



NOTICE OF MEETING

There will be a meeting of the ACADEMIC POLICY COMMITTEE October 23, 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 September 19, 2024
3 Business arising from the minutes
4 Outstanding business
5 Reports/New Business
5.1 Textbook Pilot Program Discussion
5.2 Leddy Library Annual Report S. Berg-Information APC241023-5.2
5.3 Office of Open Learning Annual Report N. Baker-Information APC241023-5.3
5.4 APC Subcommittee on Generative Artificial Intelligence N. Baker/I. Barrette-Ng-Information APC241023-5.4
6 Question period/Other business/Open Discussion
7 Adjournment

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' items will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate.

University of Windsor
Academic Policy Committee

5.2: **Leddy Library Annual Report (2023-2024)**

Item for: **Information**

Submitted by: **Selinda Berg, University Librarian**

See attached.

Leddy Library Annual Report to APC, 2023-2024

Introduction

The Leddy Library facilitates and transforms learning, teaching, and scholarship by providing expertise, services, physical space, and collections of resources and materials to meet the needs of students, staff, faculty, and researchers.

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

The Leddy Library continues to provide structures and lend expertise to help establish and implement an Institutional Data Strategy. During the reporting period the following activities have been prioritized:

- Institutional data and **research metrics** are analyzed to assess the university's research activity, track performance, compare with peers, or validate external data, such as external rankings. The Leddy Library's subscription to SciVal provides institutional access to key data. Leddy librarians collaborate with the Office of Institutional Analysis to ensure the data is accurate, ensure limitations of the data are well-understood, and guide the responsible use of research metrics. In line with the university's commitment to inclusivity, the library advocates for collecting broad and inclusive data and metrics.
- **ORCID IDs** are an important tool for maintaining precise researcher and institutional research metrics. Leddy Library funds the University of Windsor's institutional membership and actively promotes and facilitates the establishment of ORCID IDs for University of Windsor researchers. Presently, there are 1,197 ORCID IDs affiliated with the University of Windsor, reflecting an increase of roughly 250 new IDs created during the year. These efforts enhance the accuracy and integrity of our research metrics.
- The Leddy Library plays an important role in the preservation and stewardship of key university documents through its **University Archives**. Digitization of university documents of historical value has been an increasing focus of Leddy Library. Additional information on related 2023-2024 initiatives is provided in Priority #6 (*Generating Local and Global Impact through Partnership and Community Engagement*).

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

The Leddy Library strives to foster cross-campus collaborations and as well as partnerships with the Windsor-Essex community. During the reporting period the following activities have been prioritized:

- Leddy Library is an important **space provider** for students and faculty to come together for academic and social purposes. The library continues to increase the number of group study and meeting rooms available to the campus community. Expansion and enhancement of library spaces allow employees, students, and communities to come together at the university in a welcoming and safe environment. During the current reporting year, the Leddy Library began developing a child friendly room (see priority #5 for details).
- Leddy Library is a unique unit on campus with elements of an academic unit, a support unit, a service provider, and a facility. Members of the Leddy Library staff and faculty sit on numerous campus and academic committees to help build engagement and increase partnerships. Librarians and staff participate in committees at the university and across the country and the globe.

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

The Leddy Library's spaces serve as a welcoming hub for the entire campus community. The Student Research Collaboratory and workshop rooms provide campus partners a space where they can connect and collaborate with colleagues and students. During the reporting period the following activities have been prioritized:

- Leddy Library is open approximately 5,325 hours a year, offering a **welcoming and safe space** for students

to study, conduct research, and collaborate with peers. While many resources are increasingly accessed electronically, researchers continue to be drawn to the library's physical space to engage with students, immerse themselves in the inspiring environment, and access unique print texts, rare books, manuscripts, archives, special collections, and other valuable research materials. In 2023-2024, the library welcomed 667,743 visitors, an increase of more than 150,000 from the previous year.

Reporting Years	2021-2022	2022-2023	2023-2024
Number of in-person visits	111,053	489,068	667,743
Number of website visits	217,265	637,769	723,223

- The website is the library's **virtual branch** which continues to be refined and improved in terms of usability, accessibility, and comprehensiveness, as it is a key conduit into library resources and services. During the reporting year, there were 325,532 visits to the library webpage.
- Leddy Library was grateful to welcome the new tea shop, Chatime, into the first-floor space in January 2024. The bubble tea, milk tea, and hand-shaken juices have been popular amongst students and faculty.
- Our ability to enhance the physical space is constrained by budget limitations, making **building maintenance and low or no-cost upgrades** top priorities for the library. Essential repairs have been prioritized, including waterproofing the west building, which is prone to flooding and leaks. In 2023-2024, modest furniture upgrades were made using surplus furniture available through the university. (see priority 5).

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

The staff and faculty are the core of Leddy Library. Their commitment to students, deep expertise, and innovative ideas continue to push the library in new and exciting directions. During the current reporting period, the following activities were prioritized:

- The faculty and staff of Leddy Library participated in a library-wide exercise to respond to the University of Windsor's **Aspire Strategic Plan**. Recognizing the strength and comprehensiveness of the university's plan, the Leddy Library chose to develop a plan that overtly aligns with and mirrors the commitments, priorities, and goals of the university's strategy. The Leddy Library was asked to consider how it could meaningfully and impactfully contribute to the university's priorities. These discussions and consultations shaped *Aspire Leddy Library: Our Response to the University of Windsor's 2022-2026 Strategic Plan*.

5. Telling Our Stories and Sharing Our Knowledge

The Leddy Library and its librarians play a pivotal role in supporting our students and scholars by providing essential research assistance across diverse academic fields. Keeping our campus engaged involves actively sharing updates on resources, services, and achievements. By employing a multifaceted approach to communication, the Leddy Library strives to foster an informed and connected campus community. During the reporting period the following activities have been prioritized:

- The Leddy Library uses university platforms like the **Daily News** to share the events, initiatives, and accomplishment of our librarians and staff. During this current reporting period, the *Daily News* featured new digital collections, workshops, resources, events, as well as the newest license agreements aimed to save researchers publishing fees.
- Leddy Library maintains active **social media channels** using Instagram, X (formerly Twitter), Facebook, and YouTube ensuring engagement with the community. Throwback Thursday, highlighting digitized images from the Southwestern Ontario Digital Archive (SWODA), is a popular weekly feature in our feed. The Leddy Library also populates the news section on our website to also share initiatives, successes and events.
- A notable piece picked up by **external media** included CBC Windsor's coverage of the digitization of the all the volumes of the Windsor City Directory spanning 100 years from 1888 to 1988.

Community members use the directories to research histories of their families and the city. The directories also hold rich information for urban planners, historians, and researchers. The digitization of these directories is only one of Katharine Ball's extensive digitization efforts that make up SWODA.

6. Improving Institutional Processes and Coordination of Services

Leddy Library is a large system with multiple complex and dynamic systems and services. Ensuring clarity, transparency, and efficiency. The staff, librarians, and systems of Leddy Library interact with many units and intersect with infrastructures across the university. Additionally, collaboration with and connections to academic and research libraries across the province and the country are paramount to the success of Leddy Library. During the reporting period the following activities have been prioritized:

- Through our **consortial memberships** in the Ontario Council of University Libraries (OCUL) and the Canadian Research Knowledge Network (CRKN), Leddy Library benefits from large-scale licensing and content acquisition initiatives that are essential to its service provision. These partnerships leverage shared infrastructure, expertise, and processes. In the March 2023 Blue Ribbon Panel Report, Ontario academic libraries were lauded as leaders in the sector for their collaborative approach to purchasing and shared collections.
- Leddy Library, home to the University Archives, continues to advocate for the development of university-wide **records management processes**. Proper management of university records is essential to ensuring their security, reliability, and authenticity. Initial discussions, including archivist Antoinette Seymour, have begun to explore how the university can adopt current professional standards and best practices for managing both print and digital records.
- Leddy Library developed its **Service Level Agreement** with the campus partners as the next step in the university's implementation of activity-based budgeting (ABB). The Service Level Agreement defines the level of service provided by the library based on the current resources and outlines metrics by which services are measured and what the expectations are for the unit.

II. Advancing Strategic Priorities:

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

The librarians at Leddy Library contribute to research and scholarship, higher education teaching and learning through publishing, and a variety of resources and services. Services and resources support and enable the creation and long-term stewardship of the scholarship produced at the University. Supporting open access, sustainable scholarly communication models, and new modes of dissemination are areas of continuing importance and development for academic libraries across Canada. During the reporting period the following activities have been prioritized:

- Librarians assist students and faculty members in their research and scholarly endeavors by helping them navigate the complex and evolving information environment. Librarians provide reference work, research assistance, workshops, and curricular instruction across campus.
- Librarians go where their users are, in the library, on main campus, on the downtown campus, in distance education venues, remote learning environments, and virtually. For example, Sharon Munro has provided office hours at Windsor Hall for the School of Social Work since the school moved to the downtown campus. Across these venues and modalities, staff and librarians provided almost **2300 reference and research transactions** during the reporting year.
- Library hosts and supports 17 fully **open access scholarly journals**. Leddy Library provides web hosting for journals using the Open Journal Systems (OJS) publishing software, in collaboration with Canadian organizations. All journals hosted by the library operate under a "Diamond Open Access" model and do not charge fees to authors. Through its open publishing services, the Leddy Library is an advocate and supporter of open, sustainable, and responsible models of scholarly

communication.

- Expanding the reach of University of Windsor research without financial, legal, or technical barriers is a top priority for the Leddy Library. However, researchers looking to publish open access often face high fees from commercial publishers (termed **author processing charges**). To address this, the Leddy Library has entered new license agreements with select journal publishers to cover or reduce these fees for campus authors. On January 1, 2024, new agreements, as outlined on our website, came into effect. For most journals from these publishers, the publishing fee will be fully covered, while a smaller set will offer partial discounts. From 2021 to 2023, the cost savings to researchers representing all faculties, have totaled almost \$350,000 USD (table below).

Author Processing Charges (in \$US)				
Faculty or Unit	2021	2022	2023	Total
Centre for Teaching and Learning	3000	-	-	3,000
Faculty of Arts, Humanities, and Social Sciences	21,000	21,020	60,820	102,840
Faculty of Education	6,000	9,500	-	15,500
Faculty of Engineering	6,000	16,625	26,095	48,720
Faculty of Human Kinetics	3,000	3,250	23,190	29,440
Faculty of Law	-	3,255	15,765	19,020
Faculty of Nursing	-	-	4,590	4,590
Faculty of Science	880	17,575	79,830	98,285
Odette School of Business	-	6,750	19,940	26,690
Total (\$US)	39,880	77,975	230,230	348,085

- To help identify suitable and affordable open access journals for publication, the Leddy Library launched the [Open Access Journal Finder](#). This tool consolidates information about open access journals, including details on the library's 12 (and counting) license agreements that offer campus authors full waivers or partial discounts on article processing charges. This year, Leddy Library also offered several workshops for researchers on navigating article processing charges and selecting suitable open access journals.
- The **Scholarship at UWindsor** repository is a service of the Leddy Library and the University of Windsor that not only provides free and open access around the world to the scholarship and research of the University of Windsor, but also satisfies the Canadian Tri-Agency Open Access Policy on publications. In 2023-2024, 2,085 new items were added to the repository. Currently, Scholarship@UWindsor houses 21,197 items, including dissertations and theses, Open Access articles, datasets, and more. In the 2023-2024 reporting year, there were 942,459 downloads from over 236 countries.
- The Leddy Library is developing ways of supporting **new forms of scholarship**, dissemination, and knowledge translation activities. Supporting digital scholarship, systematic reviews, research data management, open scholarship, and knowledge translation are key areas of growth for the library. Our body of digital exhibits presenting research and scholarship continues to grow and now houses 17 digital exhibitions, including newly added exhibits: *Jack Calder at War: A Canadian Mother's WWII Scrapbook* and *North Star: A Portal for Black History in Windsor-Essex and Chatham-Kent*.
- Leddy Library also contributes to the research mission of the University through the **scholarship, research, and creative activity** of our members. *Explore our list of scholarly publications in Appendix A.*

