Dec 2026]

Appointed by the Alumni Association

75. Carole Obeid [to Sept 2027]

Student Representatives (1 year term)

1. Matthew Najem (UWSA) [to April 2027]
2. Helen Yousif (UWSA) [to April 2027]
3. Maya Mikhael (UWSA) [to April 2027]
4. Isabella Francis (UWSA) [to April 2027]
5. Luca Bieniasz (UWSA) [to April 2027]
6. Sophia Bohn (UWSA) [to April 2027]
7. TBA (GSS) [to April 2027]
8. TBA (GSS) [to April 2027]
9. Hisham Barakat (OPUS) [to April 2027]
10. Victoria Soluade (OPUS) [to April 2027]
11. Stephen Weir (OPUS) [to April 2027]

**University of Windsor
Senate Governance Committee**

*5.4.4: **UCAPT Membership (2026-2027)**

Item for: **Information**

Forwarded by: **University Secretariat**

**UCAPT Membership
2026-2027**

Erika Kustra, Associate Vice-President, Academic (ex-officio) (CHAIR)

TBD, Dean, Graduate Studies (ex-officio)

Claudio Verani, Dean, Science (2025-2027)

Debbie Sheppard-LeMoine, Dean, Nursing (2025-2027)

Ken Montgomery, Dean, Education (2025-2027)

Reem Bahdi, Dean, Law (2026-2028)

Josianne Marsan, Dean, Business (2026-2028)

Craig Greenham, Elected Faculty Representative, Human Kinetics (2026-2028)

Daniel Green, Elected Faculty Representative, Engineering (2025-2027)

Karen Engle, Elected Faculty Representative, FAHSS (2026-2028)*Arts

Tom Najem, Elected Faculty Representative, FAHSS (2026-2028)*Social Sciences

Chris Baillargeon, Student Representation, OPUS (2026-2027)

TBD, Student Representation, GSS (2026-2027)

TBD, Student Representation, UWSA (2026-2027)

**University of Windsor
Senate Governance Committee**

5.5: **Review Committee on Employment Equity (RCEE) Annual Reports – 2023-2024, 2024-2025**

Item for: **Information**

See attached.

Interim Report of the Review Committee on Employment Equity (RCEE)

1. Introduction

This interim report is presented to Senate to support renewed discussion and action regarding RCEE's employment equity oversight at the University of Windsor. Drawing on historical Senate-approved frameworks (i.e., Positive Action Plan as approved by Senate in November 1988 relating to women and later extended to the designated groups in 1993 and 1994), WUFA collective agreement obligations, subsequent review reports (e.g., Coulter report), as well as numerous annual reports of the RCEE, this interim report outlines the foundational expectations for equity governance, identifies key concerns regarding current practices, and highlights priority next steps requiring Senate attention. The intent of this interim report is not to restate past commitments, but to bridge historical intent and obligations articulated in the WUFA collective agreement with present and future practice in advance of more detailed analysis and recommendations for the 2026/2027 RCEE annual report.

In light of this context, the RCEE will not be submitting its usual annual report to Senate this year, as the Committee has determined that the form, scope, and analysis presented in annual reports over recent years have not adequately served the mandate, role, or responsibilities assigned to it under the WUFA Collective Agreement and Senate-approved employment equity frameworks.

2. Background

The Review Committee on Employment Equity (RCEE) was established in 1987 and operates under the terms of reference outlined in Article 30 of the Windsor University Faculty Association (WUFA) Collective Agreement. Specifically, Clause 30:04 delineates the Committee's responsibilities as follows:

1. **Identification of Under-Representation:** (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library.
2. **Recommendation of Hiring Goals:** (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists. "Serious under-representation" occurs when members of a designated group are fewer than sixty percent (60%) of the agreed-upon pool data for AAUs and Library.
3. **Monitoring Progress:** (ii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

2.1 Roles and Responsibilities

Senate-approved employment equity frameworks have historically established a multi-layered governance structure. Key elements include the Review Committee on Employment Equity (RCEE) as a standing oversight body responsible for identifying underrepresentation, recommending goals and timetables, and reviewing action taken to achieve equity outcomes; and the Presidential Commission on Employment Equity (PCEE), established to provide appointment-level review of faculty hiring decisions. Early Senate decisions emphasized that these bodies were intended to be complementary, with RCEE exercising systemic monitoring and accountability, and PCEE focused on individual appointment processes. Together, these mechanisms were designed to ensure that employment equity was integrated into academic planning, hiring, promotion, and retention.

2.2 Concerns to be Addressed

Subsequent reviews and analyses have identified persistent gaps between the formal responsibilities assigned by Senate and the collective agreement, and actual operational practice. Concerns include the declining use of explicit equity goals and timelines; limited systematic follow-up where underrepresentation has been identified, which the RCEE has recommended be when a designated group are fewer than eighty percent (80%) of the agreed-upon pool data; role ambiguity and blurred accountability between RCEE and PCEE; inconsistent training and support for equity

assessors; and an overall shift toward procedural compliance rather than outcomes-based evaluation. External reviews (i.e., Coulter report) have further emphasized that, in the absence of a fully functioning RCEE, enforcement and accountability functions have been weakened, placing undue responsibility on administrative units without appropriate Senate oversight.

While Article 30 clearly situates RCEE as a central body for employment equity oversight, essential procedural and monitoring functions are not being exercised in a consistent or transparent manner. RCEE is not regularly receiving, reviewing, and assessing the full range of reports and information required to discharge its mandate effectively, nor is it exercising its authority to require corrective action where faculty level implementation responsibilities (carried out through the Deans) are not being met.

3. Concerns and Next Steps

Consistent across historical Senate motions, working group findings, and external review advice is the need for renewed clarity, leadership, and accountability. Priority next steps include reaffirming the complementary roles of RCEE and PCEE; re-establishing the routine use of equity goals and timetables tied to workforce analysis; strengthening reporting to Senate with evaluative, outcomes-focused analysis; and situating employment equity as a core institutional responsibility supported by senior administrative leadership, including the President and Deans.

While there have been annual reports to Senate that address trends in representation, these reports have lacked any in-depth analysis on the *effectiveness* of employment-equity hiring policies and procedures, nor do these reports tackle the failures to meet equity commitments based on under-representation in any concrete way, aside from suggestions captured as ‘promising practices’. Annual reports have focused on representation trends and procedural descriptions rather than evaluative analysis, limiting RCEE’s ability to act as an accountability mechanism.

These steps outlined below are intended to inform a subsequent, more detailed 2026/2027 report to Senate, including proposed mechanisms for implementation and monitoring. (Appendix I further outlines RCEE’s roles and responsibilities and helps illustrate the expectation vs. the actual practice that exists presently.)

3.1 Workforce Analysis and Under-Representation

3.1.1 RCEE should rely on its own workforce analyses to identify under-representation.

There should be systematic follow-up by RCEE, including the use of structured reviews—such as employment systems reviews modeled under the Federal Contractors Program—to assess whether identified equity gaps are being addressed and to monitor corrective action over time.

RCEE should also undertake to identify the kind of information and data that is needed to undertake its analysis, review and monitoring.

3.1.2 RCEE analyses should drive corrective action.

RCEE must also review recruitment, promotion, training, and retention practices and assess whether they are inconsistent or incomplete.

3.2 Oversight of Employment Equity Responsibilities

3.2.1 RCEE’s oversight of faculty-level implementation must be reiterated and enacted

RCEE must also be more engaged in discussion with the President as it pertains to a comprehensive campus-wide approach to employment equity and reestablish its communication mechanism for findings with the President and the senior leadership team, including establishing a mechanism for escalating non-compliance.

While RCEE is also responsible for identifying gaps, recommending hiring goals, and monitoring progress, Deans are responsible for implementing employment equity at the faculty level. RCEE must also reestablish its communication mechanism with Deans as it pertains to:

- Hiring goals and timetables
- Corrective plans
- Challenging inconsistent procedural application and address declining participation by experienced equity advocates by addressing:
 - Equity service of EA/PAs and providing them with adequate training and resources.
 - Equity service of EA/PAs must be recognized adequately.

3.3 Re-Establish Relationship with PCEE and Senate

RCEE should re-establish the flow of information from PCEE to RCEE as follows:

- PCEE (Presidential Commission on Employment Equity): appointment-level review, with information on EE applicant and hiring data flowing to RCEE.
- RCEE: broader monitoring, review, and reporting.

Senate, as a body, ensures that RCEE's mandate is adhered to by:

- Eliminating the over-reliance on procedural assurances and focusing instead on outcome-based reviews, including what mechanisms are in place when EE objectives are not met.

4. Conclusion

The concerns that have been outlined are not preoccupied with the absence of hiring procedures, but rather the inadequate exercise of RCEE's authority and responsibilities as envisioned in Article 30 WUFA collective agreement and reinforced through Senate approved equity frameworks. In addition, RCEE's ability to function as a robust and effective oversight body appears to be undermined by a broader institutional culture that emphasizes voluntary compliance rather than enforceable accountability. This is compounded by the continued absence of timely and visible intervention by senior leadership.

Submitted by the Review Committee on Employment Equity (RCEE):

University of Windsor representatives:

Marium Tolson-Murty, Director, Human Rights, Conflict Resolution and Mediation
Diane Luu-Hoang, Employment Equity Specialist

Windsor University Faculty Association representatives:

Pardeep K. Jasra, Learning Specialist – AAS III, School of the Environment
Daniella Beaulieu, Learning Specialist – AAS IV, Office of the Vice-President, People, Equity & Inclusion

Appendix I

RCEE Roles and Responsibilities: Expected vs. Actual Practice

Area of Responsibility	Expected Role (Article 30 & Senate Frameworks)	Observed / Documented Practice	Key Concern
Status of RCEE	RCEE functions as a standing, ongoing committee responsible for employment equity oversight.	RCEE exists formally but its active oversight role appears limited or intermittent.	Risk of RCEE being viewed as symbolic rather than operational.
Oversight of Employment Equity	RCEE monitors implementation of employment equity across hiring, promotion, and retention.	Monitoring is inconsistent and largely procedural, with limited systemic follow-up.	Oversight appears reactive rather than proactive.
Workforce Analysis Review	RCEE reviews workforce analysis data to identify under-representation.	Analyses exist, but clear RCEE-led review and response mechanisms are not currently undertaken.	Data does not consistently lead to corrective action.
Follow-up on Under-representation	For under-represented groups, RCEE initiates focused review of recruitment, promotion, and retention practices.	Follow-up appears uneven and non-mandatory, with limited enforcement.	Under-representation may be repeatedly identified without resolution. Structural and attitudinal barriers may persist unchallenged.
Faculty-Level Accountability	Deans implement equity; RCEE monitors and challenges non-compliance.	Limited evidence that RCEE requires corrective action or escalates concerns.	Faculty-level variation without consistent accountability.
Goals and Timelines	RCEE reviews and tracks equity goals and timelines.	Goals and timelines have largely fallen into disuse over time.	Loss of measurable accountability mechanisms.
Evaluation of Effectiveness	RCEE assesses whether equity measures are effective, not merely compliant.	Emphasis appears on process completion, not outcomes.	Effectiveness of equity measures is difficult to assess.
Role Clarity vis-à-vis PCEE	Distinct but complementary roles: RCEE (oversight) vs. PCEE (appointments review).	Boundaries may be blurred, leading to diluted accountability.	Unclear enforcement authority.
Equity Culture Development	RCEE contributes to fostering a sustained institutional equity culture.	RCEE's role appears under-developed or indirect.	Equity framed as compliance, not institutional transformation.
Response to Identified Failures	RCEE identifies gaps and brings forward recommendations and corrective actions.	Concerns have been identified but follow-through is inconsistent.	Repeated findings without sustained resolution.

**University of Windsor
Senate Governance Committee**

5.6: **Policy on Research Centres and Institutes - Revisions**

Item for: **Approval**

MOTION 1: That the proposed revisions to Policy on Research Centres and Institutes be approved.

Rationale:

Originally adopted as Senate Bylaw 43 in December 1981, the policy was formally approved in 2004, last substantively amended in 2012, and editorially updated in 2014. As it had not undergone substantive review for over 14 years, a comprehensive renewal process was initiated in 2025–2026. This renewal was led by the Vice-President, Research and Innovation (VPRI), Dr. Shanthi Johnson. Dr. Jennifer Willet and Dr. Kenneth Drouillard served as Co-Chairs of the revision process, with support from Dr. Parthiban Natarajan, RI Initiatives Officer.

