



## NOTICE OF MEETING

There will be a meeting of the  
**ACADEMIC POLICY COMMITTEE**  
 Thursday, March 21, 2024 at 9:00am-11:00am  
 Location: Room 209 Assumption Hall or via MS Teams

## AGENDA

- 1 Approval of Agenda
- 2 Minutes of meeting of February 14, 2024
- 3 Business arising from the minutes
- 4 Outstanding business
- 5 Reports/New Business
  - 5.1 **Global Engagement Annual Report (2022-2023)** **Chris Busch**-Information  
APC240321-5.1  
*(Lead Reader: Chitra Rangan)*
  - 5.2 **Office of Open Learning – Annual Report** **Nick Baker**-Information  
APC240321-5.2  
*(Lead Reader: Brahmjot Singh)*
- 6 **Question period/Other business/Open Discussion** **Isabelle Barrette-Ng**-Information
  - 6.1 **APC/Senate Annual Reports and Service Level Agreements** APC240321-6.1
- 7 Adjournment

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

University of Windsor  
Academic Policy Committee

5.1: **Global Engagement Annual Report (2022-2023)**  
*(formerly Internationalization Annual Report)*

Item for: **Information**

Submitted by: **Chris Busch, Associate Vice-President, Enrolment Management**

*See attached.*

# Global Engagement Report May 1, 2022 to April 30, 2023

## Introduction

The Global Engagement mandate at the University of Windsor and other Canadian post-secondary institutions focuses on integrating a global dimension into their core missions. This approach is pivotal for modern higher educational institutions, often encompassing various aspects related to global, intercultural, or international elements, including recruitment.

Key to Canada's long-term competitiveness, this global education initiative encourages Canadian students to study abroad, fostering innovation and cross-cultural skills. Concurrently, it welcomes international students to Canadian campuses, greatly enhancing cultural diversity and potential talent. Whether choosing to stay in Canada or return to their home countries, these international students contribute significantly to Canada's economic and cultural outreach.

In response to the growing global competition for international students, with countries like Australia, New Zealand, the United States, China, and Malaysia as key players, the University of Windsor has changed its recruitment strategies, including more direct and agent-assisted recruitment efforts, focusing on diversifying the student body regarding nationalities, fields of study, and academic levels. Despite challenges like the pandemic, the university has seen positive outcomes from these strategies, such as establishing in-country recruiters and an expanded agent network. This approach aims to create a more cosmopolitan campus environment, foster sustainable university growth, and enhance student experience.

One of the most significant success stories has been the recruitment of international learners to the university, driving our global engagement efforts; however, this narrow focus on recruitment sometimes overshadows the broader aspects of internationalization, such as fostering cross-cultural exchange and global collaboration within the educational community. International enrolment now represents 33% (9% undergraduate and 75% graduate students).

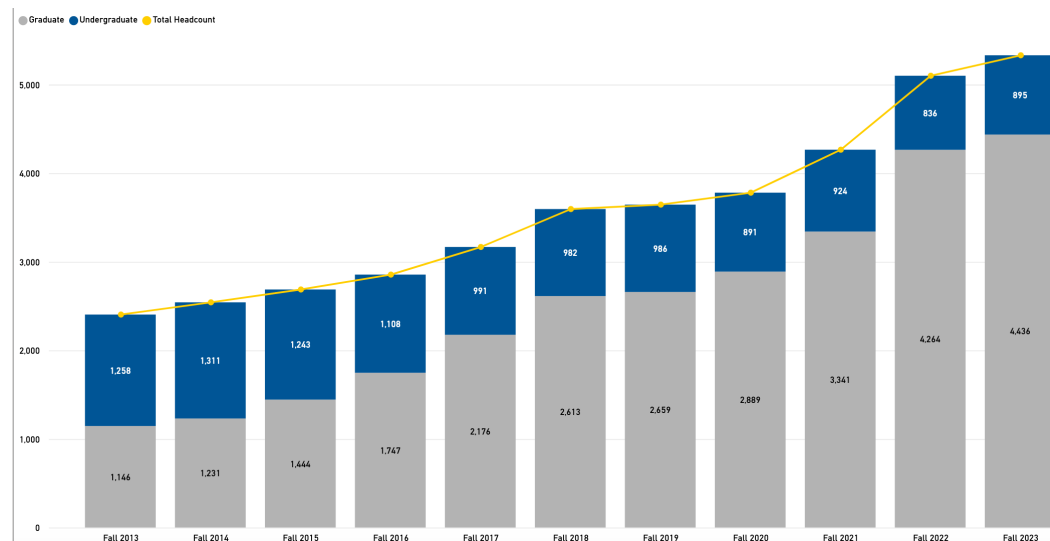


Figure 1: Headcount by level of study (OIA, 2024)

The University does not have a dedicated office responsible for global engagement, which causes challenges associated with comprehensive reporting to the Senate. Led by the Senior International Officer (Dr. Chris Busch), this report attempts to encapsulate critical activities across institutions' global engagement ecosystem with content provided by multiple areas.

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

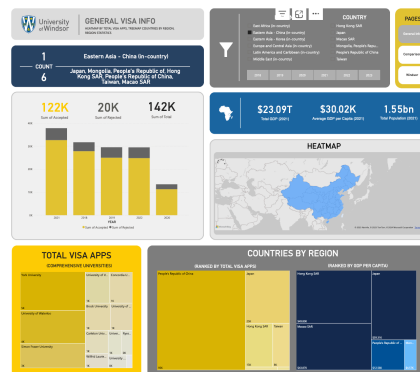
### I. Addressing Foundational Commitments:

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

**Data Collection and Management:** The Global Engagement team collects comprehensive data on international partnerships, student and faculty exchanges, international research collaborations, and global projects. This data is systematically managed to ensure accuracy and accessibility within our MoveOn Global Engagement System, which we look forward to connecting to other enterprise systems using PowerBI in early 2024.

**Cross-Departmental Collaboration:** Our team collaborates with other departments, such as Information Technology Services, Offices of the Provost and Vice-President Academic, Office of the Registrar, and Vice-President Research and Research Services, to integrate global engagement data into the broader institutional data strategy. This ensures a holistic view of the university's activities and impact, such as managing international agreements and in-and-out mobility and reporting on the status of inter-university cooperation.

The UWindsor International Recruitment Team, as an illustration of a decision grounded in data, initiated a project that harnessed information from the IRCC regarding study permit application and approval rates for international students at each Designated Learning Institution (DLI) spanning from 2018 to 2022. The aim was to create an informative dashboard using the Power BI platform, thereby augmenting the team's capacity to analyze recruitment trends in different markets and juxtapose UWindsor's visa data with other DLIs.



**Supporting Decision-Making:** By providing data-driven insights, the Global Engagement Team can support strategic decision-making at the institutional level, including sharing insights on potential new markets for student recruitment, international research opportunities, and emerging global trends in higher education. For example, in collaboration with Alumni Affairs, we use LiveAlumni to strengthen university-alumni relationships, understand alumni success in the job market, and build connections with employers, which can significantly enhance a university's reputation and attractiveness to prospective students.

**Data Analysis and Reporting:** The Global Engagement Team analyzes data to track the effectiveness of international programs and partnerships, including reporting on key

performance indicators, like international student enrolment and study abroad studies.

**Compliance and Risk Management:** The office ensures that data collection and usage comply with legal and regulatory requirements, including those related to international students and partnerships. These actions are crucial for risk management and maintaining the integrity of the institution's global engagements, such as reviewing data sharing agreements and facilitating all academic partnership agreements in collaboration with Faculties, Office of the Provost and Vice-President Academic, Office of the Registrar, and Legal Services.