Advancing Bold, Impactful Research, Scholarship, and Creative Activity by the Numbers	
Number of in-person reference transactions	2,394
Number of University of Windsor affiliated ORCID IDs	1698
Number of new ORCID IDs	267
Institutional investment (membership) of ORCID	\$5,000
Number of items in the institutional repository	21,197
Number of items added to institutional repository	2,085
Number of Omni searches	547,014
Number of unique item requests on licensed electronic resources (<i>full-text article or book was accessed via download or webpage</i>)	1,020,027
Number of e-resource item investigations on licensed electronic resources (<i>without a full-text request, only accessing abstracts, image, video/audio</i>)	1,582,523
Number of open access journals supported by Leddy Library	17
Number of articles published by Leddy faculty (peer reviewed)	11 (5)
Number of external scholarly and research presentations by Leddy Faculty	12

2. Advancing the Journey toward Truth and Reconciliation

The Leddy Library continues to foster reconciliation and learning about Indigenous ways of knowing and decolonization. We have worked with our Indigenous colleagues on campus to prioritize the following activities during the reporting period:

- Leddy Library continues to be a member of the **National Indigenous Knowledge and Language Alliance** (NIKLA). The mission of NIKLA is to unify and amplify the voices of Indigenous Peoples (First Nations, Métis, and Inuit) to network and nurture a community of practice related to Indigenous knowledge, cultural memory, language, and Indigenous ways of knowing. Leddy Library supports the project through its financial and resource contributions.
- Working with a team from the Odette School of Business led by Maureen Sterling, Jennifer Soutter, **Indigenous Outreach Librarian**, recently completed her contributions to a project funded by the *Nandagikenim – Seek to Know Grant*. The project worked alongside local Elders and Indigenous students to identify structures and processes that could help to address barriers that Indigenous students' face when accessing and completing courses and programs at the OSB. Jennifer is also a guest at the Indigenous Education Council where she assists and responds to requests for library support. In her liaisonship with the Aboriginal Education Center, she continues to build strong relationships and to make important connections within and outside the University.

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

Leddy Library aims to become an Equitable, Diverse, Inclusive, and Just Library through its collections, services, and spaces. The library aspires to be a place where our campus community is inspired and enabled to learn about and enact the principles of equity, diversity and inclusion. During the reporting period the following activities have been prioritized:

- Leddy Library welcomed Antoinette Seymour as a new archivist and librarian in Winter 2024. Originally from Nassau, Bahamas, Seymour brings a wealth of expertise, passion for archival work, and a strong commitment to the newly established Black Studies Institute. Shortly after her arrival, she launched her blog, *ONCE UPON A TIME: Through the Lens of a Black Archivist*, where she shares her experiences as both an archivist and a proud University of Windsor alum.
- During the reporting year, University of Windsor graduate student, Willow Key **launched [North Star: A Portal for Black History in Windsor-Essex and Chatham-Kent](#)**, a central hub for exhibits, historic

landmarks, published works, archival materials, and educational resources. The *North Star* portal is hosted by Leddy Library. The project was supported by a University of Windsor SSHRC Explore grant received by Essex County Black Historical Research Society, and librarians Dr. Heidi LM Jacobs and Dr. Sarah Glassford. Ms. Key helped shape the portal’s design and purpose, compiling research and creating a detailed annotated bibliography for students, community members, and researchers exploring Black history in Southwestern Ontario. The portal highlights the diverse people, places, and resources that tell the stories of African-descended peoples in the region.

- Leddy librarian, Dr. Heidi LM Jacobs, collaborated with Irene Moore Davis and the Essex County Black Historical Research Society to launch a film project celebrating the rich Black history of Sandwich. ***Across the River to Freedom*** features three short documentaries, an interactive website, curriculum resources, and a unique Black history walking tour of Sandwich. The project aims to preserve historical narratives and educate the community about the remarkable stories and descendants of historic Sandwich.

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

The Leddy Library plays a pivotal role in fostering high quality teaching and learning experience through various means. Ensuring that students have the space, technology, and support for their success is an ongoing priority for the library. Leddy Library also continues to develop as a site for experiential learning on campus, with new opportunities emerging each year. The following activities took place during the reporting period:

- The Leddy Library offers valuable **student employment opportunities** on campus. For example, during the current reporting period, Leddy Library’s Systems Department employed 14 students for nearly 3,300 hours. Leddy Library provides students with hands-on experience in archival services, digital scholarship, scholarly communications, IT support, and data and statistical services, enriching their educational experience.
- In November 2023, the first issue of the *UWill Discover Journal* features research conducted by the winners of the 2023 UWill Discover Student Research Conference and articles by special invitation. Students worked alongside librarian Pascal Calarco and Tim Brunet, coordinator of the Outstanding Scholars program, to develop a platform for sharing the award-winning presentations from the conference.
- As part of their regular workload, librarians can teach **credit courses** for faculties and departments. Scott Cowan and Adam Mulcaster taught a total of three credit courses within the Faculty of Nursing, Faculty of Education, and the Faculty of Arts, Humanities, and Social Sciences.
- **Printing services** continue to be in demand despite our enhanced digital environment and expanded sustainable practices such as the provision of digital course reserves, digital access to books and journals, and digital interlibrary loan requests. 739,191 pages printed at Leddy Library in 2023-2024.
- Leddy Library continues to be a central provider for students' **computing and technology** requirements, with a growing demand for laptop loans and other technological peripherals.

Teaching, Learning & Student Experience by the Numbers	
Number of Information Technology Student Consultant questions	5,017
Number of pages printed	739,191
Number of laptops available for loan	27
Number of tutorial visits on website	1,392
Number of library instruction sessions	62
Number times of laptop loaned (1-day and 14-day loans)	741
Number of technology loans	13,975
Number of classes using course reserves	1,079

Number of loans of physical course reserve items	19,353
Number of access/loans of e-reserve items	95,947
Number of hours personal study rooms booked	74,603
Number of hours group study rooms booked	28,637

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

The staff and faculty of Leddy Library consistently demonstrate their commitment to the University of Windsor’s students and faculty. They are a key reason why the library is recognized as a safe, welcoming, and supportive space. The library’s values and priorities are evident in both ongoing and new initiatives. Staff work to ensure seamless access to the library’s services and resources for the entire campus community. During this reporting period, the following activities have been prioritized:

- Leddy Library added a **child-friendly room** to its space options, recognizing that one in five students have at least one dependent. Many student- and faculty- parents struggle to balance academics with parenting, and this dedicated space allows them to care for their children while accessing academic spaces, services, and resources. This initiative supports the unique needs of caregivers and reflects the library’s commitment to providing inclusive spaces for its diverse student population.
- Leddy Library continues to be challenged by the limitations of our updated space and advocate for a library wide renovation. However, the library continues to evolve and **transform our spaces** as resources permit. The last few quad desks were removed and replaced with 18 wheelchair accessible tables with seating. Collaborative seating was added on our first floor of the main building. In 2023-24 the Law Library moved to their new building. Their temporary space has been transformed into a study space. Leddy Library’s collection of bound theses and dissertations into the space, with the hope of creating a dissertation defense space with technologies to support hybrid attendance.
- In the current reporting year, six staff members had an approved **flexible work arrangement**. Leddy Library limits remote work to one day per week per staff member.
- Despite budget constraints, Leddy Library has continued to build a robust, curated collection of physical and digital resources to support the research, teaching, and service mission of the University of Windsor. Over the past decade, **collection development** has expanded to include digitization initiatives, consortial purchasing, and shared print collections. The shared collections model among Ontario universities has enhanced access to resources, allowing students and faculty to quickly and efficiently request materials from any Ontario university. Most books can be delivered to Leddy Library within 48 hours. This collaboration increases cost-effectiveness and resource efficiency across academic libraries. In 2023-2024, University of Windsor faculty and students borrowed 2,868 physical books and 739 digital copies from other libraries, while Leddy Library lent 4,258 physical books and 456 digital copies. Academic libraries across Ontario and Canada continue to collaborate to improve efficiency and services.

Use of the library's collections			
Number of Omni searches			547,014
Number of unique item investigations on licensed electronic resources (Activity in a database without a full-text request. Abstracts viewed, image or primary source-document accessed, video/audio played)			1,582,523
Number of unique item requests on licensed electronic resources (Full-text article or book was accessed, either as a download or read on a webpage)			1,020,027
Number of searches in licensed abstract and index databases (Number of times a database was searched)			2,311,349
Number of loans of physical items			31,821
Number of physical items added to the collection			6,722
Number of physical items withdrawn from the collection			19,013
Resource Sharing Lending	Physical		4,258
	Digital		456
Resource Sharing Borrowing	Physical		2,868
	Digital		739

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

The Leddy Library supports the Windsor-Essex region by offering a welcoming and inviting space for the community to engage with the university. Leddy Library's events and initiatives capture the attention and interest of our staff and students, and the wider community. The staff and faculty of Leddy Library participate and promote issues and initiatives that reach both local and international audiences. Staff and faculty memberships of local and international professional academic associations and societies help to ensure the library at the University of Windsor remains an important voice on timely issues. In the reporting period the following activities have been prioritized:

- Since 2010, the **Southwestern Ontario Digital Archive (SWODA)**, led by Leddy Librarian Katharine Ball, has become a rich collection of digitized photos, postcards, documents, directories, yearbooks, and newspapers that capture the region's unique history. Katharine's connections with community organizations, partners, and individuals have brought together a wide range of historically significant materials, freely accessible online. In 2023-2024, five new collections were added: Alumni Times (21 volumes), Assumption College Alumni Chatter (16 volumes), The Essex Scottish Regiment War Diaries (6 volumes), Windsor Teachers College Yearbook (8 volumes), and Le Rempart. SWODA's image database holds over 3,500 historical photographs, postcards, and ephemera, making it a community and university favourite.
- During this reporting period, Leddy Library received a donation of nearly 40 years of the local **French-language newspaper, Le Rempart**, an important step in preserving the cultural and historical records of Southwestern Ontario's francophone community. Librarians, Katharine Ball and Sarah Glassford, oversaw the donation, ensuring a hard copy was placed in the library's Archives & Special Collections for long-term preservation, while digitizing issues from 1966 to 2003. The digitized collection will be available online through Leddy Library's Southwestern Ontario Digital Archive and the Internet Archive, providing easy access to researchers and the public.
- In November 2023, Drs. Heidi LM Jacobs and Sarah Glassford collaborated with community member Patricia Calder to create the digital **exhibit Jack Calder at War: A Canadian Mother's WWII Scrapbook**. The exhibit features newspaper clippings, photographs, telegrams, and letters exchanged between 1940 and 1944 while Calder served in the Royal Canadian Air Force. It also includes Patricia Calder's fictional imaginings of her grandmother's thoughts, fears, and hopes

during that time.

- The Archives and Special Collections at Leddy Library is a valuable resource for scholars, researchers, as well as for the broader community. Its fascinating collection of archival materials attracts significant interest beyond the University. For example, local and national news outlets often feature images of archival holdings that have been digitized. In November 2023, the holdings of the Archives became searchable online, revolutionizing how these records are accessed and explored.

III. Challenges:

1. The University has recently faced significant **budgetary challenges**, resulting in a 1% reduction in Leddy Library's 2023-2024 budget and an additional 1.5% cut for 2024-2025. To manage these cuts and address a structural deficit, Leddy Library must reduce operating costs, including the elimination of staff positions. This work must be done to address a budgetary shortfall exceeding \$500,000. This deficit stems from rising electronic resource costs, unfunded salary increases, and inflation. For years, the library has scaled back non-salary operational spending in areas such as computing, office supplies, staff development, and travel. While further cuts will affect library services, hours, and staffing, the library will continue to rigorously evaluate acquisition spending and seek savings by canceling duplicate resources and leveraging library consortia partnerships with the Ontario Council of University Libraries and the Canadian Research Knowledge Network. Leddy Library will slightly reduce hours in 2024-2025 to maintain staffing levels while increasing staff overlap across shifts. Despite these efforts, the magnitude of the budgetary challenges required the difficult decision to eliminate staff positions. The elimination of budget and in turn positions will alter the service level the Leddy Library is able to provide. The entire university faces significant budgetary realities, and Leddy Library will continue to advocate for investment while looking forward to the eventual recovery and restoration of its budget.
2. The **building infrastructure** continues to challenge the library's evolution in terms of space and services. The original library (now called the West building) opened in 1957 to serve 1,400 students and house a quarter of a million volumes. In 1972, the addition of the (main) building extended the library's capacity by aiming to accommodate 5,500 students and house half a million volumes. Today the two buildings joined by a walkway make up the Leddy Library, hold approximately 1.2 million volumes and serve 16,000 students.