Proposed Revisions to the Policy on Research Centres and Institutes — Key Highlights

- Policy has not been substantively revised since 2004
- Clarifies Centre (Faculty-level) vs. Institute (University-level) governance
- Adds accountability: defined timelines, annual reporting, structured reviews
- Aligns with current research compliance, EDI, and tri-agency requirements
- Introduces transition/wind-down pathways for inactive entities
- Includes transitional provisions for existing Centres and Institutes

COMPARISON DOCUMENT — TRACKED CHANGES

Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes

Legend: Red strikethrough = text removed from old version

Blue text = text added in new version

Black text = unchanged content

SENATE POLICY

Policy Title: Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes

Policy on the Establishment, Management and Renewal of University Research Centres and Institutes

Date Established: April 14, 2004 (Formerly Senate Bylaw 43 – Adopted December 1981)

Office with Administrative Responsibility: Vice-President, Research and Innovation (VPRI)

Approver: Senate

Revision Date(s): Senate-amended: May 11, 2012; Administrative/Organizational/Name Changes: March 14, 2014;
Revised: [Pending Senate Approval 2026]

(Senate-amended: May 11, 2012)

AMENDED Due To Administrative/Organizational/Name Changes: March 14, 2014

1. Purpose

The purpose of this policy is to provide the framework for the establishment, management, **and** renewal, **and** **transitions** of Research Centres and Institutes at the University of Windsor (“University”). This policy will enhance the governance and sustainability of **University** Research Centres and Institutes and will clarify the ways in which they are linked to the **Departmental**, Faculty **or** **and** University structures.

2. Scope and Definitions

The establishment of Research Centres and Institutes assists the University’s research efforts by allowing and encouraging scholarly research and creativity among faculty, staff, post-doctoral fellows and graduate students involving narrower sub-disciplines or broader, inter-departmental and inter-faculty research activities. Frequently these activities go beyond disciplinary boundaries. These structures may also allow for individuals or teams to apply for external research grants and contracts and to establish a research/scholarly/creative identity within the university, nationally and internationally. Research Centres and Institutes normally provide for the strengthening, coordination or facilitation of research, scholarly, or creative activities not readily undertaken within the University’s departmental structure. They build upon the expertise, competence and staff interest existing at the University.

Generally a Research Centre or Institute consists of faculty members and possibly external partners who have a home in an academic unit. The Research Centre or Institute normally does not have an academic program of its own; however, it could be engaged in providing research training and in providing research infrastructure to students.

The advantages of having a policy for the establishment, management and renewal of Research Centres and Institutes at the University are several and may not be limited to the following. A Research Centre or Institute will report to a Dean(s) and:

- (a) Be a formally University-approved entity with a five year (renewable) mandate and will have increased accountability in the University and to the external community.

- (b) Be more visible at the University, nationally and possibly internationally with a specific mandate, expertise, goals and objectives and performance metrics.
- (c) Play a value-adding strategic role in achieving the University's research and academic mission.
- (d) Facilitate the opportunity to apply for team grants and collaborative grants that support a critical mass in a specific field of enquiry.
- (e) Attract graduate and undergraduate students and provide opportunities for developing inter- or intra-Faculty graduate programs and in enhancing experiential learning.
- (f) Have a formal approval process which will avoid emergence of Centres or Institutes having similar names or functions and will promote collaboration.

University Research Centres and Research Institutes (hereinafter referred to as "Centres/Institutes")

For University purposes:

3. University Research Centres and Research Institutes (hereinafter referred to as "Centres/Institutes")

For University purposes, a Centre is defined to exist in one Faculty, may involve different departments/academic units, and could have a broader mandate within one Faculty; whereas, an Institute normally occupies a physical space, could involve more than one Faculty, has a very specific mandate, involves external and internal partners, and could be inter- or cross-disciplinary. It is recognized that these definitions are vague and will depend on the team who will be proposing the establishment of a Centre or Institute. In essence, the guidelines/policies for a Centre or Institute are similar, but they may differ in their size, deliverables, goals and objectives.

A Research Centre is defined to exist in one Faculty, may involve different departments/academic units, and has the mandate to advance research, scholarship, and creative activity in a specific area of importance to the Faculty/University. Centres require approval through appropriate faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research, Dean, Faculty Coordinating Council, and/or Faculty Council, as appropriate to the faculty). The oversight for Faculty-level Centres resides with the relevant Dean(s).

A Research Institute involves members from more than one Faculty, has an interdisciplinary research focus, is pan-university in nature, and is approved by the University Senate. University-level Institutes report directly to the VPRI.

The Research Centre or Institute normally does not have an academic program of its own; however, it **could be engaged in providing** is expected to provide research training **and in providing research infrastructure to** opportunities to students and trainees affiliated with the faculty membership.

Together, Research Centres and Institutes exist to advance the research and innovation of the University.

3. Scope

The University recognizes Research Centres and Institutes as strategic vehicles for advancing interdisciplinary research and scholarship, knowledge mobilization, and partner engagement (community/industry/government). Research Centres and Institutes are created and operated on the principles of mutual benefit and mutual obligation between the entity and the Faculty and University. They are not considered permanent fixtures; their continuation is dependent on demonstrated performance, relevance, and alignment with the University's Strategic Plans.

This policy does not apply to: (i) entities whose primary function is administrative or purely physical in nature; (ii) incubators or accelerators; or (iii) individual faculty member laboratories or single-researcher teams operating under designations such as "hub," "network," or "laboratory."

Normally, Research Centres and Institutes are expected to:

- Be a formally Faculty or University-approved entity with a five-year (renewable) mandate with resourcing considerations appropriate to the Faculty or University level.

- Be more visible at the Faculty/University, both locally and globally as appropriate, with a specific plan including its mandate, expertise, goals and objectives, and performance metrics.
- Play a value-adding strategic role in achieving the University's research and academic mission.
- Facilitate the opportunity to apply for team grants and collaborative grants that support a critical mass in a specific field of **enquiry.inquiry**.
- Comply with the University's research compliance and regulatory obligations, including research security, tri-agency and other agency requirements, research data management and other compliance requirements provincially and nationally where relevant to the Centre or Institute's activities.
- Reflect and advance the University's commitments to inclusive excellence in research, scholarship, and creative activity, ensuring that Research Centres and Institutes adopt inclusive practices in membership, leadership, and approaches.

3.1 Establishment of Centres and Institutes

The establishment of Research Centres and Institutes assists the University's **interdisciplinary** research efforts by allowing and encouraging scholarly research and creativity among faculty, staff, **post-doctoral fellows and graduate students** visiting scholars/adjuncts, and trainees (post-doctoral fellows, graduate and undergraduate students) involving **narrower** sub-disciplines or broader, inter-departmental and inter-faculty research activities. Frequently these activities go beyond disciplinary boundaries. These structures **may also allow for individuals or teams** should also support its membership to apply for **joint** external research grants and contracts and to establish a research/scholarly/creative identity within the **university** University, nationally, and internationally. Research Centres and Institutes normally provide for the strengthening, coordination, or facilitation of research, scholarly, or creative activities not readily undertaken within the University's departmental structure. They build upon the **expertise, competence and staff interest existing at** existing and emerging institutional faculty expertise and interests.

Generally, a Research Centre or Institute consists of faculty **members and possibly** researchers but may also include **adjunct faculty, visiting scholars, and external partners who have**. Internal members normally hold a home in an **academic unit**. Academic Administrative Unit (AAU) at the University. External partners are not required to hold a University academic appointment; however, where appropriate, they may seek formal adjunct, affiliate, or supervisory status in accordance with applicable Faculty and/or University policies.

Research Centres are Faculty-level entities that require formal consultation with the Faculty Dean and approval through established Faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research, Dean, Faculty Coordinating Council and/or Faculty Council, as appropriate). While a Research Centre does not require Senate approval, a list of all Research Centres will be provided to the Senate by the VPRI annually.

Research Institutes require the approval of Senate following the recommendation to Senate by **an appropriate University Committee mandated to review such proposals (hereinafter referred to as the "University Committee")**. **The University Committee would normally be a Senate Sub-Committee.** the Senate Research and Innovation Advisory Committee mandated to review such proposals.

Prior to the required review and approval, the Centre/Institute title should not be used for purposes of promotion (e.g., on a website or in a grant proposal) unless the Centre/Institute is clearly identified as "proposed" or "subject to **Senate** Faculty/Senate approval."

Prior to submitting a formal proposal, applicants are strongly encouraged to arrange a joint consultation meeting with the VPRI and representatives, the relevant Associate Dean(s) Research, and appropriate Dean(s) to discuss the proposed Centre/Institute, research objectives, and operational considerations. This early engagement is intended to strengthen proposals and avoid duplication of existing research structures. Resourcing (space, financial, and other assistance) considerations are identified as part of the approval processes at the Faculty or Institutional level, based on the scope, needs, and strategic alignment of the Institute or Centre.

Proposals for Research Centres are to be submitted to the appropriate Dean(s). Proposals for Research Institutes are to be submitted to the VPRI. Proposals are to be submitted to the Vice-President, Research and Innovation (VPRI) and are to include the following:

- Name of Centre/Institute;
- The purpose of the Centre/Institute including rationale; background; importance and benefit; mission; **home Faculty/Department(s)/Faculty/Faculties**, expected interactions with other units and organizations within and external to the University; positions to be established; scope of activities envisaged, including an indication of opportunities (research, and student training) that are likely to result, and emphasizing how they are aligned with the **University's Strategic Research Plan; Faculty/University's Strategic Plans;**
- Management Structure: A Director will be appointed and **Centre/Institute will report to a University Officer, normally at the Dean (for Centres) or the VPRI (for Institutes), as applicable;. A five-year business plan and budget will be required if financial responsibility is vested.**
- Inclusive Excellence Plan: A brief statement describing how the Centre/Institute will promote inclusivity in its membership, leadership, and research activities, consistent with the University's Equity, Diversity, and Inclusion strategy, commitments, and Tri-Agency requirements; Indigenous engagement should be included as a stand alone section if relevant.
- Listing of Proposed Members: Director designate and other inaugural members grouped according to category of membership, if applicable (e.g., associate, corporate, affiliate, external community). Abbreviated CVs (last five years) should be provided for each primary member. **In addition, any proposed staff positions (administrative support staff, technical staff, etc.) with the resourcing considerations and reporting structure should be identified;**
- Research/Educational Training Component: List benefits, opportunities, **difficulties**, constraints, and challenges. **For example: how will creation of the Centre/Institute advance the field? What is the impact of that advancement expected to be? How will success be measured?** Address both research outputs (scholarly activity enhanced by the Centre/Institute, including publications, trainee supervision, co-authorships, and collaborative grants) and research outcomes (how that scholarly activity influences science, sector, and society, including innovation, policy impact, and community, government, or industry engagement). Provide examples of: (1) specific research topics that will be studied; (2) collaborative cross-disciplinary and multi-institutional research, including any anticipated gains in collaborative grants and trainee supervision that the **Centre/Institute structure uniquely enables**, and; (3) **How** these research projects will be funded. Provide an explanation of how these **findings/activities** will **impact/advance** the University **in meeting its's** academic and research mission;
- Knowledge Mobilization and Partnership Engagement: A description of how research outputs will be communicated and mobilized to relevant academic, government, industry, and community partners. This may include plans for open access publication, public engagement activities, industry partnerships, and engagement with Indigenous communities or community-based organizations, where relevant;
- Facilities: List available research facilities and infrastructure including space and equipment **that are centrally accessible to the Centre/Institute membership;. identify/Identify** strengths and weaknesses in the inventory; future requirements; and a proposed **strategy** plan for obtaining such facilities. **Where the Centre/Institute exists to promote joint investment in Faculty/University infrastructure, describe how that infrastructure will be governed, maintained, and made accessible to all members at the Faculty/University, as appropriate. A space request should be included where applicable;**
- Budget: **If relevant as determined by the home Dean, a** detailed five-year table indicating how the Centre/Institute will **establish and sustain itself financially, be resourced** and include anticipated income from all sources — University, government, industry, overhead, royalties — and proposed expenditures and disbursements (**business/financial plan**). **Budgetary details should include all costs associated with managerial, administrative, and technical staff;**
- Letters of Approval and Support: **Department Head/School Director and Dean(s): Letters** For a Centre, letters of approval and support **for the establishment of a Centre/Institute must be provided and signed by** from the relevant Department Head/**School Director and Dean(s). Any/School Director must be provided. For an Institute, letters of approval and support from the relevant Department Head(s)/School Director(s).**

Associate Deans, and/or Dean(s) are required. Any commitments or agreements to provide space, teaching relief allocation of work responsibilities, or other resources, including overhead from contract research, must be documented and signed by those authorized to make such commitments.;

- **Library and other Service Departments:** A statement of anticipated additional and unique requirements must be prepared and signed by the senior administrator of any academic support service departments and unit(s) undertaking to fund their provision. In the absence of such statements, it will be assumed that there are no such requirements, commitments, or agreements. These may include ITS and others;
- **Information Technology Services (ITS) Support Requirements:** Any new software or extraordinary network requirements associated with the Centre/Institute must be indicated, and a statement of support from the Executive Director of ITS included with the proposal.
- **Research Regulatory Compliance:** A statement of research security and other regulatory compliance as required should be provided;
- **Other:** Applicants proposing a Centre/Institute shall meet with are expected to engage with the University Officer Dean (for Centres) and/or the VPRI (for Institutes) early to whom the Centre/Institute will report in order to determine if any additional features or components not covered above are required in the application submission to the VPRI.