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

**Building a Global Network:** Independently and collaborating with other stakeholders, we foster, develop and maintain a global network of partner institutions, alums, and organizations. This network is a valuable resource for sharing knowledge, best practices, and innovations, especially in times of crisis or change or, most recently, related to changes in immigration policies.

**Facilitating International Collaborations:** The Senior International Officer and team facilitates collaborations between faculty, researchers, and students across international borders, such as student exchange programs, Erasmus+ participation, and articulation or degree completion agreements.

**Example:** Established an Academic Cooperation Agreement with UNIFESP, the foundation for a faculty-led mobility experience initiated by Francine Schlosser within the Odette School of Business. This agreement promotes exchange programs, collaborative educational activities, and joint research projects, emphasizing social impact initiatives following institutional guidelines.

**Leveraging Alumni Networks:** Alumni working in various sectors and regions worldwide can be valuable assets. While in its infancy, we, in collaboration with Alumni Affairs, plan to engage these alumni for mentorship opportunities, guest lectures, or to facilitate connections with industry and other academic institutions. We plan to continue holding alum events as part of any outbound trade mission/market activation activity.

**Encouraging Student Mobility and Exchange:** Even in challenging times, promoting student mobility through virtual or hybrid exchange programs can foster a global mindset and resilience among students. We continue to receive and share opportunities for faculty to be involved in Collaborative Online International Learning (COIL). This educational approach connects students and faculty from different cultural backgrounds for collaborative learning and discussions in their courses. It emphasizes cross-cultural interaction and understanding, enhancing students' global awareness and intercultural competence.

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

N/A

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

N/A

5. Telling Our Stories and Sharing Our Knowledge

While our existing resources and mandate may not directly include this foundational commitment, we actively support the promotion of faculty and student achievements in global engagement via public affairs and communications (e.g., regular Daily News submissions). We encourage participation in events and conferences to share stories and knowledge about international education and research. Collaborative efforts are fostered across disciplines through the Office of Research Services and Innovation, enhancing the sharing of diverse perspectives and experiences. We share stories around international education and research strengths abroad to strengthen ties with current and potential international collaborating institutions, Canada's Trade Commissioner Service (a branch of Global Affairs), and representatives from international education associations (e.g., Association of International Education Administrators, Canadian Bureau for International Education, NAFSA, and European Association of International Education).

6. Improving Institutional Processes and Coordination of Services

We endeavour to improve institutional processes and coordination of services by:

**Streamlining Communication:** Establish clear communication channels between departments to enhance collaboration and information sharing, including maintaining a web-based portal on our global engagement activities and using Monday.com for project management, workflow automation, and collaboration across departments.

**Centralizing International Efforts:** The team maintains a central hub for international initiatives to coordinate efforts and resources more effectively, including in- and outbound student and faculty mobility and management of associated funding and agreements.

**Enhancing Service Integration:** We work closely with university services, like the Registrar's Office (e.g., admissions), Office of the AVP-Student Experience (e.g., student support), and academic faculties to provide seamless experiences for international students, such as pre-departure training and transition support program.

<p><b>Example:</b> In-country team members connect with students when they are admitted, once they confirm their offer and before departure to Canada to ensure they have the</p>
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necessary information to be successful. Each interaction is tracked and reported in UWinsite Service.

**Utilizing Technology:** We leverage technological solutions to manage better and coordinate international programs and partnerships. Academic partnerships, international research agreements, and agent contracts are handled in a central repository (MoveOn), accessed by crucial campus stakeholders (e.g., Legal, Student Exchange, and Office of Research Services), and published online, thereby reducing redundant databases.

**Example:** In 2022/23, our team improved institutional processes and coordination of services by integrating technology solutions, such as MoveOn by QS and DocuSign, into our business practices. MoveOn now manages international partnerships and student mobility more effectively, while DocuSign streamlines the execution of agreements and contracts, ensuring efficient and secure handling of essential documents. These tools enhance communication and coordination across departments, supporting the overall goal of streamlined and efficient global engagement activities.

## II. Advancing Strategic Priorities:

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

The Office of Research Services and Innovation boosts innovative research and creativity by building international ties, seeking worldwide research opportunities, and backing our faculty and students in global projects. Our role includes knitting together cross-cultural academic partnerships and setting up spaces for global educational exchanges. This way, we're not just expanding our university's global footprint but also fueling the creation of cutting-edge, globally relevant knowledge and artistic works.

**Example:** In 2022/23, we became a member of the Shastri Indo-Canadian Institute (SICI), a binational organization between India and Canada that promotes, facilitates, and nurtures academic linkages, collaborations and exchanges, research partnerships, and networks on a binational corridor.

### 2. Advancing the Journey toward Truth and Reconciliation

N/A

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

Our team supports becoming an increasingly equitable, diverse, inclusive, and just university by fostering an environment that values and integrates diverse cultural perspectives and experiences into its global activities and supporting international students experiencing financial hardship. We focus on inclusive policies and practices in international collaborations, ensure representation from various groups in global initiatives, and promote programs that address social justice and equity issues. This approach enhances cross-

cultural understanding and respect, contributing to a more inclusive and globally aware university community.

**Example:** In 2022/23, we facilitated the outbound mobility for 50+ low-income, Indigenous and students with disabilities under our Go Global STEPS and iWIL Go Global programs.

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

Those teams involved in Global Engagement, such as the International Student Centre and International Student Recruitment, enhance teaching, learning, and student experiences by focusing on international student recruitment and providing learner transition support services. We develop strategic partnerships and collaborations with institutions worldwide to diversify the student body and enrich the academic environment. Through targeted recruitment efforts, we attract students globally. Once enrolled, the team ensures a smooth transition for these international students, including offering comprehensive support services that address their unique needs and challenges and creating an inclusive, equitable, and globally oriented educational experience.

**Example:** The International Students Centre (ISC) plays a crucial role in easing the transition for international students. The ISC hosts events that allow students to meet, share experiences, and learn about Canadian culture, along with professional advising on academic support, health coverage, and immigration information. Moreover, a wealth of extracurricular programming is available to ensure students' time at the University is academically fulfilling and socially engaging. The ISC also manages exchange programs for students from abroad and those looking to study at partner institutions worldwide, acting as a home away from home for international students and their families.

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

The Global Engagement Team is dedicated to enriching the university's international dimension, focusing on student recruitment, establishing global partnerships, and promoting cross-cultural exchanges and understanding. These activities are central to our mandate, and fostering an engaged, healthy, safe, and environmentally sustainable campus falls outside our scope. Nonetheless, in line with our commitment to sustainability, we conscientiously offset the environmental impact of our international travel, including CO<sub>2</sub> emissions, demonstrating our responsibility towards environmental conservation even as we pursue our global objectives.

**Example:** Choose (CO<sub>2</sub>) offset.



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

Our Global Engagement Team generates local and global impacts through dynamic partnerships and community engagement. Establishing international academic partnerships enhances our educational offerings and research capabilities, contributing to worldwide knowledge and understanding. Our focus on student mobility and international student recruitment diversifies our campus community and fosters a rich, multicultural learning environment. These efforts extend our reach and influence, creating meaningful connections and collaborations across borders and contributing significantly to local and global educational landscapes.