IV. Future Actions/Initiatives

1. **REORGANIZATION:** Many academic libraries in North America are shifting from the traditional liaison model—where a single librarian serves as a point of contact for an academic department—toward a more flexible approach, where specialized expertise in areas like bibliometrics, digital literacies, scholarly publishing, and research data management is accessible to the entire campus. This shift aims to provide deeper expertise, greater continuity, and less disruption in services. As technology has transformed the roles and services of academic libraries over the past two decades, Leddy Library's structure has remained largely unchanged, limiting its ability to fully support the university community. In response, Leddy Library is exploring new organizational models to align with the University's Aspire Strategic Plan (2023-2028) and better meet institutional goals.
2. **SPACE TRANSFORMATION:** In 2023, Leddy Library received a \$1.2 million donation from the University of Windsor Graduate Student Society (GSS) to transform the main floor of the West Building. The GSS and campus partners are collaborating to create a versatile space that meets various student needs. The entrance, featuring bookshelves and flexible furniture, opens into a study area with tables, chairs, and study pods equipped with tech hookups for small groups. A reading room with long tables and a cozy "fire pit" will provide a comfortable space for conversations and presentations. The GSS chose Leddy Library for this donation to support a project aligned with its core pillars: academics, student life, and graduation preparation. Leddy Library, a welcoming space for all students, is grateful for this recognition and looks

forward to continuing its partnership with the GSS.

3. **EFFICIENCIES and INVESTMENTS:** As budgetary challenges continue to escalate; Leddy Library will ensure responsible spending and maximum efficiencies. Leddy Library will continue to evaluate resources and services. To maximize efficiencies, Leddy Library will migrate our institutional repository infrastructure to Scholaris, a national shared repository service. Scholaris is being developed by the Canadian Association of Research Libraries (CARL), the Ontario Council of University Libraries (OCUL) and the University of Toronto Libraries (UTL), regional consortia, academic libraries, repository practitioners and communities of experts.
4. **RECORDS MANAGEMENT:** Leddy Library and its Archives will continue to contribute to the collaborative work of developing and implementing a university-wide records management process. Effective records management—covering the creation, access, retention, and disposal of records—is essential for meeting legal and ethical obligations and fulfilling stakeholder expectations. Ensuring the security, reliability, and authenticity of records is critical. A university-wide policy would include retention schedules to preserve historically valuable records in the Archives, while disposing of others when no longer needed. This process will be guided by current professional standards and best practices, particularly addressing the management of digitally born records.

V. Recommendations for Senate consideration (if any)

No recommendations at this time.

Appendix A:
PUBLICATIONS AND PRESENTATIONS
LEDDY LIBRARY 2023-2024

ARTICLES (PEER REVIEWED)

de Witt, L., Pfaff, K.A., **Reka, R.**, & Mirza, N.A. (2024). Health care use experiences of ethnoculturally diverse immigrant older adults: a meta-ethnography. *International Journal of Migration, Health and Social Care*.
<https://doi.org/10.1108/IJMHS-07-2022-0069>

Glassford, S. (2023). Soldiering on after the Armistice: Health, work and family in the lives of some CAMC nurse veterans. *Canadian Military History* 32(1) [article 21], 1-24. <https://scholars.wlu.ca/cmh/vol32/iss1/21/>

Morrell, S., Pittman, G., Elliott, R., Ziegler, E., Borawski, S., **Mulcaster, A.**, Hebert, A., Patel, T., Dannaway, A. (2024). Wound management provided by advanced practice nurses: A scoping review. *JBI Evidence Synthesis*, 22(5), 790-830.
<https://doi.org/10.11124/JBIES-23-00019>

Østergaard, B., Eggenberger, S., Sheppard-Lemoine, D., **Mulcaster, A.**, & Mahrer-Imhof, R. (2023). Implementation and efficacy of knowledge translation frameworks in family focused nursing care: A scoping review. *Journal of Clinical Nursing*, 32(19-20), 7086-7100. <https://doi.org/10.1111/jocn.16848>

Wang, C., **Liu, G.**, Li, J., Wu, C., Tong, X., and Fu, P. (2023). Exploring New Trends in Libraries: Insights and Reflections from Participating in the 88th IFLA World Library and Information Congress [J/OL]. *Library Journal*, no. 10, pp. 4-14. (in Chinese)

ARTICLES (NON-PEER REVIEWED)

Bordignon, N., Bornais, M., Wood, C., Jones, A., Richards, J., **Mulcaster, A.**, & McGowan, C. (2023). *Scoping review protocol: Hypertension guidelines in the isometric resistance training literature*. Figshare.
<https://doi.org/10.6084/m9.figshare.21326112.v1>

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University of Windsor
Academic Policy Committee

5.3: **Office of Open Learning Annual Report (2023-2024)**

Item for: **Information**

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

See attached.

The Office of Open Learning (OOL) Annual Report to APC

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 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 for instructors including workshops and mini-courses, funding for digital pedagogical innovation, collaboration on institutional policy development, 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, 2023 through June 30, 2024.

Foundational commitments:

1. Establishing and Implementing an Institutional Data Strategy

OOL contributes to the ongoing critical conversation about digital content storage and data management in educational technology systems, including [Yuja](#) and Brightspace, as part of the LMS team. A data management strategy (consistent with the model used in the LMS data strategy) was implemented for the University's video tool, [Yuja](#) this year. We also continue to advocate for and support the use of appropriate data storage for purpose, e.g. using Yuja for video content storage and streaming rather than directly uploading files to the LMS, which has limited storage space and is not designed as a streaming service. Yuja contributes to the management of space in the LMS by providing an integrated tool that students and faculty can use to share video content, including video submissions for assignments that consume considerable amounts of space in the LMS. These approaches help to minimise data overages and additional costs.

Another goal for this year was to seek data (through the Accessible Post-secondary Education Standards Committee (APEC)) to improve understanding of success for students with disabilities to support planning for AODA Accessible PSE Standards implementation. This process has been started, though data is fragmented, incomplete, and difficult to access, so this is an ongoing activity. OOL also contributed to the Strategic Enrollment Management Strategic Plan consultations as part of the working group tasked with developing data-driven questions that could support recruitment and student success.

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. Activities in support of this priority this year included:

- Hosting communities of interest in digital teaching, artificial intelligence, and H5P interactive learning technology (25 sessions facilitated).
- Coordinating and hosting the annual Open Education Week with 17 events offered through online, hybrid, and in-person modalities (some open to a global audience) and 322 registrants; a student competition for best uses of open resources was also held with two winners receiving prizes.
- Facilitating and co-facilitating Senate information sessions and presentations on topics including AODA compliance, Microcredentials, artificial intelligence, and the new course modalities.
- Participating in institutional events including Accessibility Awareness Days, the Indigenous Research and Scholarship Forum, UWindsor Pride, CTL's GATAcademy and New Faculty Orientation.
- OOL team members chaired, co-chaired, or were active members of 47 University of Windsor committees (Appendix 4).
- Contributing to the development the first UWindsor Teaching and Learning Plan cascading from *Aspire*.

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 flexible, inclusive, accessible, welcoming and engaging physical and digital spaces for teaching and learning. Activities in the reporting period included:

- Provincial Training Equipment Renewal Fund (TERF): OOL co-led with ITS and partners in facilities and finance the development of a successful proposal for funding from the 2023/24 TERF program, with an additional application prepared for the 2024/5 funding round (results expected to be announced in fall, 2024). These projects address needs that were identified as high priorities by faculties and the institution, supporting pedagogical flexibility, and enhancing student experience. The 2023/24 TERF funding provided \$869,268 from the provincial Government, matched by UWindsor (central, faculty and departmental contributions); total project costs \$1,738,537. High level planned outcomes (due to be completed by January, 2025) include:
 - Updating simulation lab equipment in Nursing;
 - A virtual anatomy dissection table in Kinesiology;
 - Refurbishment of the Leddy Library computer lab;
 - Updating 3 classrooms in Essex and Erie Halls and adding additional functionality to two Toldo classrooms;
 - Creating a flexible, accessible, active learning classroom in Education;
 - Redeveloping vacant studio space to an Emerging Media Lab to support faculty and student creation of media in one-button recording studio, podcast recording, exploration of VR/AR and AI possibilities.
- Advocating for more functional, inclusive, and diverse teaching spaces through membership on the institutional Classroom Prioritization Committee, which reviews classrooms for renovation and renewal.
- Funding, implementing, and supporting a wide range of digital systems including:
 - OOL funded systems**
 - Yuja Enterprise Video Platform.
 - Implementing and supporting Panorama accessibility platform (identifies accessibility issues in content within Brightspace and can offer remediation and alternative file formats).
 - WordPress ePortfolios.
 - CanCred digital badging platform.
 - Local support for provincially funded systems**
 - Read&Write and EquatIO (grant-funded accessibility support tools for reading, writing, and math).
 - Pressbooks open textbook publishing system (hosted by eCampusOntario).
 - H5P interactive lesson/activity platform (hosted by eCampusOntario).
- Continue to champion technology that is accessible, equitable, inclusive, and ethical, through committee membership (e.g. LMS Team, LMS Steering, Accessible Post-Secondary Education Committee (APEC), APC AI Sub-Committee).

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 pedagogical and technical support services to faculty, staff, and students. Some key activities included:

- Hosting a monthly Generative AI Community of Inquiry.
- Developing and facilitating 15 presentations and workshops on AI for committees, departments, and student groups across campus.
- Facilitating 3 Propel sessions for the Office of Career Development & Experiential Learning (164 attendees).
- ePortfolios: Facilitated 22 workshops and offered 54 drop-in sessions supporting students in developing their ePortfolios.
- Facilitated a general staff development workshop on accessible digital content.
- OOL provides training for instructors on hyflex pedagogies and flexible classroom technologies through both formal workshops (5 workshops scheduled this year) and consultations by request as per the WUFA collective agreement requirements that training be available at least 6 months prior to teaching a hyflex course.
- In collaboration with our partners in CTL, co-facilitated 2 Brightspace workshops.

5. Telling Our Stories and Sharing Our Knowledge

OOL's commitment to open practices is demonstrated through support for the development and adaptation of OERs, publishing in open and alternative formats, and sharing our work freely and openly wherever possible. OOL initiatives in storytelling and knowledge sharing include:

- Open textbook and other open educational resource (OER) production: Open textbooks can have significant reach and impact. OOL team members support the whole production process for faculty who wish to create, adopt, or adapt open resources. We support the Pressbooks platform for open textbooks (provided by eCampus Ontario) and other OER collections. We also author and adapt our own openly licenced resources for faculty and students.
- OERs authored by or collaboratively developed with OOL (Appendix 3) continue to have significant impact. The 39 Pressbooks we currently support were viewed over **571,000 times** (lifetime visits 1,508,000) by **340,000** visitors from all around the world in 2023/4; there are now 159 Pressbooks (not all publicly available) created or in development by members of the UWindsor community in the [eCampus Ontario Open Library](#).
- [H5P](#) is a tool (hosted by eCampus Ontario) for creating interactive digital learning activities that can be embedded in websites and linked from Brightspace courses to help engage learners. The 47 interactive H5P resources OOL has developed with faculty partners (Appendix 3) since 2018 were visited 3,729 times during the reporting period (7,745 lifetime views). These are all openly licenced and shared in the provincial [h5PStudio](#) library.
- OOL also supports educational video creation; 30 videos were created or updated during the reporting period. Collectively they were viewed over 24,000 times.
- Producing a monthly newsletter delivered digitally to 1,041 UWindsor and external subscribers.
- OOL's [Open Educational Practices Hub](#), had a total of over 25,000 page visits by 4,200 unique users in the reporting period. The hub includes faculty guest blog posts, information about emerging technologies, open pedagogies, and open scholarship.