3.2 Management and Review and Renewal of Centres and Institutes

Director Appointments

Institute Directors are appointed for five-year renewable terms by the VPRI through an internal or external search process aligned with the academic appointment practices and policies of the University of Windsor.

Research Centre Directors are appointed by the Dean (or designate) following consultation and review through established Faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research), in accordance with Faculty and University-level policies and practices. Appointments are normally for a defined term and are renewable.

Leadership and Reporting

The leadership, management, and day-to-day operations of the Centres and Institutes reside with the designated Director reporting to the Dean (for Centres) or the VPRI (for Institutes), as appropriate. The Directors are responsible for developing a clear strategic plan working with the members, membership engagement, and performance, consistent with the Centre's or Institute's mission and mandate.

All Centre/Institute Directors will be required to submit a brief yearly report to the Dean (for Centres) or VPRI (for Institutes) as relevant and meet on an annual basis. The VPRI will coordinate a brief annual survey of all Research Centres, in consultation with the Deans, to maintain the institutional registry and support the visibility of faculty-level research and innovation activities.

All Centres/Institutes will be reviewed at least once during the five year period of existence. Notice of the review will be communicated to the Director of the Centre/Institute by the VPRI at least nine months prior to the end of the mandate of the Centre/Institute. As a Centre/Institute comes up for review, its Director will be asked to prepare a report. The report is to include a summary of the following:

- (g) The list of faculty involved in the Centre/Institute's activities;
- (h) The number of HQP involved in the Centre/Institute's activities (over the duration of the Centre/Institute and since the last review);
- (i) A list of publications from the Centre/Institute's activities, innovation and other measures of activity, and;
- (j) A list of research funding associated with the Centre/Institute.

The report will then be submitted to the VPRI, by a date established by the VPRI, for consideration and determination by the University Committee as to whether a formal, independent Review Committee should be

struck to conduct a full review of the Centre/Institute. In the event that a more thorough examination is required, the following process will be observed.

Review and Renewal of Research Institutes

All Research Institutes will be reviewed in a five-year cycle led by the Office of VPRI. The Research Institute Director must submit the Review Report to the VPRI at the beginning of the fifth year/start of the final year of the five-year mandate (e.g., January 31). The Director of the Institute is required to provide the Chair of the Review Committee with the following information:

- The list of faculty involved in the Centre/Institute's activities;
- The number and type of HQP involved in the Centre/Institute's activities (over the duration of the Centre/Institute and since the last review);
- A list of publications research, scholarly, or creative outputs from the Centre/Institute's activities, innovation, and other measures of activity relevant to the Institute mission;
- A list of research funding associated with the Centre/Institute;
- Where the Institute receives funding from or operates under agreements with external funding agencies (federal, provincial, or private), a summary of how those external reporting and compliance requirements have been met, and whether the renewal is consistent with the terms of any such agreements;
- A summary of progress made toward the Institute's Inclusive Excellence Plan, including any changes in membership diversity and initiatives undertaken to promote inclusive research practices;
- A summary of knowledge mobilization activities, community partnerships, and research impact since the last review period.

Upon receipt of the five-year Report, an Institute Review Committee shall be struck to conduct the Institute review and provide recommendations to the VPRI.

(i) The Review Committee will be appointed by the VPRI in consultation with the University Committee at least six months prior to the end of the mandate of the Centre/Institute. The membership of the Review Committee will include:

Institute Review Committee

- The Institute Review Committee shall be established by the VPRI within two (2) months of the report submission deadline. The review may proceed without requiring the formal appointment of a new Director in cases of leadership transition or vacancy. The membership of the Institute Review Committee may include:
- A senior researcher with administrative experience and no direct involvement in the Centre/Institute (preferably a former Dean or Department Head/School Director). This person; this person will Chair the Review Committee;
- The Director of another Centre/Institute;
- An academic who is not a member of the Centre/Institute but is knowledgeable in the field of its research activity;
- The VPRI or her/his delegate will assess and communicate financial and governance concerns to the Review Committee, and;
- Other appointments may be made as deemed appropriate. This may, including graduate students or, other faculty, or, where the Institute engages significantly with external partners, community organizations, or Indigenous communities, a representative from those communities or sectors.

(ii) The Director of the Centre/Institute is required to provide the Chair of the Review Committee with the following information:

- (k) A progress report which includes a statement describing how the Centre/Institute has achieved its original objectives or a rationale for any deviation from its original objectives or mandates;
- (l) A detailed listing of research accomplishments; a current membership list; and a detailed financial statement;
- (m) A five-year plan which identifies future research directions and development strategies;
- (n) Statements from appropriate Department Head/School Director and Dean(s) indicating continued support for the Centre/Institute, and;
- (o) Names of individuals who could provide an external assessment of the Centre/Institute.

Review Process and Timeline

- (iii) The mechanism by which the Review Institute Review Committee elects to conduct the review shall be at the discretion of the Committee in based on standardized processes in consultation with the VPRI. It is recommended that the primary thrust of the review process involves meetings with the Director and members of the Centre/Institute and an assessment of activities, achievements, and progress that has been made towards achieving the goals and objectives stated in the mandate. In addition, the review process should may include solicitation of external assessments and discussion with non-members of the Centre/Institute from related departments.
- (iv) The Review Committee will submit a written report to the VPRI normally within four months of being established. After review the VPRI shall submit the report to the Chair of the University Committee who shall provided a copy of the report to the Director of the Centre/Institute under review to ensure that the report contains no factual errors. The Director may submit a written commentary on the report to the VPRI. The Institute Review Committee, supported by the Office of VPRI, shall adhere to the established timeline and submit a written report to the VPRI within three (3) months of being established. After receiving the Institute Review Committee's report, the VPRI shall, within two (2) months, assess the findings and prepare a formal recommendation on continuation, conditional renewal, or termination, in consultation with the Senate Research and Innovation Advisory Committee and the relevant Dean(s). The VPRI shall provide a copy of the Institute Review Committee's report to the Director of the Institute under review to ensure that the report contains no factual errors. The Director may submit a written commentary on the report to the VPRI within one month of receipt.
- (v) The University Committee will consider the report of the Review Committee followed by an appropriate consultation with the members of the Centre/Institute and the VPRI before making a recommendation to Senate concerning the future of the Centre/Institute. The recommendation may be: The VPRI, in consultation with the Senate Research and Innovation Advisory Committee and the Deans, shall forward a formal recommendation to Senate for ratification. The Director's written commentary, if submitted, shall accompany the recommendation. To maintain process integrity, Institute Directors will not be given a separate opportunity to present alternative arguments directly to Senate after the review committee's work has concluded. The recommendation may be:
 - (p) Continuation with review in 5 years;
 - (q) Continuation with review in 1, 2, 3 years, or;
 - (r) Termination of the Centre/Institute.

Full Renewal – the Institute is renewed for a standard term of five (5) years. All renewed Institutes must submit annual progress reports using the standardized template.

Conditional Continuation – renewal with specific conditions attached; a shorter review interval of one (1) to three (3) years will apply. Annual reporting is required. Conditions must be clearly documented with measurable benchmarks and timelines.

Transition to Faculty-level Centre – Where appropriate, a University-level Institute may be transitioned to a Faculty-level Centre with the approval of the relevant Dean(s) and VPRI, or may revert to a researcher-led laboratory structure. This option supports sustainability without formal termination.

Termination – the Institute is closed where performance or strategic alignment is unsatisfactory. A wind-down plan shall be developed as set out in Section 3.3.

Review and Renewal of Research Centres

The review and renewal cycle for Research Centres shall be established between the Centre Director and the responsible Dean. A review cycle of no more than five years is recommended, which could be a consolidated summary of the yearly reporting. Deans are encouraged to develop faculty-specific processes for the periodic review of Centres that are proportionate to the scale and resources of the Centre/Faculty. Where a Centre is found to be inactive or no longer aligned with faculty priorities, the Dean may manage the centre transition as appropriate.

3.3 Transition and Termination of Institutes

Upon receipt of a transition or termination decision, the Institute Director has fourteen (14) calendar days to provide a written response to the VPRI. Where an Institute is recommended for termination or transition, the VPRI shall work with the Director and relevant Dean(s) to develop a wind-down plan covering staff transitions, active projects, research funding obligations, use of Institute name, and records management. The entire sunseting process shall be completed within six (6) months of Senate ratification of the termination decision, ensuring all wind-down activities are completed.

Where a Dean determines that a Research Centre should be wound down, the Dean shall follow an appropriate consultative process within the Faculty and notify the VPRI.

3.4 Conflict of Interest

In circumstances where the VPRI or the Dean is a member of the Centre or Institute and/or has any conflict of interest, a delegate will be assigned to act in the relevant administrative role for matters concerning that Centre or Institute.

4. Policy Review

This policy shall be reviewed by the VPRI in consultation with the Senate Research and Innovation Advisory Committee at least once every five years, or sooner if required by changes in federal or provincial research funding policy, applicable law, or University strategic priorities. Recommended revisions shall be submitted to Senate for approval through the standard governance process.

5. Transitional Provisions

Upon Senate approval of this revised policy, the following transitional provisions shall apply:

- Research Centres that were established prior to the date of Senate approval of this policy shall be recognized as existing Centres without being required to undergo the new establishment process set out in Section 3.1. The VPRI, in consultation with each Dean, will confirm the list of existing Centres through the ongoing centres survey. Deans may add or remove entries from their faculty's list during the confirmation process.
- Centres that did not respond to the survey, cannot be verified, or are determined upon review to be individual research laboratories rather than Research Centres as defined in Section 2 may be reclassified or removed from the institutional registry. The University website will be updated to distinguish Research Centres from individual research laboratories.
- Any new Research Centre established after the date of Senate approval of this policy shall follow the establishment process set out in Section 3.1.
- Any existing Research Centre seeking to transition to a Research Institute shall be required to follow the establishment process for new Research Institutes set out in Section 3.1, including pre-consultation with the VPRI and review and approval by the Research & Innovation Advisory Committee and Senate.
- Existing Research Institutes that have been previously approved by Senate shall continue under their current mandates. Their next review shall follow the process set out in Section 3.2.

- The Office of the VPRI will work with Deans to complete the transition within six (6) months of Senate approval of this policy.

Appendix A

Template for the Organization and Management of Research Centres/Institutes

This template is to be used as a guide when structuring the organization and management of the Centres/Institutes. Depending on the size of the Centre/Institute the organizational and management structure could vary and should be supported with an appropriate rationale in the submission. Provided the ultimate authority for the Centre/Institute rests with the University Officer who has financial responsibility for the Centre/Institute (usually the Dean), details may vary. However, all specifics should be provided in the proposal and approved by the Senate.

When the activities of a Centre/Institute span two or more Faculties, authority may reside with a committee of two or three Deans. Each Centre/Institute will have a Director.

The Director:

- 1. May be a permanent University faculty or staff member, or an external appointee with a well defined role and responsibilities.
- 2. Will be appointed for a fixed term of up to five years, normally renewable once.
- 3. Is appointed by the Vice-President, Academic, on the advice of the relevant Dean.
- 4. The Centre/Institute charter may specify that there will be a Nominating Committee that is chaired by a senior faculty member selected by the team proposing the Centre/Institute which provides advice to the Dean on the appointment or reappointment of the Director. If a Nominating Committee is required, a process for its establishment must be part of the Centre/Institute charter.
- 5. Is ultimately accountable to the Dean(s), in some cases, through a Department Head/School Director.
- 6. Is responsible for the overall management of the Centre/Institute, the preparation of its annual budget, supervision of Centre/Institute employees (if any), etc.
- 7. May have an Advisory Committee to provide advice and guidance regarding the Centre/Institute's operation. The Advisory Committee should be representative of the Centre/Institute's membership, and there must be a process to provide for regular rotation of its membership. Normally, members of the Advisory Committee shall serve for up to three years, renewable, depending at the discretion of the Director and the Dean(s).

Notes:

- 1. Depending on the size, need and complexity of a Centre/Institute other committees, such as Executive Committee or an Advisory Board may be established.
- 2. For a currently established Centre/Institute its head will meet with the appropriate Dean to establish the actions necessary to comply with the requirements for a Centre/Institute set out herein. In some cases the Dean may wish to start the review process as the first major action.