### III. Challenges:

The university's approach to global operations is currently compartmentalized, posing a significant obstacle to compelling collaborations and diminishing the impact of global engagement initiatives. This fragmentation is evident in the lack of coordination between departments, duplicated efforts, inconsistent communication, and scattered resources. It also presents challenges in adequately supporting international students, who often require specialized services and comprehensive assistance to manage their university journey's academic, cultural, and administrative dimensions. The compartmentalization hampers the creation of holistic support systems for these students, potentially affecting their well-being and academic achievement.

A concerted effort is necessary to dismantle these silos, something which we hope to address in 2023/24 as part of the International Strategy Plan, a cascading plan from Aspire. This involves strategic planning, improving communication across departments (e.g., international recruitment, international admissions, international partnership management, international student and scholar supports, etc.), gaining support from leadership, and cultivating a unified vision for internationalization. Such actions would lead to a more cohesive approach to global engagement, benefiting the entire university community and, notably, meeting the varied needs of international students.

Diversifying the University of Windsor's international student population faces challenges, including aligning with global educational demands and adapting to changing international mobility patterns. Efforts must consider geopolitical shifts, visa policies, and financial constraints that affect students' ability to study abroad. Balancing these factors to create a truly global campus requires innovative strategies and responsive policies.

Addressing concerns regarding the availability of relevant classes for graduate students in International Cohort-based programs requires a multifaceted approach. Our strategic enrolment planning prioritizes aligning enrolment targets with available resources, ensuring that teaching departments are well-equipped to offer a high-quality education. Recent investments in international student services, particularly in areas such as Engineering, exemplify our commitment to enhancing support and educational offerings for our diverse student body. These efforts are part of ongoing strategies to ensure all students can access the courses and resources necessary to succeed academically.

## Future Actions/Initiatives

### List of Future Actions/Initiatives:

#### **Global Engagement Steering Committee.**

*Objective 1:* Establish a Global Engagement Steering Committee with representatives from diverse academic and administrative units to oversee and guide global engagement efforts.

*Objective 2:* Define the roles and responsibilities of the committee, ensuring clear lines of accountability and reporting.

#### **Internationalization Framework (a sub-plan of Aspire).**

*Objective 1:* Initiate the collaborative process to develop a pan-institutional global engagement strategy that aligns with the university's mission and goals for the 2024 - 2029 academic years.

*Objective 2:* Ensure that the global engagement strategy reflects the evolving landscape of internationalization in higher education and positions the university as a leader in this area.

#### **Increase the diversity of the campus community.**

*Objective 1:* Expand the level of engagement in countries identified in Canada's International Education Strategy by establishing strategic partnerships, conducting outreach, and participating in educational fairs and events in those regions. These countries include Brazil, Colombia, Indonesia, Mexico, Morocco, the Philippines, Thailand, Turkey, and Vietnam.

*Objective 2:* Increase the enrolment of international students from countries identified in Canada's International Education Strategy by 10% within the 2023/24 academic year.

*Objective 3:* Empower in-country recruiters in "diversity markets" (e.g., Latin America and ASEAN region) to promote course-based graduate programs effectively. These markets show a stronger preference for enrolling in course-based graduate programs due to the appeal of shorter program durations compared to undergraduate degrees and the need for specific advanced qualifications to meet employment or career advancement criteria in their home countries.

#### **Improve the support system for faculty-led study-abroad programs.**

*Objective 1:* Hire a part-time team member to coordinate and facilitate faculty-led study abroad programs, ensuring efficient organization and oversight.

*Objective 2:* Develop a comprehensive set of resources, guidelines, and best practices to support faculty members in planning and executing successful study abroad programs, including risk management, cultural sensitivity, and student support.

*Objective 3:* Develop a pre-departure orientation program for students participating in faculty-led study abroad programs, addressing health and safety considerations, cultural adaptation, and academic expectations.

## Recommendations for Senate consideration (if any)

None.

## Appendix 1: Year in Review – Global Engagement

*Table 1: 2022/23 Student Demographics – An Overview of Diversity by Term, Student Group, and Nationalities  
(Data Source: OIA and ISC)*

Term	Domestic	International	Total	# of Nationalities
Fall 2022	12,571	5,100	17,671	96
Winter 2023	12,065	5,283	17,348	95

**A Top University** The University of Windsor is recognized globally as one of the top universities, with the QS World University Rankings placing it in the 641-650 band (643) and the Times Higher Education (THE) World University Rankings situating it in the 501-600 band (556).

**Globally Engaged** The University of Windsor demonstrates a solid commitment to global engagement, evidenced by its 43 active exchange programs and 81 academic agreements with institutions worldwide. This extensive network fosters international collaboration and cultural exchange, enriching the educational experience for students and faculty.

*Table 2: Active exchange and current (valid) academic agreements (2022-23).*

Region	Exchange Agreements	Current Agreements
East & Southeast Asia	5	16
Europe	27	30
Latin America & Caribbean	2	7
Middle East & North Africa	1	3
North America	3	13
South Asia	0	7
South Pacific	5	3
<b>Grand Total</b>	<b>43</b>	<b>81</b>



**Vibrant and Diverse** The University of Windsor boasts a vibrant and diverse student body, representing 86 different nationalities and comprising over 5,245 learners. This rich tapestry of cultural backgrounds contributes to a dynamic and inclusive campus environment where students from around the globe come together to share perspectives, learn from each other, and engage in a multicultural educational experience.

Table 3: Charting the Origin: Top 20 Countries for UWindsor Students - Fall '22 & Winter '23 Terms (OIA)

Country	Fall 2022	Winter 2023
India	3,136	3,314
China	455	355
Iran (Islamic Republic Of)	350	369
Bangladesh	249	290
Nigeria	241	245
Pakistan	179	168
United States	57	54
Viet Nam	52	64
Ghana	42	48
Sri Lanka	26	32
Nepal	22	28
Lebanon	21	9
Egypt	15	13
Hong Kong	13	15
Brazil	12	15
Other Nationalities (n=81)	250 (n=81)	223 (n=80)
<b>Total</b>	<b>5,120</b>	<b>5,245</b>

University of Windsor  
Academic Policy Committee

5.2: **Office of Open Learning (OOL) Annual Report (2022-2023)**

Item for: **Information**

Submitted by: **Nick Baker, Director, Office of Open Learning**

*See attached.*

# Office of Open Learning 2022-23 Annual Report to the Academic Policy Committee

## Introduction

The [Office of Open Learning](#) (OOL) provides strategic leadership in the design, development, and delivery of accessible, equitable, and inclusive digital and open learning opportunities for all learners. OOL works with partners across campus to empower educators to explore emerging digital pedagogies and technologies, recognising and utilising the power of today's highly connected digital world to provide transformational learning that prepares graduates for a complex and uncertain world. OOL provides a wide range of services including consultation, developing interactive digital learning resources, instructional design, educational media development, open educational resource development, professional development including workshops and mini-courses, funding for digital pedagogical innovation, and support for evaluating, selecting, and implementing local and institution-wide educational technology.

The following report summarises OOL's activities for the reporting year July 1, 2022 through June 30, 2023.

### I. Addressing Foundational Commitments:

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

The OOL has long advocated for evidence-informed decision making as the foundation for enhancing the student experience and outcomes, and as a critical business practice that can shape the institutional teaching and learning culture. Activities contributing to a culture of data-informed practice included:

- Bringing together and chairing a working group from across campus to develop recommendations on digital media management, storage and archiving best practices (work of this group is currently paused awaiting the release of an institutional data governance strategy/framework).
- Demonstrating a proof of concept for including faculty and student input to classroom design and renovation.
- Encouraging the use of digital pedagogies that lead to richer and more nuanced data about student activities, and which uses appropriate storage locations for digital resources.
- Contributing to the ongoing critical conversation about digital content storage and data management in educational technology systems.