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:

- Co-chairing the APC Sub-committee on AI tasked with reviewing and making recommendations on senate bylaws, policies, and the Student Code of Conduct in relation to generative Artificial Intelligence, as well as providing guidance and best practices to campus on the responsible use of AI. The committee developed a set of guiding principles for responsible use of generative AI.
- Developed a draft Service Level Agreement (SLA) clearly outlining the services offered by OOL and metrics for tracking performance. Began preliminary exploration of the potential for MS Copilot 365 in tracking and reporting on activities, but licencing the tool is prohibitively expensive at this point.

Strategic Priorities:

a. 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 \$24,500 in funding to 5 faculty-led projects across 4 faculties through the Digital, Open and Online Learning Strategic Development Grants (Appendix 1). These grants support scholarship, development, and dissemination of digital teaching practices.
- As AAS faculty engaged in research, scholarly, and creative dissemination, the OOL team published 5 peer-reviewed journal articles, 1 peer reviewed conference paper, 2 invited industry journal articles, one monograph, two edited books, 3 book chapters and 12 blog posts during the reporting period (Appendix 2). Many of these were long-standing collaborations and work coming to publication. The team also presented 7 peer-reviewed conference presentations, and one conference workshop, and 3 invited external

presentations.

- Received a \$5,000 grant from eCampus Ontario to support Open Education Week activities.

b. Advancing the Journey toward Truth and Reconciliation

The OOL is continuing to explore opportunities for Indigenization and decolonization in our work. Indigenizing digital learning environments, pedagogies, and curriculums is challenging but important work. Russell Nahdee (OOL's Indigenous learning specialist) shares his wisdom and knowledge with OOL and campus to support these goals. He is helping to build relationships with local communities and seek opportunities for reciprocity. In the reporting period, key activities included:

- Russell Nahdee 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.
- Creating a series of openly licenced videos titled: [Land Acknowledgments Informational Video Series - Original and Contemporary Views](#) as a proof of concept for sharing some Indigenous knowledge concepts
- Collaborating and advising on the *Indigenous Workways* research project led by Dr. Cathy Kwantes and collaborators from University of Windsor, University of Waterloo, Wilfrid Laurier University, and Conestoga College; the output will be a series of open access digital resources to help make the workplace more inclusive and welcoming of Indigenous colleagues.
- Offering a new course, *Practicing Accessibility, EDI, Decolonization and Indigenization in Digital Teaching: An Introduction* (23 participants), with a future course planned to focus solely on Indigenizing digital teaching.
- Consulting on the Ojibway Park Indigenous Installation Research Advisory.
- Presenting on *The Intersection of Emerging Technologies and Indigeneity* at the TESS conference in Toronto.
- Working with an Indigenous colleague to develop online Indigenous knowledge resources.

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

Striving to meet 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 2023-24, some key activities include:

- Co-chairing the Accessible PSE Standards Committee (APEC) (with Jessica Raffoul) and continuing to work towards planning for and implementation of the AODA's new PSE Standards.
- 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.
- 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, the Accessibility Standards Advisory Council; membership on eCampus Ontario's Accessibility Advisory Group and the Ontario Network of Accessibility Professionals (ONAP).
- Co-facilitated a workshop on *Navigating Human Rights and Accommodation*, and offered three workshops on Queer Pedagogy.
- OOL Visiting Fellows offered workshops on *Empowering Marginalized Higher Education Students*; *Supporting the Transition of International Students*; and *Intercultural Pedagogies, Practices and Perspectives in Higher Education*
- Providing 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.
- Providing support for digital accessibility tools across campus including Panorama (integrated to Brightspace), Read & Write (multipurpose accessibility support tool), and Equatio (accessible math tool).
- Supported a pilot with Student Accessibility Services on the use of Yuja for transcript creation in accessibility accommodations.
- Launched two additional 4-week short courses in the [Humanising Digital Learning](#) program with a focus on accessibility and inclusive practice: *Practicing Accessibility, EDI, Decolonization and Indigenization in Digital*

Teaching: An Introduction (offered twice to 23 participants), and *Ethical Educational Technology* (offered once to 10 participants).

- Two OOL members volunteer as UWindsor Mental Health Ambassadors.
- 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.
- Exploring emerging technologies, such as Artificial Intelligence, with potential to support accessibility and diverse learner needs.

d. 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 2023-24 include:

- Consulting with faculty across all disciplines on digital and emerging pedagogies, and instructional design; the team provides thousands of hours of consultation to campus community annually.
- Generative AI (GenAI):
 - Co-lead institutional response to GenAI including creation of institutional guidelines for teaching and learning, policy review and development, workshops and learning opportunities, and hosting a community of interest.
 - Developed resources to support informed decision-making around use of AI in teaching and learning
 - Provided critical exploration, policy, campus updates, workshops, consultations, and practical advice on the emerging impact of GenAI in academic practice.
- Provided funding and support for Yuja enterprise video system; the system now has over 10,000 users, with 158 new instructor and 4,985 new student accounts created in the reporting period. Nearly 2,000 videos were captured with Yuja, and over 32,000 media items uploaded to the system with over 139,000 views during the reporting period.
- Working to create a more accessible, inclusive, and just learning environment across campus through implementation of the AODA Accessible Post-Secondary Education Standards.
- Offered 81 courses and workshops for faculty, staff, and students.
- Contribute to development of the new *Teaching and Learning Strategic Plan* as a member of the working group.
- Began development of Emerging Digital Media Lab (funded by the provincial government's TER funding) to enhance capacity for creation and exploration of educational technology and media (e.g. video, H5P, simulations, 3-D models, Augmented and Virtual Reality (AR/VR), Artificial Intelligence (AI)).
- Awarded 53 digital badges to participants who completed courses in the *Humanising Digital Learning* program.
- Promoted and supported ethical and critical use of educational technologies in teaching that respect privacy, safety, accessibility, and sound, 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, there were 6,814 sites and 7,429 users; provided 54 drop-in sessions, 22 bespoke workshops and 20 hours of consultations with students on ePortfolios.
- Continue to provide support and incentives for open educational practices, pedagogical innovation, accessibility, and equity, inclusion, and Indigenization in digital teaching.

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

OOL recognizes the exceptional work of many of our faculty in facilitating digital and open learning. We are 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. Activities in 2023-24 included:

- Awarding the 2024 Dr. Alan Wright Award for Exemplary Digital Teaching to Dr. Bonnie Stewart (Education).
- Testing 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.

- Continuing 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.
- Committing to sustainability and, wherever possible, generating social value in purchasing practices of the OOL and any procurements we support; for example, all promotional materials for Open Education Week 2024 had a sustainability focus (e.g. recycled, reducing waste, socially responsible suppliers etc.).

f. 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:

- Hosted our first [visiting fellowships in digital and open learning](#), with Dr. Tom Farrelly from Munster Technological University in Ireland and Dr. Johanna Funk from Charles Darwin University in Australia visiting and sharing their knowledge.
 - Dr. Farrelly's visit has led to a highly productive collaboration including 3 publications, and conference collaborations.
 - It also led to collaborations on the Next Generation EU funded project [N-TUTORR](#) which included the development of the [Collaborative Open Resources on Research Integrity and Ethics \(CORRIE\)](#) (Dr. Tom Farrelly and Dr. Suzanne McMurphy) and a series of collaborative workshops on AI scheduled for later in 2024.
 - There are several ongoing projects and a second round of reciprocal visits planned for 2024-25.
- Consulted with eCampus Ontario and the Rebus Foundation (who host and develop Pressbooks) on enhancements to the eCampus Open Library and Pressbooks platforms that will provide institutions and authors with more information about how and where their OERs are being used; piloted first wave of enhancements before rollout system wide.
- Under the leadership of Russell Nahdee, continuing the process of building relationships with local Indigenous communities and colleagues on campus.
- The OOL team collectively are members of 23 external committees and boards and 15 professional societies and organisations, contributing to the reputation and recognition of UWindsor.
- Since Feb 2020, OOL has hosted a weekly meeting of Ontario centre directors, senior staff and leaders in online learning, digital innovation, and educational technology to support provincial planning, sharing of best practices, problem solving, and community building.
- Dave Cormier is working with the American Association of Colleges and Universities (AACU) and Deakin University (Australia) sharing the work he has been doing in OOL on AI in teaching and learning and workforce readiness.

Challenges

The challenges that face the OOL are many of the same challenges facing the entire campus and higher education sector as a whole. These challenges are predicted to grow in coming years.

Staffing and budget cuts: OOL has been largely staffed with AAS members on limited term contracts funded by external grant funding. Without the ability to replace or renew these positions under the hiring freeze, by the end of 2024 OOL will have lost almost 50% of their staff, with an additional contract ending in 2025/26. Additionally, the remaining three permanent AAS members are eligible for sabbatical and study leave, meaning a maximum of two members left at any given time for the next three years should they be approved for sabbatical. In 2024, OOL also received one of the largest budget cuts on campus at approximately 12% of their budget. The combination of these factors will have a significant impact on OOL's programming and capacity to serve our mandate.

Artificial Intelligence: OOL has devoted considerable resources towards addressing the impact of generative AI on campus. This includes co-chairing the APC sub-committee on AI, facilitating a learning community, developing many workshops, resources, individual and group consultations, and ethical and practice guidelines. The pace at which these systems are being developed and released, and the disruptive potential impacts the whole campus. The lack

of an institutionally vetted and support solution, particularly for students, increases risk of use of inappropriate tools. An increased focus and resourcing for AI integration to campus life will be necessary to both gain the benefits of these tools, and mitigate their risks.

Accessibility: OOL has always had a focus on access and accessibility. The current uncertainty over the status of the AODA Recommendations on Accessibility Standards for Post-Secondary Education makes it understandably challenging to convince resource-constrained institutions to make the necessary investments and changes required to move towards compliance with the standards. There is significant risk that when the recommendations are moved to regulations, there will be a massive workload required in a short period without resources needed to achieve those goals. There will be significant changes required for most institutional policies and bylaws to achieve compliance with the proposed standards, but also cultural changes necessary to place greater value on and acceptance of diversity. OOL continues to work on preparing campus for the new requirements when they become law.

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 educational technology stack that we receive frequent requests by faculty to provide solutions for (e.g. generative AI, peer review, audience engagement, design tools, social annotation, digital credentialing to support alternative credentials like microcredentials). While providing these tools would likely enhance the student experience and learning, and may contribute to retention and progression, it is unlikely that there will be capacity for technology investment in the short to medium term.

Future Actions/Initiatives

Achievement of the goals outlined below is strongly contingent on human resources available in the OOL. We recognize the precarious position the institution is in and are prepared to be highly agile in the coming years, directing our skills towards the strategic priorities of the institution, especially those that are focused on enhancing institutional viability.

Foundational commitments:

1. Establishing and Implementing an Institutional Data Strategy

- Contributing to the development of the Institutional Data Strategy by engaging with the consultants and campus committee wherever possible.
- Supporting the use of data-based decisions for adaptation and development of programming, especially where that supports opening new markets and opportunities for diverse learners e.g. embedding flexibility required by adult and professional learners, students with disabilities, and students outside the local area.

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

- Continue to host community-building events and learning opportunities, such as Open Education Week, and 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

- Continue to co-lead Training Equipment Renewal Fund (TERF) projects with partners in ITS, facilities, and finance.
- Contribute to planning and design of diverse and accessible learning and working 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

- Continue to offer varied training and professional development opportunities, and one-on-one consultation for instructors on digital pedagogies and educational technologies.
- AI will continue to be a significant focus.
- Review all OOL programming to determine what can continue to be facilitated with the expected reduction in staff capacity and focusing on programming that is most likely to contribute to the sustainability of the institution; e.g. focus on online or hybrid course design institutes or microcredential development sprints with departments/programs where the outcome may improve recruitment or retention goals; Zero Textbook Cost programming and OER development.