CONSULTATION REPORT

Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes

1. Background and Context

The Senate Policy on the Establishment, Management and Renewal of University Research Centres and Institutes was originally adopted as Senate Bylaw 43 in December 1981, formally approved as a Senate Policy on April 14, 2004, last amended on May 11, 2012, and editorially updated for administrative/organizational/name changes on March 14, 2014. The policy had not undergone substantive review in over 14 years.

In 2025–2026, the Vice-President, Research and Innovation (VPRI), Dr. Shanthi Johnson, initiated a comprehensive policy renewal. Drs. Jennifer Willet and Kenneth Drouillard were appointed as Co-Chairs of the revision, with the support of Dr. Parthiban Natarajan, RI Initiatives Officer.

2. Consultation Process

The following consultation activities were undertaken:

1. Survey of Institute Directors and Centre Leads – An online survey was distributed to all current institute directors and centre leads to gather feedback on the existing policy, governance challenges, and priorities for renewal. The survey also aimed to verify the active status and leadership of the approximately 67 centres listed on the University website.
2. Senate Research and Innovation Advisory Committee (March 23, 2026) – The revised draft was presented and discussed. The Committee provided feedback on definitions, minimum membership, director appointment, grandparenting provision, review processes, and the role of Deans in institute renewal.
3. Written Feedback from Deans and Associate Deans Research (April 2026) – The revised draft was circulated to all Deans and ADRs for written comment.
4. Deans Meeting (April 16, 2026) – A dedicated discussion session was held with Deans and ADRs. Key topics included centre definitions, governance and approval pathways, faculty-specific considerations, reporting and accountability expectations, and the grandparenting provision.
5. Windsor University Faculty Association (WUFA) (April 2026) – The revised draft policy was shared and discussed with WUFA.

3. Summary of Major Changes: Old Policy (2012) vs. Revised Policy (2026)

Policy Area	Old Policy (2012/2014)	Revised Policy (2026)
Policy Title	Policy on the Establishment, Management and Renewal of University Research Centres and Institutes	Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes
Definitions (Section 2)	Centre and Institute definitions were vague and acknowledged as such. No clear governance distinction.	Clear distinction: Research Centre (single faculty, approved through faculty governance, reports to Dean) vs. Research Institute (multi-faculty, Senate-approved, reports to VPRI).
Scope (Section 3)	No separate Scope section. Limited to advantages of having a policy.	New Scope section. Explicitly excludes labs, hubs, networks, incubators. Adds research security compliance, inclusive excellence, and knowledge mobilization expectations.
Centre Approval	Not clearly addressed. Centres and Institutes treated together.	Centres approved through appropriate faculty governance processes (e.g., Faculty Research Committee, ADR, Dean, and/or Faculty/Coordinating/Council as appropriate).

Institute Approval	Senate approval on recommendation of a University Committee (Senate Sub-Committee).	Senate approval on recommendation of the Senate Research and Innovation Advisory Committee and the Vice-President Research and Innovation.
Proposal Requirements	11 items (a–k). Focused on research/educational component.	Expanded to include Inclusive excellence, knowledge mobilization and partner engagement, research security and other regulatory compliance, staff positions and resourcing for the Research Institutes. Centre support will remain within the Faculty purview, allowing for distinctness across faculties.
Annual Reporting	Not required.	All Centre/Institute Directors submit a brief yearly report via a survey to Dean/VPRI and meet at least annually.
Review Process	Centres/Institutes reviewed at least once during 5-year period. VPRI gives 9 months' notice. Review Committee appointed at least 6 months prior. Report within 4 months.	Institutes: formal 5-year review led by VPRI. Report due at start of 5th year. Review Committee established within 2 months. Report within 3 months with pre-established process and format. Centres: review cycle established between Director and Dean.
Review Outcomes	Not clearly addressed.	4 options: Full Renewal (5 years); Conditional Continuation (1–3 years with benchmarks); Transition to Faculty-level Centre; Termination with wind-down plan.
Transition & Termination	Not addressed.	New Section 3.3: 14-day Director response period, wind-down plan (staff, projects, funding, records), 6-month completion, final closure report to Senate.
Conflict of Interest	Not addressed.	New Section 3.4: Where VPRI or Dean has a conflict of interest, a delegate is assigned.
Policy Review	Not addressed.	New Section 4: Policy reviewed at least every 5 years or sooner if required.
Transitional Provisions	Not addressed.	New Section 5: Grandparenting clause for existing centres. Centre-to-institute transitions must follow new institute establishment process (Section 3.1). Six-month timeline for compliance.

Policy Title: Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes

Date Established: April 14, 2004 (Formerly Senate Bylaw 43 – Adopted December 1981)

Office with Administrative Responsibility: Vice-President, Research and Innovation (VPRI)

Approver: Senate

Revision Date(s): Senate-amended: May 11, 2012; Administrative/Organizational/Name Changes: March 14, 2014; Revised: [Pending Senate Approval 2026]

1. Purpose

The purpose of this policy is to provide the framework for the establishment, management, renewal, and transitions of Research Centres and Institutes at the University of Windsor (“University”). This policy will enhance the governance and sustainability of University Research Centres and Institutes and will clarify the ways in which they are linked to the Faculty and University structures.

2. Definitions

University Research Centres and Research Institutes (hereinafter referred to as “Centres/Institutes”)

For University purposes:

A Research Centre is defined to exist in one Faculty, may involve different departments/academic units, and has the mandate to advance research, scholarship, and creative activity in a specific area of importance to the Faculty/University. Centres require approval through appropriate faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research, Dean, Faculty Coordinating Council, and/or Faculty Council, as appropriate to the faculty). The oversight for Faculty-level Centres resides with the relevant Dean(s).

A Research Institute involves members from more than one Faculty, has an interdisciplinary research focus, is pan-university in nature, and is approved by the University Senate. University-level Institutes report directly to the VPRI.

The Research Centre or Institute normally does not have an academic program of its own; however, it is expected to provide research training opportunities to students and trainees affiliated with the faculty membership.

Together, Research Centres and Institutes exist to advance the research and innovation of the University.

3. Scope

The University recognizes Research Centres and Institutes as strategic vehicles for advancing interdisciplinary research and scholarship, knowledge mobilization, and partner engagement (community/industry/government). Research Centres and Institutes are created and operated on the principles of mutual benefit and mutual obligation between the entity and the Faculty and University. They are not considered permanent fixtures; their continuation is dependent on demonstrated performance, relevance, and alignment with the University’s Strategic Plans.

This policy does not apply to: (i) entities whose primary function is administrative or purely physical in nature; (ii) incubators or accelerators; or (iii) individual faculty member laboratories or single-researcher teams operating under designations such as “hub,” “network,” or “laboratory.”

Normally, Research Centres and Institutes are expected to:

- Be a formally Faculty or University-approved entity with a five-year (renewable) mandate with resourcing considerations appropriate to the Faculty or University level.
- Be more visible at the Faculty/University, both locally and globally as appropriate, with a specific plan including its mandate, expertise, goals and objectives, and performance metrics.
- Play a value-adding strategic role in achieving the University’s research and academic mission.
- Facilitate the opportunity to apply for team grants and collaborative grants that support a critical mass in a specific field of inquiry.
- Comply with the University’s research compliance and regulatory obligations, including research security, tri-agency and other agency requirements, research data management and other compliance requirements provincially and nationally where relevant to the Centre or Institute’s activities.
- Reflect and advance the University’s commitments to inclusive excellence in research, scholarship, and creative activity, ensuring that Research Centres and Institutes adopt inclusive practices in membership, leadership, and approaches.

3.1 Establishment of Centres and Institutes

The establishment of Research Centres and Institutes assists the University’s interdisciplinary research efforts by allowing and encouraging scholarly research and creativity among faculty, staff, visiting scholars/adjuncts, and trainees (post-doctoral fellows, graduate and undergraduate students) involving sub-disciplines or broader, inter-departmental and inter-faculty research activities. Frequently these activities go beyond disciplinary boundaries. These structures should also support its membership to apply for joint external research grants and contracts and to establish a research/scholarly/creative identity within the University, nationally, and internationally. Research Centres and Institutes normally provide for the strengthening, coordination, or facilitation of research, scholarly, or creative activities not readily undertaken within the University’s departmental structure. They build upon the existing and emerging institutional faculty expertise and interests.

Generally, a Research Centre or Institute consists of faculty researchers but may also include adjunct faculty, visiting scholars, and external partners. Internal members normally hold a home in an Academic Administrative Unit (AAU) at the University. External partners are not required to hold a University academic appointment; however, where appropriate, they may seek formal adjunct, affiliate, or supervisory status in accordance with applicable Faculty and/or University policies.

Research Centres are Faculty-level entities that require formal consultation with the Faculty Dean and approval through established Faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research, Dean, Faculty Coordinating Council and/or Faculty Council, as appropriate). While a Research Centre does not require Senate approval, a list of all Research Centres will be provided to the Senate by the VPRI annually.

Research Institutes require the approval of Senate following the recommendation to Senate by the Senate Research and Innovation Advisory Committee mandated to review such proposals.

Prior to the required review and approval, the Centre/Institute title should not be used for purposes of promotion (e.g., on a website or in a grant proposal) unless the Centre/Institute is clearly identified as “proposed” or “subject to Faculty/Senate approval.”

Prior to submitting a formal proposal, applicants are strongly encouraged to arrange a joint consultation meeting with the VPRI and representatives, the relevant Associate Dean(s) Research, and appropriate Dean(s) to discuss the proposed Centre/Institute, research objectives, and operational considerations. This early engagement is intended to strengthen proposals and avoid duplication of existing research structures. Resourcing (space, financial, and other

assistance) considerations are identified as part of the approval processes at the Faculty or Institutional level, based on the scope, needs, and strategic alignment of the Institute or Centre.

Proposals for Research Centres are to be submitted to the appropriate Dean(s). Proposals for Research Institutes are to be submitted to the VPRI. Proposals are to include the following:

- (a) Name of Centre/Institute;
- (b) The purpose of the Centre/Institute including rationale; background; importance and benefit; mission; Department(s)/Faculty/Faculties; expected interactions with other units and organizations within and external to the University; positions to be established; scope of activities envisaged, including an indication of opportunities (research and training) that are likely to result, and emphasizing how they are aligned with the Faculty/University's Strategic Plans;
- (c) Management Structure: A Director will be appointed and report to the Dean (for Centres) or the VPRI (for Institutes), as applicable;
- (d) Inclusive Excellence Plan: A brief statement describing how the Centre/Institute will promote inclusivity in its membership, leadership, and research activities, consistent with the University's Equity, Diversity, and Inclusion strategy, commitments, and Tri-Agency requirements; Indigenous engagement should be included as a stand alone section if relevant.
- (e) Listing of Proposed Members: Director designate and other inaugural members grouped according to category of membership, if applicable (e.g., associate, corporate, affiliate, external community). Abbreviated CVs (last five years) should be provided for each primary member. In addition, any proposed staff positions (administrative support staff, technical staff, etc.) with the resourcing considerations and reporting structure should be identified;
- (f) Research/Training Component: List benefits, opportunities, constraints, and challenges. Address both research outputs (scholarly activity enhanced by the Centre/Institute, including publications, trainee supervision, co-authorships, and collaborative grants) and research outcomes (how that scholarly activity influences science, sector, and society, including innovation, policy impact, and community, government, or industry engagement). Provide examples of: (1) specific research topics that will be studied; (2) collaborative cross-disciplinary and multi-institutional research, including any anticipated gains in collaborative grants and trainee supervision that the Centre/Institute structure uniquely enables; and (3) how these research projects will be funded. Provide an explanation of how these activities will advance the University's academic and research mission;
- (g) Knowledge Mobilization and Partnership Engagement: A description of how research outputs will be communicated and mobilized to relevant academic, government, industry, and community partners. This may include plans for open access publication, public engagement activities, industry partnerships, and engagement with Indigenous communities or community-based organizations, where relevant;
- (h) Facilities: List available research facilities and infrastructure including space and equipment that are centrally accessible to the Centre/Institute membership. Identify strengths and weaknesses in the inventory; future requirements; and a proposed plan for obtaining such facilities. Where the Centre/Institute exists to promote joint investment in Faculty/University infrastructure, describe how that infrastructure will be governed, maintained, and made accessible to all members at the Faculty/University, as appropriate. A space request should be included where applicable;
- (i) Budget: A detailed five-year table indicating how the Centre/Institute will be resourced and include anticipated income from all sources – University, government, industry, overhead, royalties – and proposed expenditures and disbursements (financial plan). Budgetary details should include all costs associated with managerial, administrative, and technical staff;
- (j) Letters of Approval and Support: For a Centre, letters of approval and support from the relevant Department Head/School Director must be provided. For an Institute, letters of approval and support from the relevant Department Head(s)/School Director(s), Associate Deans, and/or Dean(s) are required. Any commitments or agreements to provide space, allocation of work responsibilities, or other resources, including overhead from contract research, must be documented and signed by those authorized to make such commitments;

- (k) Service Departments: A statement of anticipated additional and unique requirements must be prepared and signed by the senior administrator of any service departments and unit(s) undertaking to fund their provision. In the absence of such statements, it will be assumed that there are no such requirements, commitments, or agreements. These may include ITS and others;
- (l) Research Regulatory Compliance: A statement of research security and other regulatory compliance as required should be provided;
- (m) Other: Applicants proposing a Centre/Institute are expected to engage with the Dean (for Centres) and/or the VPRI (for Institutes) early to whom the Centre/Institute will report in order to determine if any additional features or components not covered above are required in the application submission.