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

The OOL team are committed to fostering a resilient, engaged learning organisation, demonstrated through our own programming and active presence in campus-wide initiatives, including:

- Hosting Communities of Practice in Digital Learning and Artificial Intelligence.
- Coordinating and hosting the annual Open Education Week with 10 events offered through online, hybrid, and in-person modalities (some open to a global audience).
- Facilitating and co-facilitating Senate information sessions and presentations on topics including AODA compliance, Microcredentials, SET Taskforce, artificial intelligence, and the new course modalities.
- Supporting the Associate Vice-President, Academic in professional development activities for Heads and Directors.
- Actively participating in institutional events including Accessibility Awareness Days, the Indigenous Research and Scholarship Forum, UWindsor Pride, and New Faculty Orientation.
- OOL team members chaired, co-chaired, or were active members of 66 University of Windsor committees.
- Contributing to the development and launch of the new *Aspire* strategic plan, through engagement in committees, sub-committees, facilitating consultations, and reviewing drafts.
- Within the OOL, collaboratively developing a plan to address the outcomes of the Employee Engagement Survey.

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

The OOL continues to advocate for, and support the development and adoption of inclusive, accessible, welcoming and engaging physical and digital spaces for teaching and learning. Activities in the reporting period included:

- Brightspace Project: Co-chaired and co-led, with partners in CTL and ITS, the selection and rapid

implementation and transition to D2L's Brightspace Learning Management system to replace Blackboard.

Activities included:

- Leading drafting of the RFP documentation and evaluation criteria, including developing robust evaluation of criteria for accessibility, EDI, and Indigenous perspectives on potential LMS partners (a first in Ontario higher education, ultimately leading to securing funding from D2L to support Indigenous students).
- With CTL, ITS, and central administration, co-funded the initial implementation costs of Brightspace.
- Following Blackboard's refusal to extend UWindsor's contract to allow for an extended implementation period, 75% of the OOL team reassigned part of their time to supporting the transition, which was led by CTL.
- Three OOL team members piloted Brightspace in credit courses and all OOL non-credit programming moved to Brightspace.
- Advocated for and co-developed a business case and funding strategy for D2L's virtual assistant for after hours support.
- Facilitated and co-facilitated 36 workshops (with CTL) on digital pedagogies in Brightspace.
- Supported Virtual Drop-in sessions with CTL.
- Co-developed needs analyses, business cases, and procurement strategies for replacements for SafeAssign and Blackboard Collaborate (which needed to be replaced with the end of the Bb licence)
- Funding, implementing, and supporting a wide range of digital systems including:
  - Yuja Enterprise Video Platform.
  - Panorama accessibility support platform (highlighting accessibility needs in Brightspace and creating alternative, accessible file formats for students).
  - WordPress ePortfolios.
  - CanCred digital badging platform.
  - Pressbooks open textbook publishing system (hosted by eCampusOntario).
  - H5P interactive lesson/activity platform (hosted by eCampusOntario).
  - Read&Write and EquatIO (grant-funded accessibility support tools for reading, writing, and math).
  - Co-funded (with CTL and ITS) 15 Mentimeter licences for campus.
  - Facilitated three eCampus Ontario Digital Sandbox Pilots (Kahoot, Miro, and Hypothes.is).
- Membership in committees including LMS Team, LMS Advisory and LMS Steering Committee and contributing to the development of policy governing LMS use, access, data retention, etc.
- Supporting campus with emergency teaching transition and restoration of service during the cybersecurity incident.
- Active engagement in creating more functional, inclusive, and diverse teaching spaces through membership on the institutional Classroom Prioritization Committee, which reviews classrooms for renovation and renewal. Advocated for the inclusion of pedagogical considerations and end-user input in the current prioritisation criteria, as well as different approaches to get the greatest value out of the budget.
- Provincial Training Equipment Renewal Fund (TERF): OOL co-led with ITS and partners in facilities and finance the development of successful proposals for funding from the TERF program in 2021/2, and 2022/3, with an additional application prepared for the 2023/4 funding round (all three are mentioned here as work is ongoing in the reporting period). These projects address needs that were identified as high priorities for facilities and the institution, and which support pedagogical flexibility, and enhance the learning experience of many students. High level outcomes include:
  - \$2,299,605 in provincial funding (approximate 8% of the total funding available for the province across the three rounds), matched by UWindsor (central, faculty and departments contributions); total project costs \$4,636,608 over 3 years.
  - Transformation of 4 small classrooms into low tech flexible, active learning classrooms (Dillon Hall 365 and 367, and Erie Hall 1114 and 1115).
  - Development of a digitally enabled, active and collaborative learning lab (CHN G100).
  - Nursing upgrades including: hyflex equipment in simulation labs, renovation of the Nurse Practitioner lab to support hyflex modality, a non-white simulation mannequin, a virtual anatomy dissection table.
  - A virtual dissection table in Biomedical Science.
  - Upgrades to AV equipment in classrooms with existing hyflex equipment, based on faculty feedback,

- including ceiling mics, cameras and large confidence monitors in 4 rooms.
- Development of a community/industry collaboration space with the Department of Mathematics and Statistics.
- AV upgrades in 3 classrooms in HK.
- Renovation and upgrade of the Odette Finance Lab.

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

OOL offers a wide range of programming and support services to faculty, staff, and students. Some key activities included:

- In collaboration with our partners in CTL, co-facilitated 35 Brightspace workshops to 409 participants.
- Working with the FISHCast team in the Faculty of Science to design a microcredential series, (funded by NSERC) for graduate students to develop complementary and specialised skills that prepare them for future work with communities and industry.
- Hosting a Generative AI Community of Inquiry approximately monthly.
- Developing and facilitating 11 bespoke presentations and workshops on AI for committees, departments, and student groups across campus.
- OOL provides training for instructors on hyflex and other alternative formats of delivery as per the WUFA collective agreement requirements that training be available at least 6 months prior to teaching a hyflex course.
- Facilitating 3 Propel sessions for the Office of Career Development & Experiential Learning (130 attendees).
- ePortfolios: Facilitated 19 in-person sessions and offered 94 drop-in sessions supporting students in developing their ePortfolios.
- Facilitated 3 general staff development workshops on accessible digital content and facilitating hybrid meetings.

#### 5. Telling Our Stories and Sharing Our Knowledge

OOL is committed to open practices, which seek to share knowledge freely, and which raise the profile of UWindsor faculty, staff, and students who contribute to open educational resources (OERs). We support the development and adaptation of OERs, publishing in open and alternative formats, the UN's Declaration on OERs and its contribution to achieving the UNSDGs (United Nations Sustainable Development Goals). OOL initiatives in storytelling and knowledge sharing include:

- Open textbook production: Open textbooks can have significant reach and impact. The 38 OOL-supported open textbooks were visited 551,314 times by 343,972 individuals in the reporting period.
  - Open textbooks save students considerable money. One example is the open Astronomy textbook adopted in UWindsor's two astronomy classes, replacing a commercial textbook that went from \$97 in 2018 to \$218 in 2024. A conservative estimate of student savings since 2018 is \$1.6m. This approach provides students with access to a free, accessible digital resource from day one of class.
  - Completed translation of [Universal Design for Inclusion, Diversity, Equity, and Accessibility \(IDEA\)](#) open resource to French ([Conception universelle de l'apprentissage \(CUA\) pour l'inclusion, la diversité, l'équité et l'accessibilité \(IDEA\)](#))
- The 24 interactive H5P resources developed by OOL during the reporting period were visited 3956 times during the reporting period. These are all openly licenced and shared in the provincial [h5PStudio](#) library.
- OOL-supported open resources have been nominated as finalists for global awards by Open Education Global in both 2022 and 2023, winning best OER in 2022, and nominated in the Pressbooks top 10 list globally for 2022.
- Participating in the community roundtable events with municipal leaders.
- Producing a monthly newsletter delivered digitally to 1041 UWindsor and external subscribers.
- The [Open Educational Practices Hub](#), which averages 600 visitors per month since it was created, had a total of 41,666 page visits by 3,730 unique users in the reporting period. Over half (55%) of visits came from the US, with Canada, the UK, Japan and the Russian Federation rounding out the top 5 locations. The hub includes faculty guest blog posts, information about emerging technologies, open scholarship, and open pedagogies.
- The Open Learning [website](#) (currently undergoing a comprehensive re-design) was accessed 13000 times



and had 775 new visitors in 2022-23. The OOL Twitter/X account had 1703 impressions and gained 21 new followers (994 followers in total) in 2022/23.