5. Telling Our Stories and Sharing Our Knowledge

- Complete the redesign of the OOL website; review social media presence and reach.

6. Improving Institutional Processes and Coordination of Services

- Continue to explore the potential of generative AI to transform academic and professional work, including our own in areas such as instructional design, media production, and data analysis.
- Initiate ITSPF funded project “AI on a shoestring”
- Continue to contribute to development of policies and guidelines where appropriate.

Strategic Priorities:

Advancing Bold, Impactful Research, Scholarship, and Creative Activity

- Explore the intersection of AI, research, scholarship, and creativity.
- Seek a broader range of grant/funding opportunities to support our work.

g. Advancing the Journey toward Truth and Reconciliation

- Foster understanding of inclusion, accessibility, equity, Indigenization, and anti-racism in technology-enabled environments.
- Continue to build relationships and collaborations with Indigenous colleagues across campus, and with local communities to support development of digital capacity through achievable proof of concept projects.

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

- Co-chair the AODA Accessible PSE Standards Committee (APEC) and continue work towards implementation of the new PSE Standards.
- Contribute to the development and refinement of institutional policies and procedures supporting accessibility and inclusive practice, especially leveraging digital technologies and pedagogies.
- Explore potential for AI to support accessibility and diverse learner needs.
- Contribute to accessible classroom design.
- Review teaching technologies for accessibility, equity, and ethical practice.
- Continue to consult with instructors on inclusive, accessible, and equitable digital course designs.

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

- Continue to support faculty in the development and use of digital and emerging pedagogies
- Co-lead institutional response to gen AI including drafting institutional guidelines for teaching and learning, policy review and development, and hosting a community of interest.
 - Develop resources to support informed decision-making around use of AI in teaching and learning.
- Support development of the new *Teaching and Learning Plan*.
- Complete development of the Emerging Media Lab to support pedagogical innovation and exploration with digital media.
- Continue to provide support for open educational practices, pedagogical innovation, accessibility, and equity, inclusion, and Indigenization in digital teaching.

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

- Commit to sustainable and low-carbon practices in our events, courses, and workshops.
- Participate as a member of the Sustainability in Teaching committee.
- Continue to recognise excellence in digital and open teaching across campus.
- Participate in and support the Mental Health Strategy.

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

- Explore possibilities for Zero Textbook Cost programming.
- Track and report on OER creation, adaptation, and use across campus.

Recommendations for Senate consideration (if any)

In anticipation of the changes that will be required to achieve compliance with the new AODA PSE Standards, begin a review of all senate bylaws and policies to identify those that will need updating and adapting to comply with the new standards, particularly for inclusive language.

Appendix 1. Office of Open Learning Strategic Development Grants Awarded in 2023

Since 2013, the Office of Open Learning has provided **Strategic Development Grants** to support open, online, and technology-enabled teaching and learning innovations and iterations at UWindsor. There were 5 grants awarded in 2023, with the program suspended in 2024 due to budget cuts. Successful applications are indicated below.

Year	Project Title	PI Name	Faculty/ Department	Award
2023	Addressing AI	Bonnie Stewart	Education	\$4,000
2023	Getting to Know Your Library in the Post-Pandemic World: A Flexible, Technology-Enhanced Approach to Learning How to Conduct Research in the Humanities	Gregg French and Sarah Glassford	FAHSS and Leddy Library	\$4,000
2023	Indigenization and decolonization of the Master of Science in Nursing program	Jody Ralph, Kathryn Pfaff, Sarah Williams	Nursing	\$8,500
2023	Child Welfare H5P Scenario Development	Kristen Lwin	FAHSS	\$4,000
2023	Developing virtual medicinal research modules	Zareen Amtul	Science	\$4,000
				\$24,500

Appendix 2. Office of Open Learning Scholarly Contributions 2023-24

Peer Reviewed Journal Articles

Amtul Z., Vuu K., **Lubrick M.**, Aziz A., and Khan M. (2024) Video-Based Bioinformatics Tutorials Developed as An Open Educational Resource to Improve Students' Understanding and Practice In Data Science Analyses. *Journal of Chemical Education*. In-press.

Cacciamani, S., and **Fujita, N.** (2023, September). Promoting life competences in the knowledge society: The contribution of the Knowledge Building Model for educational systems, *Interaction Design and Architecture(s) – IxD&A*, 57(2). <https://doi.org/10.55612/s-5002-057-002>

Farrelly T., and **Baker, N.** (2023). Generative Artificial Intelligence: Implications and Considerations for Higher Education Practice. *Education Sciences*. 13(11):1109. <https://doi.org/10.3390/educsci13111109>

Lubrick M., Andrews D., Bornais J., Bourne D., Rose M., Smith C., Stagner J., Cavallo-Medved D. (2024) Living Large: Our Journey as a Multidisciplinary Faculty Learning Community Focused on Student Engagement in Large Classes. In K. Rainville, C. Desrochers, & D. Title, *Faculty Learning Communities: Communities of Practice that Support, Inspire, Engage and Transform Higher Education Classrooms*. Information Age Publishing. <https://www.infoagepub.com/products/Faculty-Learning-Communities-Inspire-Engage-Transform>

O'Neil, A.I., and Cachon, M.F. (2023). Transgressive Course Design: Collaborative, Student-Engaged, Online, and Open. *Journal of Interactive Technology and Pedagogy*, Special Issue: The Legacy of bell hooks, 23. CC BY-NC-SA <https://cuny.manifoldapp.org/read/transgressive-course-design-collaborative-student-engaged-online-and-open/section/57827a2c-233a-416c-a3ea-df1c81215b57>

Industry journals

Baker, N. (2024). Artificial Intelligence and diabetes: Exploring the possibilities and limitations. *The Diabetes Communicator*. Invited submission. In Press.

Farrelly, T., and **Baker, N.** (2024). Humanity's intersection with AI: reflections on education and beyond. *Media and Learning Association*. European Union. Belgium. Invited submission. Online: <https://media-and-learning.eu/subject/artificial-intelligence/humanitys-intersection-with-ai-reflections-on-education-and-beyond/>

Monographs

Cormier, D. (2024). *Learning in a time of abundance: The community is the curriculum*. Johns Hopkins University Press, Baltimore.

Books Edited

Turner, N.; **Baker, N.**; Hornsby, D.; Wuetherick, B.; Graham, D.; Germaine-Rutherford, A. (eds.) (2024). *Online, Open, and Equitable Education: Lessons From Teaching and Learning During the Global Pandemic*. Elon University Press. (In Press).

Wuetherick, B.; Germaine-Rutherford, A.; Graham, D.; **Baker, N.**; Hornsby, D. and Turner, N. (eds) (2024). *Online Learning, Open Education and Equity in the Post-Pandemic World*. Palgrave-Macmillan (In Press).

Book Chapters

Baker, N. (2024). Sustainability and digital learning. In: Ó Súilleabháin, G., Lanclous, D., and Farrelly, T. (eds). *How to Use Digital Learning with Confidence and Creativity: A Practical Introduction*. Edward Elgar Publishing.

Baker, N.; Hornsby, D.; Turner, N. (2024). The importance of online, open and equitable education during the Global Pandemic. In: Turner, N.; Baker, N.; Hornsby, D.; Wuetherick, B.; Graham, D.; Germaine-Rutherford, A. (eds). *Online, Open, and Equitable Education: Lessons From Teaching and Learning During the Global Pandemic*. Elon University Press. (In Press).

Baker, N., Hornsby, D.J. and Turner, N. (2024). Conclusion and a Call to Action. In: Turner, N.; Baker, N.; Hornsby, D.; Wuetherick, B.; Graham, D.; Germaine-Rutherford, A. (eds). *Online, Open, and Equitable Education: Lessons From Teaching and Learning During the Global Pandemic*. Elon University Press. (In Press).

Peer Reviewed Conference Proceedings

Teplovs, C., and **Fujita, N.** (2023). Anyone can analyze quantitative data (with a little help). In J. D. Slotta & E. S. Charles (Eds.). *Proceedings of the 3rd Annual Meeting of the International Society of the Learning Sciences (ISLS)*. (pp. 101-102).

Conference Presentations

Baker, N. 2024. The Intersection of OERs, AI, and Equity. Conference presentation at OER24: Open Education Conference, hosted by Association for Learning Technology (ALT), Cork, Ireland.

Baker, N. and **Nahdee, R.** (2023). The Intersection of Emerging Technologies and Indigeneity. TESS Conference, Toronto.

Baker, N. (2023). Speculative futures for open education and artificial intelligence. Open Education Global 2023, Edmonton.

Funk, J. and **Baker, N.** (2023). Visiting Fellowships: High value, low cost opportunities for ‘brain circulation’ and career development for precarious academics. Open Education Global 2023, Edmonton.

Stewart, B. and **O’Neil, A.I.** (2024). ‘Just in Time Social Justice’ Efforts: Using OER – & Sometimes AI – for Queer, Trans, & Gender Diversity Campus Initiatives. Conference presentation at OER24: Open Education Conference, hosted by Association for Learning Technology (ALT), Cork, Ireland.

Stolarchuk, L., Ismail, E., **O’Neil, A.I.**, Nahdee, R., Kecheho, J., Stagner, J., & Soutter, J. (2024, May 8). Gikinoo’amaadiwag (They teach each other) Cross-Cultural Instructional Skills Workshop (GCCISW): Lessons Learned from Pilot Project. Teaching and Learning Innovations Conference, Guelph, ON.

Fujita, N. (2024). Developing an analytics dashboard to support authors in the creation and adaptation of accessible, quality open textbooks. Conference presentation at the Society of Teaching and Learning in Higher Education Conference, Niagara Falls, ON.

Conference Workshops

Beltrano, N., Johnson, K., Potter, M., Skene, A., Kecheho, J., and **O’Neil A.** (2024, June 12-14). *Developing a framework towards decolonization in higher education: Anti-racism and inclusivity in teaching and learning* [75-minute workshop]. 2024 Society for Teaching and Learning in Higher Education: Annual Conference. Niagara Falls, ON.

Invited External Presentations

Baker, N. (2023). *Considerations for ethical, equitable, accessible and sustainable procurement of technology*. Invited presentation in the University of Manchester Institute for Education Speaker Series.

Clarke Gray, B., **Baker, N.**, and Turner, N. (2023). Higher Education in the Era of Artificial Intelligence: *Leading to Leverage the Benefits of Generative AI*. Invited panel session for Royal Roads University.

Fujita, N. (2023). *ixD&A Journal Issue N. 57 – Meet the Authors: Nobuko Fujita*. ixD&A Journal.

https://youtu.be/Q1P5t4fKNao?si=RXtpeLJBBK_TO6PZ

O’Neil, A.I. and **Baker, N.** (2023). *Exploring Ethical and Equitable Educational Tech Procurement*. Invited session presented as part of the ‘Thursdays at 3’ professional development series for IT professionals at the University of Toronto.

Invited Internal Presentations

Baker, N. (2024). Generative AI in Healthcare and Nursing Education. Invited presentation for Faculty of Nursing, 11 June, 2024.

Baker, N., and **Cormier, D.** (2024). Generative AI in Graduate Education. Invited Workshop for Faculty of Graduate Studies. 22 April, 2024.

Baker, N., and **Lubrick, M.** (2024). The power, potential, and problems of open education for sustainable development. Open Education Week. 5 March, 2024.

Baker, N., and Kobti, Z. (2023). *Generative AI in Higher Education*. Invited Panel Presentation for STEMxPolicy group.

Baker, N., Shamisa, K., Beck, B., and Chapdelaine, P. (2023). *Responsible generative AI in academic practice: Law*. Invited workshop for Windsor Law. 10 November, 2023.