3.2 Management and Renewal of Centres and Institutes

Director Appointments

Institute Directors are appointed for five-year renewable terms by the VPRI through an internal or external search process aligned with the academic appointment practices and policies of the University of Windsor.

Research Centre Directors are appointed by the Dean (or designate) following consultation and review through established Faculty governance processes (e.g., Faculty Research Committee, Associate Dean Research), in accordance with Faculty and University-level policies and practices. Appointments are normally for a defined term and are renewable.

Leadership and Reporting

The leadership, management, and day-to-day operations of the Centres and Institutes reside with the designated Director reporting to the Dean (for Centres) or the VPRI (for Institutes), as appropriate. The Directors are responsible for developing a clear strategic plan working with the members, membership engagement, and performance, consistent with the Centre's or Institute's mission and mandate.

All Centre/Institute Directors will be required to submit a brief yearly report to the Dean (for Centres) or VPRI (for Institutes) as relevant and meet on an annual basis. The VPRI will coordinate a brief annual survey of all Research Centres, in consultation with the Deans, to maintain the institutional registry and support the visibility of faculty-level research and innovation activities.

Review and Renewal of Research Institutes

All Research Institutes will be reviewed in a five-year cycle led by the Office of VPRI. The Research Institute Director must submit the Review Report to the VPRI at the beginning of the fifth year/start of the final year of the five-year mandate (e.g., January 31). The Director of the Institute is required to provide the Chair of the Review Committee with the following information:

- The list of faculty involved in the Institute's activities;
- The number and type of HQP involved in the Institute's activities (over the duration of the Institute and since the last review);
- A list of research, scholarly, or creative outputs from the Institute's activities, innovation, and other measures of activity relevant to the Institute mission;
- A list of research funding associated with the Institute;
- Where the Institute receives funding from or operates under agreements with external funding agencies (federal, provincial, or private), a summary of how those external reporting and compliance requirements have been met, and whether the renewal is consistent with the terms of any such agreements;
- A summary of progress made toward the Institute's Inclusive Excellence Plan, including any changes in membership diversity and initiatives undertaken to promote inclusive research practices;
- A summary of knowledge mobilization activities, community partnerships, and research impact since the last review period.

Upon receipt of the five-year Report, an Institute Review Committee shall be struck to conduct the Institute review and provide recommendations to the VPRI.

Institute Review Committee

- The Institute Review Committee shall be established by the VPRI within two (2) months of the report submission deadline. The review may proceed without requiring the formal appointment of a new Director in cases of leadership transition or vacancy. The membership of the Institute Review Committee may include:
 - A senior researcher with administrative experience and no direct involvement in the Institute; this person will Chair the Review Committee;
 - An academic who is not a member of the Institute but is knowledgeable in the field of its research activity;
 - Other appointments may be made as deemed appropriate, including graduate students, other faculty, or, where the Institute engages significantly with external partners, community organizations, or Indigenous communities, a representative from those communities or sectors.

Review Process and Timeline

- The mechanism by which the Institute Review Committee elects to conduct the review shall be based on standardized processes in consultation with the VPRI. It is recommended that the primary thrust of the review process involves meetings with the Director and members of the Institute and an assessment of activities, achievements, and progress that has been made towards achieving the goals and objectives stated in the mandate. In addition, the review process may include solicitation of external assessments and discussion with non-members of the Institute from related departments.
- The Institute Review Committee, supported by the Office of VPRI, shall adhere to the established timeline and submit a written report to the VPRI within three (3) months of being established. After receiving the Institute Review Committee's report, the VPRI shall, within two (2) months, assess the findings and prepare a formal recommendation on continuation, conditional renewal, or termination, in consultation with the Senate Research and Innovation Advisory Committee and the relevant Dean(s). The VPRI shall provide a copy of the Institute Review Committee's report to the Director of the Institute under review to ensure that the report contains no factual errors. The Director may submit a written commentary on the report to the VPRI within one month of receipt.
- The VPRI, in consultation with the Senate Research and Innovation Advisory Committee and the Deans, shall forward a formal recommendation to Senate for ratification. The Director's written commentary, if submitted, shall accompany the recommendation. To maintain process integrity, Institute Directors will not be given a separate opportunity to present alternative arguments directly to Senate after the review committee's work has concluded. The recommendation may be:

Full Renewal – the Institute is renewed for a standard term of five (5) years. All renewed Institutes must submit annual progress reports using the standardized template.

Conditional Continuation – renewal with specific conditions attached; a shorter review interval of one (1) to three (3) years will apply. Annual reporting is required. Conditions must be clearly documented with measurable benchmarks and timelines.

Transition to Faculty-level Centre – Where appropriate, a University-level Institute may be transitioned to a Faculty-level Centre with the approval of the relevant Dean(s) and VPRI, or may revert to a researcher-led laboratory structure. This option supports sustainability without formal termination.

Termination – the Institute is closed where performance or strategic alignment is unsatisfactory. A wind-down plan shall be developed as set out in Section 3.3.

Review and Renewal of Research Centres

The review and renewal cycle for Research Centres shall be established between the Centre Director and the responsible Dean. A review cycle of no more than five years is recommended, which could be a consolidated summary of the yearly reporting. Deans are encouraged to develop faculty-specific processes for the periodic review of Centres that are proportionate to the scale and resources of the Centre/Faculty. Where a Centre is found to be inactive or no longer aligned with faculty priorities, the Dean may manage the the centre transition as appropriate.

3.3 Transition and Termination of Institutes

Upon receipt of a transition or termination decision, the Institute Director has fourteen (14) calendar days to provide a written response to the VPRI. Where an Institute is recommended for termination or transition, the VPRI shall work with the Director and relevant Dean(s) to develop a wind-down plan covering staff transitions, active projects, research funding obligations, use of Institute name, and records management. The entire sunseting process shall be completed within six (6) months of Senate ratification of the termination decision, ensuring all wind-down activities are completed.

Where a Dean determines that a Research Centre should be wound down, the Dean shall follow an appropriate consultative process within the Faculty and notify the VPRI.

3.4 Conflict of Interest

In circumstances where the VPRI or the Dean is a member of the Centre or Institute and/or has any conflict of interest, a delegate will be assigned to act in the relevant administrative role for matters concerning that Centre or Institute.

4. Policy Review

This policy shall be reviewed by the VPRI in consultation with the Senate Research and Innovation Advisory Committee at least once every five years, or sooner if required by changes in federal or provincial research funding policy, applicable law, or University strategic priorities. Recommended revisions shall be submitted to Senate for approval through the standard governance process.

5. Transitional Provisions

Upon Senate approval of this revised policy, the following transitional provisions shall apply:

- Research Centres that were established prior to the date of Senate approval of this policy shall be recognized as existing Centres without being required to undergo the new establishment process set out in Section 3.1. The VPRI, in consultation with each Dean, will confirm the list of existing Centres through the ongoing centres survey. Deans may add or remove entries from their faculty's list during the confirmation process.
- Centres that did not respond to the survey, cannot be verified, or are determined upon review to be individual research laboratories rather than Research Centres as defined in Section 2 may be reclassified or removed from the institutional registry. The University website will be updated to distinguish Research Centres from individual research laboratories.
- Any new Research Centre established after the date of Senate approval of this policy shall follow the establishment process set out in Section 3.1.
- Any existing Research Centre seeking to transition to a Research Institute shall be required to follow the establishment process for new Research Institutes set out in Section 3.1, including pre-consultation with the VPRI and review and approval by the Research & Innovation Advisory Committee and Senate.
- Existing Research Institutes that have been previously approved by Senate shall continue under their current mandates. Their next review shall follow the process set out in Section 3.2.
- The Office of the VPRI will work with Deans to complete the transition within six (6) months of Senate approval of this policy.

**University of Windsor
Senate Governance Committee**

5.7: Draft Strategic Research and Innovation Plan and the Draft Research and Innovation Strengths

Item for: **Approval**

MOTION: That the draft Strategic Research and Innovation Plan and the draft Research and Innovation Strengths be approved. Together, they form "From Aspiration to Impact": UWindsor Strategic Research and Innovation Plan (2026-31).

Rationale:

- A clear Strategic Research Plan (SRP) with differentiated strengths is required to maintain eligibility for federal programs, including CRC and other major funding opportunities.
- Previous plans—Thinking Forward (2012–2016) and Meeting Our Grand Challenges (2018–2024 draft)—established a strong foundation through thematic and challenge-based approaches.
- Developed through broad engagement and consultation, incorporating input from Faculties, research leaders, and institutional planning processes to ensure alignment with priorities and aspirations.
- Informed by a multi-layered, evidence-based approach integrating institutional and regional data sources—including faculty and staff engagement, internal document review, bibliometrics, eRSO keywords analysis, infrastructure mapping, SDGs, and external environmental scans—to ground emerging strengths in both demonstrated capacity and future opportunity.
- This draft plan "From Aspiration to Impact": UWindsor Strategic Research and Innovation Plan (2026-31) builds on these foundations to reflect evolving priorities, new data, enhanced infrastructure, and emerging opportunities, while establishing institutional research direction, strengths, and positioning key areas of distinction and competitiveness.

See attached.

Main Strategic Priority – RESEARCH AND INNOVATION

Aspire: Advancing Bold, Impactful Research, Scholarship, and Creative Activity -- <https://www.uwindsor.ca/president/326/aspire-together-tomorrow>

4 Pillars Growth Framework: Enrolment, Research and Government Grants, Advancement, and Monetization -- <https://www.uwindsor.ca/president/FourPillars>

A. Overview

The Strategic Research and Innovation Plan will advance institutional priorities by strengthening and showcasing established and emerging areas of research, scholarship, and creative activity, while fostering interdisciplinary collaboration, innovation, and impact. It will support researchers and students at all career stages through expanded opportunities, capacity-building, and integrated support. The plan will advance inclusive excellence by promoting equitable, Indigenous, and community-engaged research practices that recognize diverse ways of knowing. It will also build a dynamic research and innovation ecosystem through strong community, industry, and global partnerships that drive entrepreneurship and real-world impact. Finally, it will elevate the institution’s visibility and reputation by actively communicating and celebrating research and innovation contributions locally and globally.

B. Strategic Research and Innovation Plan

Strategic Priority aligned with ASPIRE & Growth Framework	Objectives	Actions	KPI
<p>1. Grow and nurture our established and emerging strengths in research, scholarship, and creative activity</p> <p>Strengthen and expand our research strengths while fostering collaboration, innovation, and impact across disciplines and communities.</p>	<ul style="list-style-type: none"> • Grow and strengthen priority research areas aligned with institutional and regional ecosystem • Advance collaborative, interdisciplinary, and innovative research approaches • Forge and sustain strategic research and innovation partnerships locally and globally 	<ul style="list-style-type: none"> • Identify and leverage current and emerging research strengths • Foster collaborative, interdisciplinary, and inter-faculty research • Strengthen research institutes as engines of excellence • Align research priorities with faculty recruitment and retention • Build global research partnerships and clusters 	<ul style="list-style-type: none"> • Total Research Funding & Growth in priority areas (% increase year-over-year) • Number and value of major grants/awards • Interdisciplinary and collaborative output -- % of grants involving cross-faculty • Talent Alignment & Research Capacity --% of faculty hires aligned with priority research areas via federal talent programs