- OOL team members were interviewed by local, national and international media, as well as for international podcasts on a range of topics related to our work.

#### 6. Improving Institutional Processes and Coordination of Services

OOL engaged in several institutional initiatives to improve processes, policies, and guidelines, as well as our own internal review and alignment of activities, including:

- Participating as active members of the Student Evaluations (Perceptions) of Teaching Task Force to develop a new, validated *Student Perceptions of Teaching Survey* instrument for piloting and further refinement. The taskforce also worked on a process to ensure the instrument could be expanded and updated to provide meaningful feedback on teaching from a student perspective, recognising contextual factors such as delivery modality, whether it was a new course, experimental approaches etc. Existing policy and guidance was adapted to ensure that SPTs are useful formative feedback tools.
- Piloting the new RPP tracking process and forms.
- Reviewing and making recommendations on senate bylaws, policies, and the Student Code of Conduct in relation to generative Artificial Intelligence.
- As a member of the APC Sub-committee on Course Modalities, advocated for the development of official definitions of course modalities, provided a desktop review of equivalent policy across the province and Canada, proposed initial draft definitions (based on preliminary definitions OOL created during the pandemic), and supported the refinement of UWindsor's first ever definitions of course modalities.
- Internally, OOL held a series of retreats and working sessions to re-examine our offerings in the post-pandemic environment, streamline and update resources, and map strategic alignment of services with the Aspire strategic plan.

## II. **Advancing Strategic Priorities:**

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

The OOL's AAS LS members support and engage in scholarship and creative activity in their roles, collaborating with faculty and students on scholarly activities, including publishing (both traditional and open) and conference presentations, alternative scholarly dissemination including blog posts, podcasts and videos, and providing funding to support exploration of digital pedagogies. Activities in the reporting year included:

- Awarded \$50,000 in funding to 18 faculty-led projects across 7 faculties through the Digital, Open and Online Learning Strategic Development Grants. These grants support scholarship, development, and dissemination of digital teaching practices.
- Consulting with, collaborating, mentoring, and supporting instructors and students in researching digital pedagogies.
- Funded and facilitated a pilot project in the Faculty of Education working with four undergraduate education students to support exploration of scholarship in technology-enabled teaching.
- OOL offered their first [visiting fellowships in digital and open learning](#), with visitors scheduled from Ireland and Australia in the second half of 2023.
- Two OOL learning specialists are members of the REB.
- Engaged in research, scholarly, and creative dissemination, with 2 peer-reviewed journal articles and 5 blog posts published, and an additional 3 journal articles, two edited books, 3 book chapters, and one monograph all due for publication in 2023-24. The team also presented 6 peer-reviewed conference presentations and workshops, two conference keynotes, and approximately 15 invited workshops.
- Collaborated on grants worth \$452,673, including a Nanadagikenim: Seek to Know Grant, and a CIHR Grant with Nursing and Psychology, as well as two SSHRC grant submissions (one led by OOL).

### 2. Advancing the Journey toward Truth and Reconciliation

The OOL as a unit is in the early phase of exploring Indigenization and decolonisation in our work and our area of expertise. We continue to work towards Indigenizing digital learning environments and curricula, and our own work, as well as beginning to build relationships with local communities and seek opportunities for reciprocity. In the reporting period, key activities included:

- Securing external funding, matched with OOL funds, to hire our first Indigenous Digital Learning Specialist, who is a member of 18 institutional and external committees, including the REB as an Indigenous Member, the Equity Diversity and Inclusion Steering Committee, the Faculty of Law's Truth and Reconciliation Steering Committee, the Indigenous Education Council, and the Council of Ontario Universities Reference Group on Aboriginal Education.
- Presenting at the University's first Indigenous Research and Scholarship Forum, and at two Indigenous conferences, including the *Building Reconciliation Forum 2023* hosted by Western University, with additional presentations approved for the next reporting period.
- The OOL team visiting Walpole Island and meeting with Knowledge Holders to begin building relationships.
- Development of a video series on Land Acknowledgements, supported by an institutional EDI grant.
- Co-hosting *Gikinoo amaaadiwag Cross-cultural Instructional Skills Workshop (GCCISW)* pilot, adapted from the Western ISW model to incorporate Indigenous ways of knowing, funded by CTL's Nanadagikenim: Seek to Know Grant, and continuing to co-facilitate events with the community.
- Facilitating workshops on land acknowledgements.
- Offering a course on *Practicing Accessibility, EDI, Decolonization and Indigenization in Digital Teaching: An Introduction* (10 participants) with a future course focused solely on Indigenizing digital teaching planned.
- Consulting with departments and faculties on Indigenization.
- Collaborating and advising for the *Indigenous Workways* collaborative research project with Dr. Cathy Kwantes and collaborators from University of Windsor, University of Waterloo, Wilfrid Laurier University, and Conestoga College.
- Consulting on the Ojibway Park Indigenous Installation Research Advisory.
- Taking steps to incorporate Indigenous perspectives and content in our own courses, particularly in the *Humanizing Digital Learning* program.
- Began working with external consultants Dwight Powless and Linda Manning (CultureScapes Consulting and Training) on Indigenizing our work and incorporating the i-DRAFT continuous improvement model through an Indigenous lens.

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

Striving to rise to the challenge of becoming a more equitable, diverse, inclusive, just, and accessible university is a thread that runs through all of OOL's work. In 2022-23, some key activities include:

- Co-chairing the Accessible Post-secondary Education Committee (with Erika Kustra), tasked with working towards operationalising the proposed new Accessible Post-secondary Education Standards.
- Delivering information sessions on the recommendations in the proposed Accessible Post-Secondary Education Standards (with Cherie Gagnon (OHREA) and Erika Kustra (CTL)) to Senate and the President's Committee on Diversity and Inclusion, and the broader campus community.
- Acting as members of the UWindsor Pride Committee, Accessibility Coordinating Committee (ACC), the Accessible Information and Communications Committee (AICC), the Classroom Prioritization Committee, the Employment Equity Coordinating Committee Training and Education Subcommittee, the Training Advisory Committee, the WUFA Racial Justice Committee, and the Windsor Essex Local Immigration Partnership.
- Working to develop a culture that considers equity, accessibility, and sustainability as critical values in selecting educational technologies at the individual and institutional levels; co-leading a provincial project to develop procurement guidelines for considering these factors (which has been presented at 2 international conferences, as well as to groups from the University of Manchester, University of Toronto, and BCNET).
- Member of eCampus Ontario's Accessibility Advisory Group and the Ontario Network of Accessibility Professionals (ONAP).
- Consulting with provincial groups on accessibility, including the Council of Ontario Universities, HEQCO, the Ministry of Colleges and Universities, the Ministry of Seniors and Accessibility, and the Accessibility Standards Advisory Council.
- Presenting workshops on tips for making Brightspace sites more accessible as part of the University's Accessibility Awareness Days, as well as 21 other workshops on accessibility, accessibility support technologies, and equity, diversity, and inclusion in digital teaching to 96 participants.
- Co-facilitated 4 workshops on Supporting 2SLGBTQIA+ Students and Inclusive language, gender-neutral pronouns, and accent sensitivity to 158 participants.