Baker, N. and **Cormier, D.** (2023). *Senate Information Session: Generative AI Update*. University of Windsor Senate Information Session Series. 3 November, 2023.

Blog Posts

Nahdee, R. (2024, Dec 19). On the 12th Day of the OOLidays: The Indigenous Presence. <https://uwinopenlearn.ca/blog/12gifts/12th-day-oolidays-the-indigenous-presence/>

O'Neil, A.I. (2024, Dec 18). On the 11th Day of the OOLidays: An Open Online Course for Empowering Bystanders Against Anti-Black Racism. <https://uwinopenlearn.ca/blog/12gifts/11th-day-oolidays-an-open-online-course-on-empowering-bystanders-against-anti-black-racism/>

Kaur, T. (2024, Dec 17). On the 10th Day of the OOLidays: OER Rangers. <https://uwinopenlearn.ca/blog/12gifts/on-the-10th-day-of-the-oolidays-oer-rangers/>

Stolarchuk, L. (2024, Dec 14). On the 9th Day of the OOLidays: Transforming Post-Secondary Student Engagement Using the YuJa Video Enterprise Platform.

Lubrick, M. (2024, Dec 13). On the 8th Day of the OOLidays: Join the H5P Team and Get Help Creating Free Interactive Content. <https://uwinopenlearn.ca/blog/12gifts/8th-day-oolidays-join-the-h5p-team-and-get-help-creating-free-interactive-content/>

Lewis, J. & **Fujita, N.** (2024, Dec 12). On the 7th Day of the OOLidays: Reimagine Possibilities for Teaching and Learning with Pressbooks. <https://uwinopenlearn.ca/blog/12gifts/7th-day-oolidays-reimagine-possibilities-for-teaching-and-learning-with-pressbooks/>

Cormier, D. (2024, Dec 11). On the 6th Day of the OOLidays: A Scaffolded Learning Activity for Information Abundance. <https://uwinopenlearn.ca/blog/12gifts/6th-day-oolidays-a-scaffolded-learning-activity-for-information-abundance/>

O'Neil, A.I. (2024, Dec 8). On the 5th Day of the OOLidays: Considering Ethics and Equity in Educational Technology. <https://uwinopenlearn.ca/blog/12gifts/5th-day-oolidays-considering-ethics-and-equity-in-educational-technology/>

Nahdee, R. & Baker, N. (2024, Dec 7). On the 4th Day of the OOLidays: Perspectives on Indigenous Knowledge and Open Practice. <https://uwinopenlearn.ca/blog/12gifts/4th-day-oolidays-perspectives-on-indigenous-knowledge-and-open-practice/>

Cormier, D. (2024, Dec 6). On the 3rd Day of the OOLidays: Online Scholarly Identity Using WordPress. <https://uwinopenlearn.ca/blog/12gifts/3rd-day-oolidays-online-academic-identity-using-wordpress/>

Lubrick, M. & Stolarchuk, L. (2024, Dec 5). On the 2nd Day of the OOLidays: Humanizing Digital Learning Micro Program. <https://uwinopenlearn.ca/blog/12gifts/2nd-day-oolidays-humanizing-digital-learning-micro-program/>

Baker, N. (2024, Dec 4). On the 1st Day of the OOLidays: Emerging Intersections Between Open Practices and Generative AI. <https://uwinopenlearn.ca/blog/12gifts/1st-day-oolidays-emerging-intersections-between-open-practices-and-generative-ai/>

Appendix 3. OOL Support for Open Educational Resources

Table A3.1: Open Educational Resources Development and Impact

Note: OOL tracks all OERs they support as part of the resource life cycle. This table shows open textbooks/Pressbooks created since 2018. Many of these resources are updated each year by the faculty owner and OOL partners. *New since last report

Project/ Resource Title	Resource Type	Author(s)	Lifetime visitors	Lifetime views (to end of reporting period)	Views during reporting period	Visitors during reporting period	Citation	Link
12 Key Ideas: An Introduction to Teaching Online	OER	Dave Cormier, Ashlyne O'Neil	1892	4961	2793	1892	Cormier, D & O'Neil, A. (2020) 12 Key Ideas: An Introduction to Teaching Online. CC-BY.	https://ecampusontario.pressbooks.pub/onlineteaching/
Better Examinations at the University of Windsor	OER	Lorie Stolarchuk, Jykee Pavo	782	1584	391	313	Stolarchuk, L., Pavo, J., (2021, December) Better Examinations at the University of Windsor. University of Windsor. CC-BY-NC-SA 4.0	https://ecampusontario.pressbooks.pub/uwindSORBE/
Business Agreements- Instructor Guide	OER	Werner H. Keller, Nobuko Fujita	351	1451	1107	461	Keller, W. H. & Fujita, N. (2022, February 28). Business Agreements - Instructor Guide. University of Windsor. OCL 1.0	https://ecampusontario.pressbooks.pub/vls1/
Business Agreements- Instructor Guide	OER	Werner H. Keller, Nobuko Fujita	805	2482	567	332	Keller, W. H. & Fujita, N. (2022, February 28). Business Agreements - Instructor Guide. University of Windsor. OCL 1.0	https://ecampusontario.pressbooks.pub/businessagreements/
Global EdD (taught doctorate) in Remote Pedagogy and Stewardship	Self-guided Open Course	Kara Ghobhainn Smith, David D. Plain; Frank Rennie, Gareth Davies, UHI, Thu Le; Clinton Beckford, Loretta Sbrocca; and Shijing Xu, Chenkai Chi, Yuhan Deng, University of Windsor, Canada	3251	7269	1973	1244	Smith, Kara Ghobhainn, et al. (February 2022) <i>Global EdD (Taught Doctorate) in Remote Pedagogy and Stewardship</i> . University of Windsor. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/globaledd/
Health & Medical Case Studies	OER	Tranum Kaur, Alicia Higgison, Angela Awada, Aniza Augnesh Mrong, Afnan Binte Liatat, Wei Lu	6361	15100	8888	3736	Kaur, T., Higgison, A., Awada, A., Augnesh Mrong, A., Liatat, A. B., Liu, W., (2021, July) Health & Medical Case Studies. University of Windsor. CC-BY-NC-ND	https://ecampusontario.pressbooks.pub/clinicalcases/
eCampusOntario's Micro-credential Toolkit	OER	Alissa Bigelow, Colleen Booth, Bettina Brockerhoff-Macdonald, Dave Cormier, Christine Dinsmore, Sam Grey, Laurie Harrison, Aaron Hobbs, Sharon Lee, Pat Maher, Fiona McArthur, Tracy Mitchell-Ashley, Jennifer Mosley, James Papple, Jen Porter, Don Presant, Jennifer Sommer, and Edmond Zahedi	Not available	Not available	Not available	Not available	Bigelow, Alissa, et al. (April, 2022) ECampusOntario's Micro-Credential Toolkit. Ontario Online Learning Consortium CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/microcredentialtoolkit/
Future Activity	OER	Madelyn Poulin, Patrick Carnevale, Mikayla Paesano	390	842	146	127	Poulin, M., Carnevale, P., Paesano, M., (April 2022) <i>Future Activity</i> . University of Windsor. CC-BY-NC-SA	https://ecampusontario.pressbooks.pub/futurewindsor/

Indigenous Pedagogies	OER	Jaimie Kecheho, Lorie Stolarchuk	2365	4017	2385	1537	Kecheho, J., Stolarchuk, L., (2021) Indigenous Pedagogies. University of Windsor. CC-BY-NC-ND 4.0	https://ecampusontario.pressbooks.pub/indigenouspedagogies/
Leadership and Management in Learning Organizations	Open Textbook	Clayton Smith; Carson Babich; and Mark Lubrick	374,000	546,000	130,000	84,500	Smith c., Babich C., Lubrick M., Leadership and Management in Learning Organizations. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/educationleadershipmanagement/
Learning to Learn Online	OER	Bailey Csabai, Bilal Sohail, Jykee Pavo, Kristen Swiatoschik, Maryam Odeh, and Nitin Ramesh	7499	18400	6380	2486	Csabai, Bailey, et al. (August, 2020) Learning to Learn Online. University of Windsor. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/learningonline/
Liberated Learners	OER	Trent University, Brock University, Seneca College, University of Windsor, McMaster University, Cambrian College, Nipissing University	Not available	Not available	Not available	Not available	Green, Terry, et al. (February 2022) Liberated Learners. Trent University. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/liberatedlearners/
Making Open Educational Resources: A Guide for Students by Students	OER	Ashlyne O'Neil; Jykee Pavo; Mikayla Bornais; Tariq Al-Rfouh; Chris Nardone; Elijah Annoh-Waithe; Lawrence Villacorte; Lorenzo Pernasilici; Marianne Kantati; Mitchel Macmillan; Mohamed Eldabagh; Norman Ha; Devin Wacheski; Anas Al-Chalabi; Dave Cormier; Brandon Mailloux; Ghanem Ghanem; Kamaal Kusow; Kristen Swiatoschik; Patrick Carnevale; Rana Kilani; Steven Shlimoon; and Zain Raza	6321	9307	3386	2371	O'Neil, Ashlyne, et al. (December 2020) Making Open Educational Resources: A Guide for Students by Students. University of Windsor. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/oer4students/
Post-Secondary 101: The First-Year Transition (eCO 2022)	OER	Vanessa Reka, Samantha Szczyrek, and Ashlyne O'Neil	358	820	468	222	Reka, V., Szczyrek, S., & O'Neil, A.I. (February 28, 2022). Post-Secondary 101: The First-Year Transition (eCO 2022). CC-BY-NC-SA	https://ecampusontario.pressbooks.pub/firstyeareco2022/
Teaching with MSTeams	Open Textbook	Dave Cormier; Anas Al-Chalabi; Bailey Csabai; Chris Nardone; Devin Wacheski; Elijah Annoh-Waithe; Jykee Pavo; Laura Small; Lawrence Villacorte; Lorenzo Pernasilici; Marianne Kantati; Mikayla Bornais; Mitchel Macmillan; Mohamed Eldabagh; Nafeesa Sohail; Norman Ha; Tariq Al-Rfouh; Kristen Swiatoschik; and Ashlyne O'Neil	10,200	12,700	3392	2875	Cormier, Dave, et al. (September 2021) Teaching with MSTeams. University of Windsor. CC-BY-NC-SA	https://ecampusontario.pressbooks.pub/msteamsforteaching/
2SLGBTQ+ Healthcare: Building your inclusive practice	OER	Selinda Berg, Scott Cowan, Ashlyne O'Neil	2143	5400	2421	895	Berg, S., Cowan, S., & O'Neil, A.I. (2022). 2SLGBTQ+ Healthcare: Building your inclusive practice. University of Windsor. CC-BY-NC-SA	https://ecampusontario.pressbooks.pub/inclusivehealth/
Empowering Bystanders Against Anti-Black Racism	OER	Olamide Akintomide; Jemimah Amos; Tori Ivey; Nadia Washington; Frankie Cachon; and Ashlyne O'Neil	1932	4802	1976	788	Akintomide, O., Amos, J., Ivey, T., Washington, N., Cachon, F., & O'Neil, A. (2023) Empowering Bystanders Against Anti-Black Racism. CC-BY-NC-SA	https://ecampusontario.pressbooks.pub/bystandersagainstracism/
Always Developing. University of Windsor	Open Textbook	Baird, A. (supported by Ashlyne O'Neil)	44,800	69,600	31000	19100	Baird, A. (September 9, 2019). Always Developing. University of Windsor. CC-BY-SA	https://ecampusontario.pressbooks.pub/alwaysdeveloping/