<p>2. Support our people across career stages</p> <p>Support researchers and students at all career stages by expanding opportunities and strengthening integrated research and innovation supports.</p>	<ul style="list-style-type: none"> • Enhance research support, quality and integrity across disciplines and career stages • Cultivate a vibrant research culture with measurable impact • Strengthen research and innovation capacity through empowered and skilled staff • Explore pan University research opportunities for students 	<ul style="list-style-type: none"> • Implement a faculty-focused research support and integrity strategy, including capacity-building and ECR support • Foster staff continuous learning and development • Leverage technology to enhance research services for faculty and students • Explore research opportunities for students and trainees 	<ul style="list-style-type: none"> • Research support utilization of faculty/ECRs using research support services (% increase year-over-year) • Participation in Learning & Research Opportunities -- % of staff completing at least one training activity per year & % of students/trainees involved in research projects or placements • Digital Service Adoption & Efficiency -- % of research processes completed through digital systems (e.g., grants, ethics) & average processing time for key services (e.g., days to approval)
<p>3. Strengthen inclusive excellence</p> <p>Promote inclusive and Indigenous research practices that value diverse methods, ways of knowing and meaningful community engagement.</p>	<ul style="list-style-type: none"> • Advance EDI and Indigenous rights in research and innovation • Implement the Dimensions Charter • Promote responsible research assessment, including DORA principles • Elevate visibility and recognition 	<ul style="list-style-type: none"> • Implement an inclusive research excellence framework (DORA, Dimensions) • Provide EDI and Indigenous-focused research training and supports • Create funding and awards to recognize inclusive research and diversity 	<ul style="list-style-type: none"> • Inclusive Research Participation & Training Rate -- % of faculty/staff completing EDI and Indigenous research training annually, & % of research proposals/applications that incorporate inclusive research principles (e.g., aligned with DORA/Dimensions criteria) • Investment & Recognition in Inclusive Research -- Number (or % of total) of grants, awards, or funding allocations dedicated to inclusive/diversity-focused research & Total funding amount awarded to inclusive research initiatives
<p>4. Build a dynamic research and innovation ecosystem through strong partnerships that drive entrepreneurship and impact.</p>	<ul style="list-style-type: none"> • Strengthen and expand community, industry and partnerships with external organizations • Enable local and international research collaborations 	<ul style="list-style-type: none"> • Track and support industry and community partnerships • Enable research mobility and global collaborations • Support the lab-to-market pipeline for students, HQP, and faculty 	<ul style="list-style-type: none"> • Active Partnerships & Collaborations--number of active industry, community, and global research partnerships (e.g., signed agreements or ongoing projects) • Research Mobility & Engagement-- Number of faculty, student, and

<p>Strengthen community, industry and global partnerships while fostering a culture of innovation and entrepreneurship that enhances learning, research, and impact.</p>	<ul style="list-style-type: none"> • Amplify impact through aligned knowledge mobilization • Advance solutions to real-world challenges • Build a campus-wide entrepreneurship strategy for students, faculty, and the institution 	<ul style="list-style-type: none"> • Forge alliances with innovation hubs • Bridge industry, community, and research through connector programs • Recognize partner excellence through events and celebration 	<p>HQP exchanges, placements, or joint projects with external partners (industry, community, global)</p> <ul style="list-style-type: none"> • Innovation & Commercialization Output--Number of startups, licenses, patents, or industry-funded projects generated from research (lab-to-market pipeline)
<p>5. Communicate and Celebrate excellence and impact</p> <p>Share and celebrate research outcomes to elevate the university's visibility, impact, and reputation locally and globally.</p>	<ul style="list-style-type: none"> • Amplify successes through strategic integrated storytelling • Highlight societal and economic impact regionally and beyond • Support and celebrate research institutes and their members • Achieve national recognition in areas of research strength 	<ul style="list-style-type: none"> • Promote research strengths through a targeted communication strategy • Track and pursue awards and recognition opportunities • Showcase impact via regional, provincial, and national reports • Engage the research community through speaker series and updates • Equip researchers with tools and training • Highlight successes in collaboration with research institutes 	<ul style="list-style-type: none"> • Research Visibility & Reach--Number of research stories, reports, and communications outputs published annually; Total audience reach/engagement (e.g., views, clicks, event attendance) • Research Recognition & Engagement--Number of awards/nominations secured (regional, provincial, national); Number of community engagement activities (e.g., speaker series, showcases) and attendance • Number of researchers engaged in communication training • Rankings and reputation indicators?

C. Integrated Implementation Plan

The implementation plan will be focused, coordinated, and results-driven, ensuring that research and innovation priorities translate into measurable impact through a fully integrated, system-wide approach:

- **Clear priorities and outcomes:** A defined set of institutional research and innovation priorities, supported by clear, measurable KPIs, will provide a common framework to guide decision-making and align efforts across all units.
- **Aligned actions and resources:** Priorities will be advanced through coordinated actions across faculties, institutes, and support units, with talent, funding, infrastructure, and innovation supports intentionally aligned to function as a cohesive system.
- **Shared ownership and collaboration:** Accountable leads across research, innovation, academic, and administrative areas, will work collaboratively to deliver shared outcomes and avoid siloed efforts.

- **Continuous monitoring and improvement:** Progress and impact will be regularly tracked and shared, enabling coordinated decision-making and ongoing refinement of priorities, investments, and supports.

This approach ensures that the institution operates as a cohesive, high-performing system, with all parts reinforcing one another to maximize research and innovation impact.

D. Key Performance Indicators and Impact

The plan will be guided by a focused set of KPIs that emphasize research and innovation impact across funding, collaboration, talent, and engagement. Progress will be measured through growth in research funding; interdisciplinary and cross-faculty collaboration; and stronger alignment of talent with priority areas, supported by effective use of research supports and participation in training and development opportunities. Impact will also be reflected in the adoption and efficiency of digital services; the advancement of inclusive research practices; and the depth and quality of partnerships, mobility, and engagement with industry, communities and global collaborators. Finally, outcomes such as innovation and commercialization outputs, along with increased visibility, recognition, and public engagement, will demonstrate the broader reach and real-world impact of institution's research and innovation.

Harnessing Potential: Current and Emerging Strengths in Research and Innovation

The University of Windsor's strengths in research, scholarship, and creative activity are anchored in five thematic areas that reflect longstanding and emerging institutional expertise and talent, regional assets, and emerging local-to-global priorities. Building on past Strategic Research Plans and informed by multiple perspectives of current and emerging strengths, these themes harness Windsor's unique geographic location, strong industry and community partnerships, and aspirations to pursue bold and impactful research. These strengths, combined with the university's institutional assets, drive innovation, sustainability, and impact while positioning Windsor to advance strategic funding opportunities, partnerships, and community engagement, including a strong commitment to advancing the United Nations Sustainable Development Goals (SDGs).

This approach is intentionally structured to foster interdisciplinary and transdisciplinary collaboration across education, engineering, law, science, human kinetics, nursing, social sciences, humanities, and the arts, with the thematic areas designed to intersect and enable integrated, challenge-driven research. Building on these foundations, five research themes highlight the university's leadership in clean mobility, healthy and sustainable waterways, community health, social justice, creative arts, and cross-border trade and policy. These themes advance coordinated, collaborative efforts that bridge disciplines and sectors while supporting the co-creation of knowledge with community, industry, and policy partners to address complex, real-world challenges. These priorities align strongly with municipal, provincial, and federal priorities, positioning the university for strategic funding, major partnerships, and measurable societal impact, while contributing to global sustainability objectives.

1. **Waterways for Life** focuses on healthy and sustainable waterways, One Health, and environmental resiliency.
2. **Tech-Future Forward** advances clean mobility, advanced manufacturing, and agri-tech systems through dynamic new technologies and innovations.
3. **Justice in Action** emphasizes inclusion and social transformation, including access to justice, education, and health, migrant labour rights, inclusive governance, and strong institutions necessary for peace.
4. **Cultivating Creative Journeys** advances research in art, culture, and community engagement, supporting local creative industries and cultural organizations while fostering social inclusion and regional identity in Windsor-Essex.
5. **Healthy Together** addresses community health, equity, and preparedness, with attention to social determinants of health, chronic diseases such as cancer, health promotion, and integrated health systems and policy reforms.

Together, these themes intersect to address complex challenges at the nexus of environment, health, technology, and society, enabling integrated and interdisciplinary approaches that leverage Windsor's distinctive strengths.

In addition, emerging priorities including *Growing Food Futures* will allow the University to leverage and support controlled environments and sustainable agricultural systems, while *Bridges Beyond Borders* will advance cross-border business, policy, governance, and sustainable development, including strengthening the efficiency and resilience of supply chains locally and globally.

These priorities position UWindsor as a distinctive, solution-focused, and impact-driven research university. Leveraging its unique location on the Canada–U.S. border and within the Great Lakes basin, its industrial and manufacturing legacy, and strong community partnerships, the University of Windsor is uniquely positioned to lead nationally and engage globally in addressing complex challenges from the local to the global scale—bringing a transnational, place-based perspective that few institutions can match.

A. INTRODUCTION

UWindsor has developed a set of research and innovation strengths that are closely tied to its unique geographic location, partnerships, and aspirations. The *Thinking Forward Strategic Research Plan* (2012 to 2016) focused on six themes: automotive research and innovation, environment and ecosystems, advanced materials, health and wellness, culture and social change, and cross-border strategies. The *Meeting Our Grand Challenges Strategic Research Plan* (2018 to 2024) aligned the six themes into four grand challenges: safeguarding healthy Great Lakes, fostering sustainable industries, understanding and optimizing borders, and building viable, healthy, and safe communities. The current work builds on these foundations, offering a clear articulation of our emerging strengths informed by new data, infrastructure, and opportunities.

Our approach integrated multiple institutional and regional sources of data and information to inform our current and emerging strengths. Specifically, we used bibliometrics and ERSO keyword analysis; alternative measures of impact (including the law-based pilot); previous strategic research plans, institutional (including research institutes) and CFI

infrastructure mapping; faculties' aspirations and strategic planning; review of Sustainable Development Goals (SDGs) and the EAB's principled differentiation framework; alignment with local and national strategies including municipal plans and the November 2025 federal budget; and an environmental scan of select peer institutions. This multi-layered approach ensured that the emerging themes are grounded in evidence and opportunity.

By working with stakeholders and regional partners, we will align our research and innovation strengths with provincial, national, and global priorities. This will position the University as a relevant, credible voice in national conversations and at key decision-making tables. Strategic investment in these areas will attract outstanding faculty, strengthen programs, and draw more students, driving growth in enrollment, research funding, and institutional reputation.

B. RESEARCH AND INNOVATION THEMES

1. Waterways for Life: Great Lakes, One Health, and Environmental Resiliency

Through GLIER and interdisciplinary teams across campus, the University is shaping the next generation of freshwater research and innovation for healthy and sustainable waterways, environmental resilience, and safeguarding our sovereignty in the Great Lakes region and globally. Work on nutrient dynamics, soil and water systems, and land-use impacts is combining with advances in AI, advanced sensing, and data-enabled monitoring to create new tools for predicting, managing, and restoring ecosystem and national freshwater assets including contributions to the blue economy (the sustainable use of marine sector resources for economic growth, improved livelihoods and jobs, and ecosystem health). These strengths position the University to contribute to discussions on climate resilience, sustainable agriculture, and watershed governance. Partnerships with local to global stakeholders are extending this impact into life sciences, One Health (an integrated, unifying approach to balance and optimize the health of people, animals and the environment) and biomanufacturing applications that enable cleaner production, more efficient resource use, and long-term stewardship of freshwater and border resources for national sovereignty.

Alignment:

- Municipal: Climate Change Adaptation Plan and environmental priorities
- Provincial: Great Lakes Strategy and environmental stewardship programs
- National: Freshwater Action Plan and national climate resilience frameworks

Institutional and ecosystem assets: GLIER, FREC, RAEON, collaborations with ECCC, Canada Water Agency, DMNRF, and DFO and regional agri-environment partners, Port of Windsor, Great Lakes basin, International Joint Commission, Conservation Authorities, Provincial Agencies (MECP, Natural Resources), Canadian Coast Guard, Royal Canadian Navy (local engagement with HMCS Hunter), Centre for Cities in the Faculty of Law, INCUBATOR Art Lab, National Parks (Point Pelee, Urban Park, etc.), University of Windsor Bicycle User's Group, ERCA, WIFN, US partners (e.g., EPA, University of Michigan, etc. for Great Lakes), outdoor workspaces, Indigenous research and partnerships, and the Windsor Essex city and regional municipalities and counties.

Linked SDGs: SDG 14 – Life Below Water | SDG 15 – Life on Land | SDG 6 – Clean Water & Sanitation | SDG 13 – Climate Action | SDG 17 Partnerships for the Goals

2. Tech Future Forward: Clean Mobility, Advanced Manufacturing, and Agri-Tech Systems

UWindsor is building on its automotive legacy into a platform for next-generation technology development, using community partnerships and established expertise in engineering, health, materials science and AI as a springboard into emerging sectors. The region is advancing research in electric and autonomous mobility, sustainable materials, advanced additive manufacturing, energy systems, AI-driven automation, virtual reality, ergonomics, robotics and society, and quantum-enabled systems. These capabilities are increasingly applied far beyond automotive, shaping innovation in greenhouse and Quantum and food security, housing and building technologies, logistics, defense applications, and other sectors that require intelligent, resilient, and resource-efficient solutions.