- Holding one-on-one consultations with instructors on digital accessibility, inclusive practices in online and digital spaces, Universal Design for Learning, accessible multimedia design, and accessibility review of open educational resources.
- Modelling accessibility and inclusion in all our workshops, courses, resources, and documents.

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

The OOL focuses on transforming digital teaching and learning through professional development (individual consultation, workshops and courses), digital learning design and development, educational media production, funding, and policy. Highlights for 2022-23 include:

- As noted in FC3 above, the highly successful procurement and implementation of the new Brightspace Learning Management System was the result of a deep collaboration between OOL, CTL and ITS, along with partners in finance and other units across campus. The new system provides enhanced functionality, accessibility, and significant improvements in both reliability and scalability.
- Generative Artificial Intelligence (GenAI): Provided critical exploration, policy, campus updates, workshops, consultations, and practical advice on the emerging impact of GenAI in academic practice.
- Fostered a focus on inclusion, accessibility, equity and anti-racism, particularly in technology-enabled learning environments, through consultation with instructors, workshops and courses, OER development, and grants.
- Co-chair the Accessible Post-Secondary Education Standards Committee working to create a more accessible, inclusive, and just learning environment.
- Offered 121 courses and workshops for faculty, staff, and students with a total of 1042 attendees from across all faculties and several service units.
- Launched the first two courses of the new online [Humanizing Digital Learning](#) microprogram (24 participants), with the remainder of the program rolling out in the next reporting period.
- Provided over 2500 hours of consultations to campus.
- Promoted and supported ethical and critical use of educational technologies in teaching that respect privacy, safety, accessibility, and evidence-informed pedagogies. OOL directly supports and/or funds 14 institutional learning technologies and provides regular consultation and workshops to support instructors and others learning about these technologies.
- Continue to provide access to and support for flexible WordPress ePortfolios for students and faculty to create their personal digital identities. In the reporting year, 538 new sites were created with 548 new users; the system has 6,675 sites and 7,289 users; provided 94 drop-in sessions and 19 bespoke workshops for students on ePortfolios across Nursing, Education, Translational Health, Music Education, and Computer Science.
- Supported the development, updating and adaptation of over 30 open educational resources.
- Continued to engage the Microcredentials Working Group and stakeholders in the development of a framework for microcredentials at UWindsor, aligned with emerging (but not yet formally adopted) provincial government requirements.

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

Since 2017 (with the exception of 2020/21 during the pandemic), the OOL has recognised exemplary digital teaching with an annual award, named in honour of Dr. Alan Wright, founder of the OOL and CTL and Canada's first Vice-Provost, Teaching and Learning. We support recognition of learning through non-traditional means such as digital badges and Microcredentials. OOL is also committed to sustainability in teaching and learning, especially in the choice and use of technologies, and facilitating low-carbon pedagogical approaches that also enhance accessibility and flexibility for learners. Work in 2022-23 includes:

- Awarded the Dr. Alan Wright Award for Exemplary Digital Teaching jointly to two recipients in 2022/23 – Professor Gemma Smyth (Law) and Dr. Trantum Kaur (Science).
- Working with the UWindsor Sustainability Officer to develop an online training course on sustainability for UWindsor.
- Ensuring sustainability criteria were included in the Request for Proposals (RFP) for the new LMS, providing a model for similar RFPs going forward.
- Developing a guide to ethical, equitable and sustainable procurement for educational technology.

- Developing a proof of concept for digital badging (non-assessed) and microcredentials (assessed completion or competence) issuance to recognise participation in a range of non-traditional learning opportunities.
- Developed a plan in response to the Employee Engagement Survey and began implementation of the plan, including a reading group, social events, communication strategies, and review of preferences for employee meetings.

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

As a team committed to open practices, sharing our work openly to a global audience is crucial, contributing to sustainability, knowledge equity, engagement with the community, and reputation of the institution. Efforts contributing to this strategic goal included:

- Offered 4 open webinars to participants globally, enhancing the reputation and reach of the Office of Open Learning and UWindsor as leaders in educational technologies and open practice.
- OERs authored by or collaboratively developed with OOL continue to have significant impact. The 38 Pressbooks created so far were viewed over 551,000 times by 344,000 visitors from all around the world in 2022/23.
- Members of 30 external committees and boards and 15 professional societies and organisations.
- With the leadership of Russell Nahdee (Indigenous Digital Learning Specialist), beginning the process of building relationships with local Indigenous communities.
- Continued to chair the Microcredentials Working Group to develop a framework for microcredentials at UWindsor, while engaging with provincial, national, and international groups in developing shared understanding of microcredentials. Microcredentials represent a way to support non-traditional learners who need short, targeted learning opportunities, for example, people who need retraining or upskilling.
  - Dave Cormier (Learning Specialist) co-authored the microcredential toolkits for both eCampus Ontario and BC Campus with colleagues from across these provinces.
- Supporting the Windsor-Essex community: Worked with [Bike Windsor-Essex](#) on a grant-funded project to develop open digital resources and build capacity in the organisation to manage their digital presence, supporting their work in the community.
- Preparing to host two international visiting fellows in digital and open learning.
- Providing consultations to Université TÉLUQ on retention and success for online learners, and separately on working with artificial intelligence in online programs.
- Since Feb 2020, OOL has hosted a weekly meeting of Ontario centre directors, senior staff and leaders in online learning, innovation, and educational technology to support provincial planning, sharing of best practices, problem solving, and community building.

### III. Challenges:

**AI and Accessibility:** OOL has been striving to make teaching and learning more accessible since the office was established, and engaging with artificial intelligence since at least 2017; we embrace these emerging challenges. The arrival of Generative AI at scale, however, has meant a significant change to the conversation and the needs of campus, which OOL is addressing in multiple ways. This necessarily results in shifting priorities to support the emerging needs, and towards developing digital and AI literacy across campus. Similarly, while we wholeheartedly welcome the AODA Accessibility Standards for Post-Secondary Education, the implementation is and will continue to place significant load on the OOL team in helping support the development of accessible digital courses, accessible digital learning resources, evaluating technologies for accessibility, assisting with procurement processes, and providing consultation and opportunities to learn about and enhance accessibility of course design.

**Space:** While OOL's shared space with CTL and Quality Assurance is comfortable and relatively new, we do not have enough offices for our staff, with 4 AAS members sharing offices and rotating working from home. It is also challenging with no access to production space to enable us to develop high quality educational media, though we hope to address this through TERF support in the next year. While the OOL contributed considerable funding (\$200k) to the renovation and moving costs of the transition into this space, some challenges such as sound control and adequate office space were not able to be addressed and remain.