Classroom Practice in 2022	OER	Catherine Vanner	229,000	312,000	157,000	117,000	Vanner, Catherine, et al. (April 2022) Classroom Practice in 2022. University of Windsor. CC-BY-NC-SA	https://ecampusontario.pressbooks.pub/educ5202/
Data Analytics and Decision Making (VLS version)	Open Textbook	Ali Abdulhussein (supported by Nobuko Fujita)	900	2131	654	276	Abdulhussein, A. (2022, February 28). Data Analytics and Decision Making. University of Windsor. CC BY 4.0.	https://ecampusontario.pressbooks.pub/dataanalyticsvls1/
Data Analytics and Decision Making	Open Textbook	Ali Abdulhussein (supported by Nobuko Fujita)	3307	9499	5804	2017	Abdulhussein, A. (2022, February 28). Data Analytics and Decision Making. University of Windsor. CC BY 4.0.	https://ecampusontario.pressbooks.pub/dataanalytics/
Indigenous Lifeways in Canadian Business	OER	Russell Evans, Maureen Sterling, Michael Mihalicz	1004	278	221	86	Evans, R., Sterling, M., Mihalicz, M., (2022, February), Indigenous Lifeways in Canadian Business. University of Windsor. CC-BY-NC 4.0	https://openlibrary.ecampusontario.ca/item-details/#/0a98c929-3784-473a-8768-4a5ace63b38f
Learning in Place	Open Textbook	Gemma Smyth	1962	7015	120	87	Smyth G., Learning in Place. CC By NC ND 4.0	https://ecampusontario.pressbooks.pub/externship/
Learning in Place (2nd edition)	Open Textbook	Gemma Smyth	2547	5550	4216	1992	Smyth G., Learning in Place. CC By NC ND 4.0	https://ecampusontario.pressbooks.pub/externship2022/
*Learning in Place (3rd edition)	Open Textbook	Gemma Smyth	543	2417	20	2	Smyth G., Learning in Place. CC By NC ND 4.0	https://ecampusontario.pressbooks.pub/learninginplace2024
On Death and Dying	Open Textbook	Jacqueline Lewis (supported by Nobuko Fujita)	12700	31500	21700	8646	Lewis, J. (2022, February 28). On Death & Dying. University of Windsor. CC BY NC SA 4.0.	https://ecampusontario.pressbooks.pub/deathanddyingvls1/
On Death and Dying	Open Textbook	Jacqueline Lewis (supported by Nobuko Fujita)	11700	46900	23700	6305	Lewis, J. (2022, April 13). On Death & Dying. University of Windsor. CC BY NC SA 4.0.	https://ecampusontario.pressbooks.pub/deathanddying/
On Death and Dying (2 nd edition) (<i>Multiple versions for different classes</i>)	Open Textbook	Jacqueline Lewis (supported by Nobuko Fujita)	2914	43497	21123	1258	Lewis, J. (2022, April 13). On Death & Dying. University of Windsor. CC BY NC SA 4.0.	https://ecampusontario.pressbooks.pub/deathanddyingf22/ https://ecampusontario.pressbooks.pub/deathanddying2nded/ https://ecampusontario.pressbooks.pub/deathanddyingf24/
Psychoactive Substance Use and Social Policy	Open Textbook	Jacqueline Lewis, Jill Holland-Penney (supported by Nobuko Fujita)	18300	34500	18900	9478	Lewis, J. (2022, February 28). Psychoactive Substance Use and Social Policy. University of Windsor. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/psychoactivesubstancesvls1/
Private-Psychoactive Substance Use and Social Policy	Open Textbook	Jacqueline Lewis, Jill Holland-Penney (supported by Nobuko Fujita)	153	8203	129	75	Lewis, J. (2022, April 13). Psychoactive Substance Use and Social Policy. University of Windsor. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/psychoactivesubstances/

Psychoactive Substance Use and Social Policy W23	Open Textbook	Jacqueline Lewis, Jill Holland-Penney (supported by Nobuko Fujita)	674	22600	107	9	Lewis, J. (2022, Dec 1). Psychoactive Substance Use and Social Policy. University of Windsor. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/psychoactivesubstancesw23/
POLS/SOSC 3300 Psychoactive Substance Use and Social Policy W23	Open Textbook	Jacqueline Lewis, Jill Holland-Penney (supported by Nobuko Fujita)	4	40	12	1	Lewis, J. (2023, Feb 28). Psychoactive Substance Use and Social Policy. University of Windsor. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/pols-sosc3300/
SACR 3710 Drugs & Society	Open Textbook	Jacqueline Lewis, Jill Holland-Penney (supported by Nobuko Fujita)	2257	24900	1293	922	Lewis, J. (2022, April 13). SACR 3710 Drugs & Society. University of Windsor. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/psychoactivesubstancesf22/
*Psychoactive Substances & Society (2nd Edition)	Open Textbook	Jacqueline Lewis, Jill Holland-Penney (supported by Nobuko Fujita)	3220	66500	53900	2322	Lewis, J. (2023, August 18). Psychoactive Substances & Society, 2nd Edition. University of Windsor. CC BY NC SA 4.0	https://ecampusontario.pressbooks.pub/psychoactivedrugsandsociety/
Tech Adapt: Emerging Technologies and Canadian Professional Contexts	OER	Victoria M. Abboud	7168	4215	3241	2538	Abboud, Victoria M. (February 2022) Tech Adapt: Emerging Technologies and Canadian Professional Contexts. CC-BY-NC-SA	https://ecampusontario.pressbooks.pub/techadapt/
JumpStart (adapted from Post-Secondary 101)	OER	Samantha Szczyrek and Caiti Casey (contributed by Ashlyne O'Neil); adapted from Post-Secondary 101: The First Year Transition	2410	5332	667	213	Szczyrek, S. & Casey, C. (2022). JumpStart: A Support Program for Success. CC-BY-NC-SA	https://ecampusontario.pressbooks.pub/firstyear/
Theories of Individual and Collective Learning	Open Textbook	Clayton Smith and Carson Babich	46500	68500	31400	21300	Smith C., Babich C., Theories of Individual and Collective Learning. CC BY SA 4.0	https://ecampusontario.pressbooks.pub/ticil/
The ADHDe Project	Open Textbook	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	591	1403	407	220	Gill, N. & Marie, R. (2023, January 24). The ADHDe Project. CC-BY-NC	https://ecampusontario.pressbooks.pub/adhde/
le Projet ADHDe	Open Textbook	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	68	165	46	29	Gill, N. & Marie, R. (2023, March 20). The ADHDe Project. CC-BY-NC	-
UDL for Inclusion, Diversity, Equity, and Accessibility (IDEA)	Open Textbook	Darla Benton-Kearney and Nick Baker (Editors)	59100	98500	41300	26500	Benton Kearney, D. et al. (2022, Feb 28). Universal Design for Learning (UDL) for Inclusion, Diversity, Equity, and Accessibility (IDEA). CC-BY	https://ecampusontario.pressbooks.pub/universaldesign/
Conception universelle de l'apprentissage (CUA) pour l'inclusion, la diversité, l'équité et l'accessibilité (IDEA)	Open Textbook	Darla Benton-Kearney and Nick Baker (Editors)	2121	4904	3526	1943	Benton Kearney, D. et al. (2023, Jan 20). Conception universelle de l'apprentissage (CUA) pour l'inclusion, la diversité, l'équité et l'accessibilité (IDEA). CC-BY	https://ecampusontario.pressbooks.pub/cuai-dea/
*Land Acknowledgments Informational Video Series – Original and Contemporary Views	OER	Russell Nahdee, Lori Stolarchuk, Shreyas Tambe	45	262	231	34	Nahdee R., Stolarchuk L., & Tambe S., (June 2024). Land Acknowledgments Informational Video Series – Original and Contemporary Views. CC-BY-NC-ND	https://ecampusontario.pressbooks.pub/land-acknowledgements/
Total impact			875,973	1,508,418	571,386	340,078		

Table A3.2: Summary of H5P interactive artefacts created since 2018

Project/ Resource Title	Author(s)	Lifetime views (to end of reporting period)	Link
*Child Welfare: Decision-Making Scenario for Social Work Students	Kristen Lwin, Carol Wade (supported by Ashlyne O'Neil)	64	
Medical Assistance in Dying: Scenario Part 1 (Nursing Student)	Sherry Morrell, Rachel Elliott, Amanda McEwen, Debbie Rickeard and Gina Pittman (supported by Ashlyne O'Neil)	657	https://h5pstudio.ecampusontario.ca/content/32506
Medical Assistance in Dying: Scenario Part 2	Sherry Morrell, Rachel Elliott, Amanda McEwen, Debbie Rickeard and Gina Pittman (supported by Ashlyne O'Neil)	671	https://h5pstudio.ecampusontario.ca/content/32242
Opioid Tapering: Scenario	Gina Pittman, Sherry Morrell, Debbie Rickeard, Amanda McEwen and Sylwia Borawski (supported by Ashlyne O'Neil)	341	https://h5pstudio.ecampusontario.ca/content/31868
Opioid Treatment: Scenario	Gina Pittman, Sherry Morrell, Debbie Rickeard, Amanda McEwen and Sylwia Borawski (supported by Ashlyne O'Neil)	493	https://h5pstudio.ecampusontario.ca/content/31576
L'atelier du Centre d'enseignement et d'apprentissage de l'universite Windsor	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil & Mark Lubrick)	39	https://h5pstudio.ecampusontario.ca/content/52787
Le projet ADHD: Atelier de développement professionnel (Français)	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	49	https://h5pstudio.ecampusontario.ca/fr/content/52796
Le projet ADHD: Mini Presentation (Français)	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	28	https://h5pstudio.ecampusontario.ca/fr/content/52789
Le projet ADHD: L'atelier pour les écoles secondaires (Français)	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	17	https://h5pstudio.ecampusontario.ca/fr/content/52794
ADHDe Mini-Presentation	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	22	https://h5pstudio.ecampusontario.ca/content/46533
ADHDe Professional Development Workshop	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	18	https://h5pstudio.ecampusontario.ca/content/49740
ADHDe Teaching & Learning Workshops Presentation	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	31	https://h5pstudio.ecampusontario.ca/content/49723
ADHDe High School Panel Presentation	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	20	https://h5pstudio.ecampusontario.ca/content/49737
Anti-Racism Concepts	Tori Ivey, Frances Cachon, Ashlyne O'Neil	136	https://h5pstudio.ecampusontario.ca/content/50474
LGBTQ+ Healthcare Scenario #1 (Part 1: Negative)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	964	https://h5pstudio.ecampusontario.ca/content/36887
LGBTQ+ Healthcare Scenario #1 (Part 2: Positive)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	56	https://h5pstudio.ecampusontario.ca/content/36902
Medical Intake Form Hotspot (Inclusive health)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	283	https://h5pstudio.ecampusontario.ca/content/36893
LGBTQ+ Vocabulary (crossword)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	74	https://h5pstudio.ecampusontario.ca/content/35812
Sex and Gender Concepts	Ashlyne O'Neil, Selinda Berg, Scott Cowan	307	https://h5pstudio.ecampusontario.ca/content/35817
LGBTQ+ Healthcare Scenario #2 (Part 1: Negative)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	46	https://h5pstudio.ecampusontario.ca/content/36885
LGBTQ+ Healthcare Scenario #2 (Part 2: Positive)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	41	https://h5pstudio.ecampusontario.ca/content/36903
LGBTQ+ Healthcare Scenario #3 (Part 1: Negative)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	80	https://h5pstudio.ecampusontario.ca/content/36548
LGBTQ+ Healthcare Scenario #3 (Part 2: Positive)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	96	https://h5pstudio.ecampusontario.ca/content/36871
LGBTQ+ Healthcare Scenario #4 (Part 1: Negative)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	23	https://h5pstudio.ecampusontario.ca/content/44731