Alignment:

- Municipal: Community Energy Plan and Economic Development Strategy, emphasizing mobility innovation and clean industry.
- Provincial: Driving Prosperity 2030 and Regional Development Program priorities in advanced manufacturing and supply chain modernization. Ontario Vehicle Innovation Network.
- National: Emissions Reduction Plan, Critical Minerals Strategy, Industry and Innovation-related strategies, and Clean Technology Strategy.

Institutional and ecosystem assets: CHARGE, AgUWIN , SHIELD, ARDC, Anchor partners-Magna/Scheffler, ... proximity to the Stellantis–LG Energy Solutions EV battery plant, , and cross-sector collaborations, including agri-food technology applications.

Linked SDGs: SDG 7 – Affordable and Clean Energy | SDG 9 – Industry, Innovation & Infrastructure | SDG 12 – Responsible Consumption & Production | SDG 13 – Climate Action | SDG 8 – Decent Work & Economic Growth

3. Justice in Action: Access, Inclusion, and Social Transformation

Recognized as a justice-focused institution, UWindsor demonstrates a deep commitment to advancing equitable access to education, justice and health. This commitment is further reflected in the university's strong focus on Indigenous rights, truth, and reconciliation. Grounded in principles of equity, diversity, and inclusion, UWindsor's research and innovation ecosystem ensures that knowledge creation and partnerships are accessible, community-informed, engages the public and responds to diverse experiences. Its research addresses critical issues such as racial justice, gender equality, environmental justice, migrant labour rights, food justice, and international law, reflecting the social and economic systems that shape regional and national policy. Through community-engaged research, scholarship, and creative activity, the university strengthens and advances equitable and just opportunities for all.

Alignment:

- Municipal: Diversity and Inclusion Plan and community engagement initiatives
- Provincial: Anti-Racism Strategic Plan and Indigenous Justice Strategy
- National: TRC Calls to Action, Gender-Based Violence Strategy, and Access to Justice Initiatives

Institutional and ecosystem assets: Local school boards; Indigenous communities --Caldwell First Nations, Walpole Island, and others; Community Legal Aid Clinic; Legal Assistance of Windsor; Transnational Law and Racial Justice Network; Black Scholars' Institute; We-spark health institute, membership in Age Friendly University Global network; and research projects related to this theme such as food justice.

Linked SDGs: SDG 16 – Peace, Justice & Strong Institutions | SDG 5 – Gender Equality | SDG 10 – Reduced Inequalities | SDG 2 – Zero Hunger | SDG 1 – No Poverty | SDG 3 Good Health and Wellbeing | SDG 8 Decent Work and Economic Growth | SDG 11 Sustainable Cities and Communities

4. Cultivating Creative Journeys: Art, Belonging & Community

UWindsor is advancing creative and inspiring research and innovation that connects art, culture, and community across Windsor-Essex with reach provincially, nationally and globally, exploring inclusive practices, social innovation, and interdisciplinary creative expression. These efforts strengthen local creative industries, cultural and sporting institutions, and grassroots arts organizations while fostering community identity, social inclusion, and cultural participation. Research in arts-based storytelling, participatory practice, and innovative community-engaged initiatives generates knowledge that informs policy, education, and inclusive regional development, enhancing both social cohesion and Windsor-Essex's cultural vitality with local to global impact.

Alignment:

- **Municipal:** City of Windsor Culture Master Plan and Community Safety & Well-Being Plan emphasizing arts-led placemaking, inclusive cultural programming, and public engagement; Essex County priorities for heritage preservation, cultural tourism, rural arts programming, and community participation. Support for Black and Indigenous cultural initiatives, youth engagement, and public arts infrastructure.
- **Provincial:** Arts Council priorities in Indigenous arts, Black arts, community-engaged arts, and regional cultural development; Creative Industries Strategy emphasizing film, digital media, performance, and cultural tourism.
- **National:** Canada Council for the Arts support for equity-centered arts, research-creation, and community-led creative projects; Canadian Heritage priorities in reconciliation, cultural participation, and arts infrastructure; SSHRC funding streams in research-creation, community-engaged scholarship, and social impact studies.

Institutional and ecosystem assets: Windsor International Film Festival (WIFF) — community storytelling, student collaboration, screenings, and public engagement; School of Creative Arts (SoCA) — studios, performance spaces, media labs, and galleries supporting research-creation; INCUBATOR Art lab; Art Windsor-Essex, local theatres, museums, heritage groups, and grassroots arts organizations; Black arts collectives and Indigenous cultural centres, supporting storytelling, land-based creative practices, and heritage preservation; and UWindsor Lab School, Humanities Research Group, UWindsor SMART Initiative, Vanguard Youth Arts Collective, Visual Arts and Built Environment (VABE) and community-engaged research units, facilitating co-created arts programs and youth initiatives.

Linked SDGs: SDG 11 – Sustainable Cities & Communities; SDG 10 – Reduced Inequalities; SDG 4 – Quality Education; SDG 16 – Peace, Justice & Strong Institutions; SDG 3 – Good Health & Well-Being; SDG 5 – Gender Equality

5. Healthy Together: Community Health, Equity, and Preparedness

Interdisciplinary teams at UWindsor, in collaboration with the WE-SPARK Health Institute, are helping shape the future of health and community wellbeing for the region. Work across cancer and chronic disease prevention, mental health, aging, and public health preparedness is increasingly supported by advanced analytics, population-level data, and new approaches to understanding cross-border health dynamics. Research on the social and community determinants of health is integrated into a broader strategy aimed at improving outcomes for diverse populations and strengthening health equity. Partnerships with regional health systems are expanding opportunities for clinical integration, coordinated care, and applied research, building the foundation for a modern, responsive health ecosystem that can better meet emerging challenges.

Alignment:

- **Municipal:** Windsor-Essex County Health Unit’s Community Health Improvement Plan.
- **Provincial:** Life Sciences Strategy and Public Health Modernization.
- **National:** Biomanufacturing and Life Sciences Strategy and Public Health Agency preparedness initiatives.

Institutional and ecosystem assets: WE-SPARK Health Institute, The Centre for Human Performance and Health and Kinesiology labs, Nursing Clinical Learning Centre and Simulation Labs, Nursing Research Collaborative, PHAC/CORE, CIHR, Biomed program/Science, Schulich campus at Windsor, WECHU, GLIER/INSPIRE, SCANHealth/Odette, Windsor Cancer Research Group, and partnerships with community health and food-security networks, Windsor Regional Hospital, Hotel Dieu Grace Healthcare, Erie Shore Healthcare, Cross-Border Institute, Health Justice Clinic, the Toldo Lancer Centre

Linked SDGs: SDG 3 – Good Health & Well-Being | SDG 10 – Reduced Inequalities | SDG 11 – Sustainable Cities & Communities

C. EMERGING THEMES:

1. Growing Food Futures: Controlled Environments and Sustainable Agricultural Systems

Through AgUWIN, cross-faculty engineering–science–business collaborations, and deep partnerships with the region’s world-leading greenhouse cluster, the University of Windsor is advancing controlled environment agriculture (CEA) and resilient food-system innovation for Canada and the world. Research on crop physiology, precision nutrient delivery, plant health, automation, and sustainable production systems is converging with cutting-edge robotics, AI, advanced sensing, and digital twins for next-generation greenhouses. These capabilities enable transformative advances in yield optimization, energy and water efficiency, climate-adaptive growing environments, and supply-chain resilience in one of North America’s most intensive agri-food regions.

Windsor-Essex’s globally connected agtech ecosystem—integrating growers, technology suppliers, logistics firms, and international partners—positions the University as a catalyst in advancing sustainable production and global food-system competitiveness. Strategic collaborations across the border and around the world extend this impact into domains such as climate-smart agriculture, bio-inputs, circular-economy nutrient cycling, and labour-saving automation. Together, these strengths build national leadership in secure, sustainable, and technologically advanced food systems that protect Canadian competitiveness and sovereignty.

Alignment:

- **Municipal:** Economic diversification strategies, climate adaptation plans, regional agri-food innovation priorities
- **Provincial:** OMAFRA agri-food innovation agenda, Ontario Agri-Food Strategy, labour productivity and automation programs
- **National:** Sustainable Agriculture Strategy, National Food Policy, AgriScience Program, climate-smart agriculture and technology adoption frameworks

Institutional and Ecosystem Assets:

AgUWIN; interdisciplinary engineering–science collaborations; the Cross-Border Institute; partnerships with OMAFRA, AAFC, CFIA, regional greenhouse and agtech innovators, supply-chain and logistics partners, automation and robotics firms, U.S. and global CEA networks; Windsor-Essex Greenhouse Cluster; local municipalities and county governments; and bi-national agri-innovation partners in Michigan and the broader Great Lakes region.

Linked SDGs:

SDG 9 – Industry, Innovation & Infrastructure | SDG 12 – Responsible Consumption & Production | SDG 13 – Climate Action | SDG 2 – Zero Hunger

2. Bridges Beyond Borders: Trade, Policy, and Shared Prosperity

Windsor's location at one of the busiest border crossing provides an opportunity for global reach and a living laboratory for research on trade, logistics and supply chain, governance, health, and cross-border infrastructure. Through the Cross-Border Institute, studies examine regional supply chains—from advanced manufacturing to agri-food—where efficient goods movement, regulatory coordination, environmental sustainability, public health, and resilient development are critical to economic stability and growth for cities, communities and nations. Our research informs policy and decision-making at the highest levels.

Alignment:

- Municipal: Economic Diversification Strategy and cross-border development initiatives
- Provincial: Transportation and trade integration plans
- National: Trade Diversification Strategy, National Trade Corridors Fund, and supply-chain resilience planning

Institutional and ecosystem assets: Cross-Border Institute; Transport Canada partnerships- MOU with the National Supply Chain Office; Homeland Security collaborations; Transnational law and racial justice network, Gordie Howe International Bridge; Windsor Port Tunnel, GLIER/INSPIRE, SCANHealth/Odette, Windsor Port Authority; Detroit, Michigan hospitals and higher education institutions; Ontario Research Chair in border policy

Linked SDGs: SDG 8 – Decent Work & Economic Growth | SDG 9 – Industry, Innovation & Infrastructure | SDG 17 – Partnerships for the Goals | SDG 16 – Peace, Justice and Strong Institutions | SDG 11 – Sustainable Cities and Communities | SDG 13 Climate Action | SDG 3 - Good health and Well-Being

CONCLUSION AND NEXT STEPS

The University of Windsor's research and innovation strengths are grounded in its unique geographic location, strong industry and community partnerships, and a collaborative, interdisciplinary research culture. By leveraging its position at the crossroads of the Great Lakes ecosystem, Canada–U.S. border, and one of North America's largest manufacturing regions, the university has developed internationally recognized expertise in mobility and advanced manufacturing, freshwater environmental science, cross-border policy, community health and aging, advanced materials and fluid dynamics, and data-driven technologies. Together, these areas position the University of Windsor as a research-intensive institution with a strong commitment to applied, community-engaged, and globally relevant innovation, delivering solutions that address regional priorities while contributing to national and international research challenges. Next steps include:

- **Verification and validation:** Add missing ecosystem assets, finalize thematic definitions and scope. (discussions completed with Research and Innovation teams, Executive Leadership Team (ELT), Deans/Associate Deans of Research joint session (Marcela led, cancelled), Senate R&I advisory committee and Senate Governance, sharing with the Board.
- **Theme action plan:** Identify and confirm theme leads, either through research Institutes or appointed academic leads, to coordinate initiatives and foster cross-faculty collaboration. Establish cross-faculty teams and begin developing key initiatives under each theme.
- **Implementation plan and Resourcing:** Develop a detailed plan outlining resource needs (people, operational, and infrastructure) to support priority themes. This will inform an implementation plan for 2026-2031 to support priority themes and establish impact frameworks and metrics.

By advancing these steps, the University of Windsor can fully harness its current and emerging strengths, translating excellence in research, scholarship and creative activity into meaningful local and global impact.

**University of Windsor
Senate Governance Committee**

5.8: **Proposed Revisions to Bylaws 2, 54, and 55**

Item for: **Approval**

MOTION 1: That the proposed revisions to Bylaw 2 be approved.

Proposed Revisions:

[revisions are in bold and strike-through]

A. Senate Meetings

Regular meetings of the Senate shall be held on the second Friday of each month at 2:30pm from October to May, both inclusive, ~~except in the months when Convocations are held when meetings shall be held on the Friday in the week preceding Convocation~~; provided that when the day set for a regular meeting of the Senate is a statutory or other public holiday, the meeting shall be held on the preceding Friday. A Senate Orientation session shall precede the first meeting of the academic year.

F. Rules of Order: Motions, Debate and Voting

[...]

Where an agenda or proposal is straightforward and non-controversial, business may be conducted by e-vote provided that there is no objection by any member as to the procedure or the proposed recommendations. A minimum of five calendar days' notice shall be given to the Senate of the intent to conduct business by e-vote, including the issuance of the e-vote. Any objection to the procedure or proposed recommendations must be provided by members to the University Secretary 48 hours after the issuance of notice and e-vote. Where an objection has been lodged by a member, the relevant matters shall be removed from the e-vote and placed on the next in-person meeting agenda. A simple majority of votes cast is required to endorse the resolution(s).