**Staffing:** OOL has been largely staffed with AAS members on limited term contracts funded by external grants. We are in the process of transitioning to a more sustainable staffing structure using base budget allocations, but some skill sets remain extremely challenging to fill (e.g. technology analysts/programmers, educational media artists/media production, instructional designers) without the ability to offer more flexible working conditions and higher salaries. These roles are a challenge to fill for institutions in major metropolitan areas, and almost impossible to attract candidates locally. Additionally, as AAS members are eligible for sabbatical and study leave, we will likely have two members on sabbatical over the next two years, and while the director has been eligible for sabbatical since 2015, has not been able to take it given workload and other challenges.

**Increasing reporting load:** While OOL embraces evidence-informed decision-making and sharing our successes and challenges, the load created by having to track and report different metrics to multiple audiences and for different purposes is a significant burden that impacts workload and ability to complete other tasks. The OOL has always reported to Senate through APC and the performance of our AAS faculty members is separately reviewed through the RPP process, but we are now also tasked with reporting performance goals to the AVP-A and a Service Level Agreement through the SLA Committee and Finance to the ELT. OOL also contributes to external reporting for the institution, including accreditation, to MCU for selected SMA data, and Contact North, ONCAT/OnTransfer, and eCampus Ontario for online and hybrid course information.

**University fiscal challenges impacting technology needs:** OOL plays an important role in exploring and forecasting educational technology needs for campus. There are a number of gaps in functionality in the University's technology stack that would enhance student learning and the teaching experience, and which are frequently requested by faculty. While OOL could facilitate pilots and procurement processes, institutional budget constraints and the reduction in government focus on transformational technology and overall disinvestment in the sector presents a major challenge in being able to provide teaching technology at scale to the institution.

#### **Future Actions/Initiatives 2023-24**

In response to the Aspire strategic plan, OOL collaboratively developed five overarching goals for the unit for the next five years. These goals include:

1. Become recognized as a trusted partner in the development of digital, open, accessible, and inclusive pedagogies, learning spaces, and scholarship;
2. Build trust and strong reciprocal relationships with the campus, local and global community, and Indigenous partners;
3. Support full implementation of the (AODA) Accessible Standards for Post-secondary Education;
4. Drive continuous improvement of the campus digital teaching and learning ecosystem and the capacity of faculty, staff and students to engage with emerging and existing technologies; and
5. Develop a robust, sustainable, appropriately resourced OOL to meet the needs of the campus and our community.

OOL's planned annual initiatives contribute to these goals, and are mapped to the Aspire Foundational Commitments and Strategic Priorities.

#### **Foundational commitments:**

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

- Contributing to the ongoing critical conversation about digital content storage and data management in educational technology systems.
- Implement data management strategy in YuJa.
- Seeking data about success of students with disabilities to support planning for AODA Accessible PSE Standards implementation .
- Contribute to the Strategic Enrollment Management Strategic plan.

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

- Continue to host community-building events and learning opportunities, such as communities of interest in digital teaching, artificial intelligence, and H5P interactive technology.

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

- Complete implementation of existing Training Equipment Renewal Fund (TERF) projects and initiate TERF 3 projects (co-lead with ITS, facilities, and finance).
- Contribute to planning and design of collaborative, active, and accessible learning spaces.
- Continue to champion technology that is accessible, equitable, inclusive, and ethical.

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

- Continually offer varied training and professional development opportunities and one-on-one consultation for instructors on educational technologies and digital pedagogies.
- Launch professional development initiative internally for OOL staff.

### **5. Telling Our Stories and Sharing Our Knowledge**

- Complete redesign of the OOL website.

### **6. Improving Institutional Processes and Coordination of Services**

- Explore the potential of generative AI to support OOL's work and share these learnings with campus.
- Develop processes for tracking and reporting SLA-related data.
- Explore possibilities for utilising Microsoft products including MS365 Copilot and Power BI to more efficiently manage, track, and report on OOL data.

#### **Strategic Priorities:**

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

- a. Seek a broader range of grant/funding opportunities to support scholarship and creative activity.

#### **2. Advancing the Journey toward Truth and Reconciliation**

- a. Foster a focus on inclusion, accessibility, equity, Indigenization, and anti-racism in technology-enabled environments.
- b. Continue to build relationships and collaborations with Indigenous colleagues across campus, and with local communities to support development of digital capacity.
- c. Begin development of course on Indigenization and decolonisation of digital spaces as part of the *Humanising Digital Learning* microprogram.

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

- a. Co-chair the AODA Accessible PSE Standards Committee (APEC) and continue work towards implementation of the PSE Standards.
- b. Contribute to the development and refinement of institutional policies and procedures supporting accessibility and inclusive practice, especially through the use of digital technologies and pedagogies.
- c. Explore emerging technologies, such as AI, with potential to support accessibility and diverse learner needs.
- d. Conduct pilot with Student Accessibility Services on the use of Yuja for transcript creation in accommodations.
- e. Contribute to accessible classroom design.
- f. Support reviews of teaching technologies for accessibility, equity, and ethical practice.
- g. Consult with instructors on accessible, equitable, and decolonial digital course designs.
- h. Launch additional courses in the Humanising Digital Learning program: *Practicing Accessibility, EDI, Decolonization and Indigenization in Digital Teaching: An Introduction*, and *Ethical Educational Technology*.
- i. Complete revisions and release open educational resource on equitable, accessible, and sustainable procurement guidance (led by OOL with cross-provincial partners).

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

- a. Consult with faculty across all disciplines on digital and emerging pedagogies and instructional design.
- b. Generative AI (GenAI) response:
  - i. Co-lead institutional response to GenAI including creation of institutional guidelines for teaching and learning, policy review and development, and hosting a community of interest.

- ii. Develop resources to support informed decision-making around use of AI in teaching and learning.
- c. Support development of the *Teaching and Learning Plan*.
- d. Begin development of Emerging Media Lab to streamline and enhance capacity for creation of educational media (e.g. video, H5P, simulations).
- e. Launch *Humanising Digital Learning* microcredentials and begin development of public version of the program.
- f. Continue to provide support and incentives for open educational practices, pedagogical innovation, accessibility, and equity, inclusion, and Indigenization in digital teaching.

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

- a. Continue work on OOL's response to the Employee Engagement Survey, enhancing skills and exploring interests, encouraging a healthy work-life balance, taking annual leave, and planning sabbatical for eligible employees.
- b. Commit to sustainability and wherever possible, generating social value in purchasing practices of the OOL and any procurements we support.
- c. Participate as a member of the Advancing Sustainability in Academics Working Group.
- d. Continue development of sustainability course with the Sustainability Office.
- e. Continue to recognise excellence in digital and open teaching across campus.

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

- a. Develop more robust mechanisms for tracking OER impact and reach.
- b. Continue to seek opportunities to support development of digital capacity in local community organisations.

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

##### Recommendation 1: Updating Bylaw 54: Undergraduate Academic Evaluation Procedures

The Bylaw as currently written discriminates against learners on the basis of the course modality, which they may have no control over, and which should not be a justification for poor pedagogical design or penalising students who choose or are required to learn in that mode. Specifically, s. 2.5.1 contains logical inconsistencies in recognising and forbidding the practice of final course marks being based entirely on a single piece of work, but provides an exception for courses taught in distance mode.

The section states:

*“With the exception of distance education courses, grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted.”*

There can be no justification for this discrimination, which encourages inequitable practice, and which is inconsistent with the spirit of the rest of the section that attempts to ensure that all students have the best opportunity to demonstrate their learning and are not subjected to the pressure of single-shot assessment. We strongly recommend that APC and the Bylaw committee consider removing the exception and treat all course modalities equally, ensuring that all students have an equitable opportunity to succeed in assessment, regardless of the course modality they are studying in.

**University of Windsor  
Academic Policy Committee**

**6.1: APC/Senate Annual Reports and Service Level Agreements**

Item for: **Discussion**

**Background Information:**

- At the APC meeting held on February 14, 2024, concerns were raised regarding the excessive burden of redundant reporting within departments responsible for Annual Reports and Service Level Agreements (SLAs).
- In accordance with Senate bylaw, a number administrative areas<sup>1</sup> are required to submit annual comprehensive reports to the Academic Policy Committee. These reports serve multiple purposes: 1) to assess alignment with the University's strategic priorities; 2) to demonstrate advancement in the area through both qualitative and quantitative data and analysis; 3) to identify challenges and growth areas which can help resource allocation decisions; 4) to outline future steps to build on successes and address challenges; and 5) to identify policy considerations for APC.
- These same administrative areas are now required to submit Service Level Agreements (SLAs) aimed at measuring service quality standards, with quality being defined by measurable/quantitative outcomes. These agreements outline an administrative area's purpose, service commitments, and key performance indicators (KPIs). While justifying spending may work with areas that are transactional in nature (finance, ITS, facilities), it is not the case with areas, where qualitative services and supports, such as advice and counsel, are core to their mandate.
- Reporting areas have expressed strong concern and frustration as SLAs cannot accurately capture the extensive time and effort invested in the intricate academic supports, policies, and programs essential to the University's functioning.
- It was agreed that APC would draft a memo for submission to Administration expressing its concerns and recommendations.

*See attached for:*

- Annual Reporting Template to APC/Senate
- Service Level Agreement Form

*A draft memo will be circulated based on the initial discussion at the last APC meeting. Please review carefully and come prepared with suggestions for revisions.*

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<sup>1</sup> Eg, Centre for Teaching and Learning, Information technology, Leddy Library, Office of Open Learning, Office of Student Experience, Global Engagement, Office of Student Awards and Financial Aid.



**To: Reporting Area**

*The purpose of submitting annual reports to Senate through the Academic Policy Committee (APC) is: 1) to be able to assess whether areas connect with the University's strategic priorities; 2) to demonstrate advancement in each area, through qualitative and quantitative data and analysis; 3) to identify challenges and areas for growth, which can help resource allocation decisions; 4) to identify steps to be taken over the upcoming year to build on successes and address challenges; and, 5) to identify policy decisions that may need to be made or considered by APC.*

*This Report to the Academic Policy Committee should be no longer than 4-5 pages, and should follow the template provided below. Should you wish to attach your area's annual report publication or provide a link to it, you may do so.*

### **Template for Annual Reporting to the Academic Policy Committee**

**Introduction**

[In this section , provide a brief description of role/mandate of the area]

[TEXT]

**Area's Goals and Objectives of the Reporting Year and the University's Strategic Plan****Excerpt – Aspire: University Strategic Plan**

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

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

Values:

- Academic Excellence
- Action on Indigenization, Truth, and Reconciliation
- Community Impact
- Engagement with Students
- Environmental Sustainability
- Equity, Diversity, and Inclusion
- Openness to Change
- Prioritizing People
- Trustworthiness

Foundational commitments:

1. Establishing and Implementing an Institutional Data Strategy
2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration
3. Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces
4. Ensuring that Faculty and Staff Have the Skills and Support to Maximize Impact, Growth, and Engagement
5. Telling Our Stories and Sharing Our Knowledge
6. Improving Institutional Processes and Coordination of Services

Strategic Priorities:

1. Advancing Bold, Impactful Research, Scholarship, and Creative Activity
2. Advancing the Journey toward Truth and Reconciliation
3. Becoming an Increasingly Equitable, Diverse, Inclusive and Just University
4. Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone
5. Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus
6. Generating Local and Global Impact through Partnership and Community Engagement

Strategic Opportunities:

Approved multi-disciplinary and cross-institutional initiatives that will serve our communities, address complex local and global challenges, enhance sustainability, create exciting new educational opportunities, and address emerging local and regional concerns. These are the kinds of projects that can change the University, our region, and people's lives. To maximize impact, project development will emphasize thoughtful integration of strategic priorities and foundational commitments.

[In this section, specify how the mandate, goals, and objectives of the area address the foundational commitments, and advance the six priorities of the University's strategic plan. Provide a description of the activities and initiatives undertaken during the reporting year, linking them to the University's strategic plan (including any approved strategic opportunities of which the area is a partner). In describing initiatives/successes and challenges, please provide quantitative and qualitative data and analysis. Describe any challenges that arose during the reporting year, the impact of these challenges on meeting goals and objectives, whether they were addressed or are ongoing, or whether academic policy considerations may be required to address them.

Note: An area may not address all foundational commitments or strategic priorities. In the case of foundational commitments or strategic priorities that do not apply to your area, please provide an explanation under the appropriate heading to this effect.]

**I. Addressing Foundational Commitments:**

1. Establishing and Implementing an Institutional Data Strategy

[TEXT]

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

[TEXT]

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

[TEXT]

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

[TEXT]

5. Telling Our Stories and Sharing Our Knowledge

[TEXT]

6. Improving Institutional Processes and Coordination of Services

[TEXT]

**II. Advancing Strategic Priorities:**

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

[TEXT]

2. Advancing the Journey toward Truth and Reconciliation

[TEXT]

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

[TEXT]

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

[TEXT]

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

[TEXT]

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

[TEXT]

**III. Challenges:**

[TEXT]

**Future Actions/Initiatives**

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

[TEXT]

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

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

[TEXT]



# Service Level Agreement

## Instructions

Please review the Service Level Agreement (SLA) Guiding Document to aid in completion of the components below.

## Department Details

Department Name		Functional Service Area	
Person Responsible		Date	
Email Address		Phone	
Location		Web site	

### Required Components

*Provide a broad-based statement that describes the overall purpose of the service area and how it contributes to the University of Windsor academic mission.*

Functions Performed

*Explain the parameters around your service area's capacity, including regular hours of operation, service constraints, scheduled downtime during busy periods, flexible work arrangements, barriers to service, extraordinary limitations (i.e., holidays), etc.*

Boundaries of Operations

## Primary Clients

*Identify the main clients who make use of the services you provide.*

## Services Offered

*Provide a general description of services provided by your service area. This may be supported by appendices detailing all tasks performed. Focus should be on your deliverable.*

## Key Performance Indicators (KPIs)

*Best practice is to provide KPIs for all services offered.*

*During the development of your first SLA, KPIs should focus on statistics you are already tracking or statistics that can be easily collected. Do not trade service delivery performance for the tracking of KPI metrics.*

*In future versions of SLAs, KPIs should evolve and become meaningful, including identifying targeted performance levels.*

*Add or subtract to/from the list of generic SLA policies provided below.*

Clients/Consumers (users of our services) will...

- To quickly respond to the service provider if service interruptions will cause undue hardship.
- 

The service area (this office) will...

- Notify the client of any unusual or unscheduled service interruptions.
- 

Policies/  
Responsibilities

*Provide the preferred method for clients to alert your service area when service levels are not meeting their expectations. Include a pathway (with timelines) for resolution of client issues.*

Feedback/  
Resolution  
Framework

[Empty text box]

*Include a provision detailing when you will conduct regular reviews of your SLA. Be sure to include a specific timeline of when the review will be completed and details about how clients will be included in the review process.*

Regular Review  
Timeline

[Empty text box for SLA review details]

Signature

[Signature input box]

*Signature of the Person Submitting this Form*

Name

[Name input box]

*Name of the Person Submitting this Form (print)*

Date of Signature

[Date input boxes]

*MM*

*DD*

*YY*