Rationale:

- With Senate delegating authority for the list of graduands at the last Senate meeting, the clause about scheduling the meetings just prior to Convocation is no longer needed.
- The provision for conducting business by e-vote would allow for proposals that cannot wait for the regularly scheduled Senate meeting, such as last-minute course proposals or course changes over the summer months to be effective for Fall. Should there be a Senate meeting where there are limited, or no, business items and those approval items are straightforward or non-controversial (eg, regularly starred items), this would enable conducting the meeting by e-vote.
- This is similar to the provision for e-votes for committee meetings and ensures that there is no abuse of the provision by allowing the e-vote to be stopped where one member objects. It allows for efficiency while ensuring there are no concerns about perceived lack of transparency or attempting to curtail Senate. No reasons are required for any objections.
- This has been in place for Senate Committees since 2011.

MOTION 2: That the proposed revisions to Bylaws 54 and 55 be approved.

Proposed Revisions:

[revisions are in bold and strike-through]

“Final examination(s)” shall mean any final testing procedure (written test, oral interview, essay, take home test, etc.) that takes place or falls due during the examination period.

1 The following regulations apply to first-entry undergraduate programs

1.1 All courses shall have some type of non-optional, meaningful assessment (such as a term project or final exam) due during the examination period not to exceed 40% of the course grade. Exceptions may be made for pedagogical reasons with the approval of the Dean of the Faculty offering the course.

~~1.1 All courses shall have some type of non-optional, meaningful, final examination during the examination period.~~

~~1.21~~ Two to three-hour examination slots will normally be scheduled in the formal final examination periods in each semester for all courses which terminate in that semester. All final examinations shall take place (or fall due, as the case may be) during the two to three-hour final examination slot so scheduled. Asynchronous online examinations must commence or end within the scheduled time slot. The actual duration of testing procedures during the scheduled final examination slot may be less than the scheduled time, at the discretion of the individual instructor.

If oral or other special types of examinations cannot be accommodated in the two to three-hour final examination slot, and satisfactory arrangements cannot be made with the course instructor, notice will be given to the Registrar by the AAU Head and special arrangements will be made.

[...]

1.3 All in-term evaluations or assignments must take place or fall due prior to the last seven calendar days of classes. The last seven calendar days prior to, and including, the last day of classes in each period of instruction of twelve (or greater) weeks in duration must be free from any procedures for which a mark will be assigned, including the submission of assignments such as essays, term papers, and take home examinations. Courses that are presented by a specialized teaching **or evaluation** methods, ~~where the testing procedures are an integral part of the instructional process,~~ shall be exempt from this regulation subject to approval of the Dean of the Faculty in which the course is given.

2.2 Instructors may not alter the date of final examinations if scheduled and announced by the Registrar. All other final examinations may be scheduled only during the University’s official examination period.

[...]

2.5.2 A student who has three or more final examinations scheduled or due ~~in consecutive time slots~~ over a 24-hour period ~~or three or more final examinations scheduled or due in one calendar day~~ may apply to have one of their examinations rescheduled on a ~~supplemental~~ **alternative** examination day. **Should one of the instructors not volunteer to reschedule the exam,** the determination of which examination shall be rescheduled and the date of the ~~supplemental~~ **alternative** examination (normally the last possible day of the examination period) shall be made by the **Dean of the Faculty in which the student is registered in consultation with any other affected Faculties.** ~~Associate Vice President, Student Experience.~~ Where permission has been granted, instructors shall provide an alternate examination at the rescheduled time. Where other arrangements cannot be made, invigilation and administration of final examinations held on the ~~supplemental~~ **alternative** examination day will be managed by the **Department, in consultation with the Office** of the ~~Registrar.~~ **Registrar.** Applications and notification of decisions shall be made in accordance with the deadlines listed in Appendix A.

2.17.2 Formal Appeal

When a student believes ~~his/her~~ **their** final grade does not accurately represent ~~his/her~~ **their** academic accomplishments because of incorrect evaluation of work or because of procedural irregularity, the following procedure shall be made available.

~~Students appealing on the grounds of serious health circumstances or bereavement should follow the procedures indicated in paragraphs 2.18.1-2.18.3. Matters claiming procedural errors in the application of this Bylaw are covered in Bylaw 32.~~

[...]

2.17.3 Stays

2.17.3.1 ~~During the course of any appeal procedure described throughout~~ **under** paragraph 2.17.2 **or petition to the Procedural Irregularities Committee under Bylaw 32**, a ~~stay on~~ all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be **stayed in effect** until a final decision ~~is has been~~ reached, **with the exception that students shall not continue in or enter placements involving vulnerable populations (eg, patients, minors, etc.). If the appeal or petition is decided in the student's favour, the Department or Faculty shall provide an equivalent alternative placement to avoid delaying the student's progression in the program.**

~~2.17.3.2 The stay shall also be in effect if the matter is being considered by the Procedural Irregularities Committee, under Bylaw 32. In the event that a decision adverse to the student is reached by the Procedural Irregularities Committee, the student will receive the original grade assigned or the grade assigned on appeal, as the case may be.~~

[...]

2.19 Alternate evaluations must be equivalent in terms of scope and level of difficulty as the original evaluation.

[...]

2.23 Alternative Examinations **due to Religious Observances**

Bylaw 55:

1.4.1 A student who has three or more final examinations scheduled or due ~~in consecutive time slots~~ over a 24-hour period ~~or three or more final examinations scheduled or due in one calendar day~~ may apply to have one of their examinations rescheduled on a ~~supplemental~~ **alternative** examination day. **Should one of the instructors not volunteer to reschedule the exam**, the determination of which examination shall be rescheduled and the date of the ~~supplemental~~ **alternative** examination (normally the last possible day of the examination period) shall be made by the ~~Associate~~ Dean of the Faculty of Graduate Studies. Where permission has been granted, instructors shall provide an alternate examination at the rescheduled time. Where other arrangements cannot be made, invigilation and administration of final examinations held on the ~~supplemental~~ **alternative** examination day will be managed by the **Department, in consultation with the Office** of the **Dean of Graduate Studies** Registrar Office of the Registrar. Applications and notification of decisions shall be made in accordance with the deadlines listed in Appendix A.

1.12 Graduate Appeals

To provide for the variety of appeals characteristic of the Graduate program, a distinction has been made between grade appeals and those involving decisions regarding other aspects of graduate education.

When a student believes their final grade does not accurately represent their academic accomplishments because of incorrect evaluation of work or because of procedural irregularity, the procedures specified in 1.12.2 shall be applied. Students may also submit a petition alleging procedural irregularity under Bylaw 32.

In order to ensure an expeditious treatment of appeals, students are encouraged to file complaints as soon after decisions have been made as possible, but no later than three weeks after the grade or decision is released by the Office of the Registrar.

[...]

1.12.2 Formal Grade Appeals

1.12.2.1 Any formal grade appeal must be accompanied by \$20.00 fee which will be refunded to the student if the grade is raised.

Incorrect Evaluation

1.12.2.2 Where the student is contemplating a formal appeal, the student shall have the right to review the work for which a grade has been assigned, upon reasonable notice to the instructor.

1.12.2.3 Where an individual Instructor's grade is in question, a formal letter of appeal, including reasons for the appeal and any factual information bearing on the appeal, shall be addressed to the Dean of Graduate Studies. Appeals must be received no later than three weeks after the final mark has been released by the Office of the Registrar. The Dean of Graduate Studies will then contact the AAU Head of the academic unit offering the course and request an academic investigation into the appeal. The AAU Head concerned will consult the Instructor involved and at least one other faculty member of the AAU in evaluating the appeal; if the AAU Head is the Instructor, the Dean of Graduate Studies will assign a designate. After the AAU Head submits a report to the Dean of Graduate Studies, the appeal will be submitted to the Graduate Executive Committee for a decision.

1.12.2.4 Where a committee's grade (e.g., a major paper, thesis or dissertation committee) is in question, a formal letter of appeal, including reasons for the appeal and any factual information bearing on the appeal, shall be addressed to the Dean of Graduate Studies who will convoke the Graduate Executive Committee. The Graduate Executive Committee shall invite a submission from the committee involved in the case. If the Graduate Executive Committee finds serious grounds, such as procedural irregularities, for believing the grade has not been fairly assessed, it may then order a reassessment. The re-assessment may be by the original committee or by a restructured committee as determined by the Graduate Executive Committee.

Procedural Irregularity

1.12.2.5 **Where a student is appealing based on procedural irregularity, the student shall submit a letter of rationale explaining the effect of the procedural irregularity on the grade and include relevant supporting documentation (e.g., course outline).**

The appeal will be referred to the Dean of the Faculty offering the course who in consultation with the AAU Head will investigate the appeal. If procedural irregularity has occurred and has adversely affected the student's grade, the Dean of the Faculty offering the course will adjust the grade or make alternative appropriate arrangements.

1.12.2.5 Stays

During the course of any appeal procedure described throughout **under** paragraph 1.12.2 or **petition to the Procedural Irregularities Committee under Bylaw 32**, ~~a stay on~~ all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be **stayed in effect** until a final decision ~~is has been~~ reached, **with the exception that students shall not continue in or enter placements involving vulnerable populations (eg, patients, minors, etc.). If the appeal or petition is decided in the student's favour, the Department or Faculty shall provide an equivalent alternative placement to avoid delaying the student's progression in the program.**

~~The stay shall also be in effect if the matter is being considered by the Procedural Irregularities Committee, under Bylaw 32.~~ In the event that a decision adverse to the student is reached by the Procedural Irregularities Committee, the student will receive the original grade assigned or the grade assigned on appeal, as the case may be.

1.12.2.6 In cases where the assigned grade prevents the student from achieving the requirements for promotion, the requirements as defined by the Faculty will be applied.

[...]

1.12.4 Petitions to the Procedural Irregularities Committee

Where a student alleges procedural irregularities with respect to academic instruction, academic evaluation, or academic grade appeals, a petition may be filed by the student in accordance with Senate Bylaw 32. In such cases, ~~a stay on all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study~~ **normally** shall be in effect **on all lower decisions** until a final decision has been reached ~~by the Procedural Irregularities Committee.~~ **as outlined under 1.12.2.5.**

1.13 Alternate evaluations must be equivalent in terms of scope and level of difficulty as the original evaluation.

1.14 Alternative Examinations due to Religious Observance

Rationale:

- There can be compelling pedagogical reasons for not having a final exam. This should be left to the instructor with to determine how best to assess students, subject to approval of the Dean where no exam in the final exam period is contemplated. In practice, there are routinely several courses that do not have final examinations.
- Some instructors are using a loophole where they do not have anything due in the last seven calendar days of classes consistent with 1.3, but then they make the last in-class assignment due during the final exam period in addition to the final exam. Students then not only have to study for their final examinations, but must also focus on completing other assignments. This contravenes the principle in the bylaw which specifically sets out an additional period for the purposes of the final examination as well as the Senate policy defining the length of semester courses as 12 weeks.
- Removing the wording that the three or more final examinations have to be in consecutive time slots for students to be able to request an alternative evaluation date. The Registrar ran a report on the number of students who had three or more exams in 24 hours over the past few terms against the number of students who had 3 or more exams in 24 hours (non-consecutive). The difference was negligible. By removing the consecutive timeslots, the 3 exams in one calendar day provision is redundant.
- The paragraph under 2.17.2 is not needed, as this is covered elsewhere in the bylaw and confuses grade appeals with compassionate grounds matters.

- A stay on a lower decision ensures that a student's progression through their program is not negatively impacted where the original decision is overturned. Without a stay on lower decisions, students who later have their appeal upheld would nonetheless have been denied registration in required courses while the matter was under review, resulting in extra time and costs to complete their programs. This, however, needs to be balanced with health and safety considerations in situations where student placements involve vulnerable populations, and the matter under consideration relates to whether the student has adequately demonstrated achievement of the learning outcomes and professional standards to the level required to safely be placed in placements.
- Additional language regarding alternate evaluations clarifies that such evaluations must be equivalent in scope and in level of difficulty. A request to write an alternative evaluation that has been granted signifies that the reasons for the student's request were justified. It is a procedural irregularity to then penalize the student with a harder evaluation or different scope than those who did not experience legitimate issues or challenges. If the student's rationale for the request does not seem sufficient, the request simply should not be granted.
- The revisions also clearly define incorrect evaluation and procedural irregularities as the two types of grade appeals for graduate courses, similar to wording of undergraduate courses.
- It is understood that Deans of Faculties may delegate to Associate Deans and so the bylaws should refer to the former.