Project/ Resource Title	Author(s)	Lifetime views (to end of reporting period)	Link
LGBTQ+ Healthcare Scenario #4 (Part 2: Positive)	Ashlyne O'Neil, Selinda Berg, Scott Cowan	11	https://h5pstudio.ecampusontario.ca/content/45036
Race as an Analytical Tool: Check Your Learning Quiz	Tori Ivey, Frances Cachon, Ashlyne O'Neil	30	https://h5pstudio.ecampusontario.ca/content/50472
SI Session Plan Template (up to 3 topics)	Ashlyne O'Neil	30	https://h5pstudio.ecampusontario.ca/content/41126
Si Leader Pre-Training Reflection	Ashlyne O'Neil	83	https://h5pstudio.ecampusontario.ca/content/41124
Self-Test for SI Leaders	Ashlyne O'Neil	12	
Key Concepts: Social Justice, Anti-Oppression, and Social Change	Frances Cachon, Ashlyne O'Neil	33	https://h5pstudio.ecampusontario.ca/content/40629
Bioinformatics Lab Exercise 1	Mark Lubrick	132	https://h5pstudio.ecampusontario.ca/content/32535
Bioinformatics Lab Exercise 2	Trevor Winchester	60	https://h5pstudio.ecampusontario.ca/content/32765
Bioinformatics Lab Exercise 3	Trevor Winchester	39	https://h5pstudio.ecampusontario.ca/content/32814
Bioinformatics Lab Exercise 4	Harsh Bhavsar	51	https://h5pstudio.ecampusontario.ca/content/32933
Bioinformatics Lab Exercise 5	Harsh Bhavsar	39	https://h5pstudio.ecampusontario.ca/content/32965
*Puzzle 1 for EDUC 5313A	Mark Lubrick	241	https://h5pstudio.ecampusontario.ca/content/57475
*Puzzle 2 for EDUC 5313A	Mark Lubrick	47	https://h5pstudio.ecampusontario.ca/content/57473
*Puzzle 3 for EDUC 5313A	Mark Lubrick	9	https://h5pstudio.ecampusontario.ca/content/57471
*Puzzle 4 for EDUC 5313A	Mark Lubrick	6	https://h5pstudio.ecampusontario.ca/content/57470
*Puzzle 5 for EDUC 5313A	Mark Lubrick	11	https://h5pstudio.ecampusontario.ca/content/57469
*Travel Medicine - Travelers' Diarrhea	Mark Lubrick and Ashlyne O'Neil	31	https://h5pstudio.ecampusontario.ca/content/65067
*Case Study: Topical Wounds	Mark Lubrick and Ashlyne O'Neil	539	https://h5pstudio.ecampusontario.ca/content/63058
*Smoking Cessation Part 1	Mark Lubrick and Ashlyne O'Neil	372	https://h5pstudio.ecampusontario.ca/content/64970
*Smoking Cessation Part 2	Mark Lubrick and Ashlyne O'Neil	280	https://h5pstudio.ecampusontario.ca/content/65039
*Over-the-Counter Prescribing	Ashlyne O'Neil and Mark Lubrick	539	https://h5pstudio.ecampusontario.ca/content/64250
*Aphasia Accessibility Training	Mark Lubrick	32	https://h5pstudio.ecampusontario.ca/content/65467
	Total	7745	

Appendix 4. OOL Service (Committee Membership)

<i>UWindsor Committees</i>		
Academic Policy Committee Sub-committee: Course Modalities	University of Windsor	Nick Baker
Accessibility Coordinating Committee	University of Windsor	Nick Baker
Accessible Information and Communications Committee (AICC)	University of Windsor	Mark Lubrick
Accessible Post-Secondary Education Committee (APEC) (Co-Chair)	University of Windsor	Nick Baker
Alan Wright Award Committee	OOL	Nobuko Fujita, Nick Baker, Lorie Stolarchuk
APC Subcommittee on Generative AI	University of Windsor Academic Policy	Nick Baker, Russell Nahdee, Dave Cormier
Beginning Time Teachings	University of Windsor Faculty of Ed.	Russell Nahdee
CTL/ OOL Departmental Emergency Preparedness Committee	University of Windsor	Nick Baker, Alicia Higgison
Cybersecurity Response Group	University of Windsor	Nick Baker
Employment Equity Coordinating Committee	Office of Human Rights and Equity	Russell Nahdee, Nobuko Fujita
Fire Evacuation Committee	University of Windsor	Alicia Higgison
Gikinoo’amaadiwag Cross Cultural Instructional Skills Workshop Team – Project Lead	University of Windsor	Lorie Stolarchuk (project lead), Ashlyne O’Neil, Russell Nahdee
Heads and Directors Group	University of Windsor	Nick Baker
Indigenous Education Council	University of Windsor	Russell Nahdee
Indigenous Education Council Space/Building Committee	UWindsor Indigenous Education Council	Russell Nahdee
Indigenous Workways Leadership Committee	Indigenous Workways Advisory Council	Russell Nahdee
LMS Advisory Committee	University of Windsor	Lorie Stolarchuk, Nobuko Fujita, Nick Baker
LMS Steering Committee	University of Windsor	Nick Baker
LMS Team	University of Windsor	Lorie Stolarchuk, Ashlyne O’Neil, Mark Lubrick, Nick Baker
Microcredentials Working Group (Chair)	University of Windsor	Nick Baker, Dave Cormier
Office of Open Learning RPP Committee	OOL	Lorie Stolarchuk, Nick Baker, Mark Lubrick, Ashlyne O’Neil, Nobuko Fujita
Ojibway Park Installation Research Advisory	UWindsor School of Creative Arts	Russell Nahdee
OOL Hiring Committee	OOL	Lorie Stolarchuk, Nick Baker, Mark Lubrick, Ashlyne O’Neil, Nobuko Fujita
OOL Strategic Development Grants Committee	OOL	Nick Baker, Dave Cormier
Pride Committee, Co-Chair	University of Windsor	Ashlyne O’Neil

Provost's Council	University of Windsor	Nick Baker
Research Ethics Board (REB): Socio-Behavioural Board	University of Windsor REB	Ashlyne O'Neil
REB: SoTL e-Committee	University of Windsor REB	Ashlyne O'Neil
REB: Indigenous Committee	University of Windsor REB	Russell Nahdee
Registrar Search Committee	University of Windsor	Nick Baker
SAS Advisory Committee	SAS	Nick Baker
SAS Hiring Committee	SAS	Nick Baker
Student Leadership Centre Search Committee	University of Windsor	Russell Nahdee
TD Ticket Check-in Team	University of Windsor	Lorie Stolarchuk, Mark Lubrick
TERF Project Committee	University of Windsor	Nick Baker
Training Advisory Committee	University of Windsor	Mark Lubrick
Truth and Reconciliation Steering Committee	Faculty of Law	Russell Nahdee
UWindsor Employee Mental Health Strategy Ambassadors	University of Windsor	Alicia Higgison, Nobuko Fujita
UWindsor Senate	University of Windsor	Nick Baker, Nobuko Fujita
WUFA Faculty Council	WUFA	Mark Lubrick
WUFA AAS Committee	WUFA	Mark Lubrick, Ashlyn O'Neil, Nobuko Fujita, Nick Baker, Lorie Stolarchuk
WUFA Governance Committee	WUFA	Ashlyne O'Neil, Mark Lubrick
WUFA Racial Justice Committee	WUFA	Ashlyne O'Neil

<i>External Committees</i>		
Association for Learning Technology (ALT) Anti-Racism and Learning Technology Special Interest Group	Association for Learning Technology (ALT)	Nick Baker
Can Am Urban Native Non-Profit Homes	City of Windsor	Russell Nahdee
Council of Ontario Educational Developers	COED	Nobuko Fujita, Dave Cormier, Russell Nahdee
COED Curriculum Working Group	COED	Nobuko Fujita
Council of Ontario Educational Developers (COED) Chair Nomination Committee – committee member	COED	Nobuko Fujita
Council of Ontario Universities Reference Group on Aboriginal Education	Council on Ontario Universities (COU)	Russell Nahdee
eCampus Ontario Accessibility Advisory Committee	eCampus Ontario	Nick Baker
eCampus Ontario Institutional Member – Institutional Representative	eCampus Ontario	Nick Baker
eCampus Ontario Open Library Working Group	eCampus Ontario	Nick Baker
Greater Essex County District School Board (Chairperson, 2022)	Greater Essex County District School Board	Alicia Higgison

GECD SB Education Committee (Chair, 2022)	Greater Essex County District School Board	Alicia Higgison
GECD SB Governance ByLaw Subcommittee (Chair, 2022)	Greater Essex County District School Board	Alicia Higgison
GECD SB Policy Committee (Vice Chair, 2022)	Greater Essex County District School Board	Alicia Higgison
International Consortium of Distance Educators (ICDE) – Institutional Representative	ICDE	Nick Baker
Local Contexts Representative	Local Contexts	Nick Baker
National Research and Education Network (NREN) – procurement committee for national webconferencing system	National Research and Education Network (NREN)	Nick Baker
OER Conference Organising Committee	Association for Learning Technology (ALT) / OER Conf	Nick Baker
Open Education Global Consortium (OEGlobal) – Institutional Representative	OE Global	Nick Baker
Ontario Microcredentials Working Group	eCampus Ontario	Nick Baker, Dave Cormier
Ontario Universities Council on eLearning (OUCEL) – Institutional representatives	Ontario Universities' Council on eLearning (OUCEL)	Nick Baker, Mark Lubrick
OUCEL Stewardship Committee (NB Chair/Past Chair, Mark elected member)	Ontario Universities' Council on eLearning (OUCEL)	Nick Baker, Mark Lubrick
Town of Tecumseh Accessibility Advisory Committee (Chair, 2022)	Municipality of the Town of Tecumseh	Alicia Higgison
Windsor Essex Local Immigration Partnership	City of Windsor	Russell Nahdee

University of Windsor Principles and Guidance on the use of Generative Artificial Intelligence (generative AI) Systems in Higher Education



University
of Windsor

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We acknowledge the work of the members of the Academic Policy Committee Subcommittee on Generative AI who volunteered their time to work on these guidelines. We also acknowledge the many institutions that have openly shared their guidelines, policies, suggested practices, and wisdom on the use of AI in higher education. Their open sharing has informed, enriched, and been adapted in the development of the guidelines provided here. In particular, we gratefully acknowledge the work generously shared by:

- [McMaster University](#)
 - The Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching's (2023) open Pressbook. [Generative Artificial Intelligence in Teaching and Learning at McMaster University](#)
- [The University of Toronto's Office of the Vice-Provost, Innovations in Undergraduate Education](#)
- [King's College London](#)
- [The University of Guelph](#)
- [The University of Ottawa](#)
- [Wilfrid Laurier University](#)

Introduction and context

The Academic Policy Committee (APC) Subcommittee on generative Artificial Intelligence (AI) was tasked with developing guidance for the University community on the use of generative AI. The committee drew from a wide range of sources in developing this guidance, including the many universities in Canada and globally that have publicly shared their policies and guidelines (especially [McMaster University](#), the [University of Toronto](#), [Wilfrid Laurier University](#), and [Kings College London](#), among others), as well as the many international frameworks that already exist for the responsible and ethical use of AI developed by bodies such as [UNESCO](#), the [OECD](#), the [EU](#), and both the [Montreal Declaration on Responsible AI](#), and the [Asilomar AI Principles](#).

While we recognise that other forms of AI exist and are in use in academia, this document aims to provide guidance for faculty, staff, and students in navigating the use of [Generative Artificial Intelligence \(AI\)](#). As this field is developing rapidly, the guide should be considered a living document that will be updated as developments and lived experience warrant.

The guide provides [key definitions and terms](#), and sets out a series of universal principles for responsible use of generative AI. These apply to all areas of our work; teaching, research, and learning. These principles should be considered a starting point for the campus community in engaging with AI. Where practices require policy change or adaptation, those will be addressed through the University's normal governance processes.

Principles for the responsible use of Generative Artificial Intelligence in academic practice

[Generative Artificial Intelligence](#) (generative AI) systems are powerful digital tools that are rapidly changing the landscape of research, teaching, and learning as they become increasingly embedded in all aspects of work. These systems have the potential to revolutionize many areas of higher education, but also come with risks and ethical considerations that must be carefully weighed against the potential benefits of use. Choosing if and how to use these tools requires careful, critical consideration that will vary by use case and discipline.

These guidelines generally seek to identify **acceptable uses** of generative AI, rather than specifying what is prohibited. The following general principles apply to the University community as they consider the use of generative AI technologies in their work:

Responsible

Users must take responsibility for verifying the accuracy of inputs and generated outputs of generative AI tools, decisions that are informed by the generated content, and the appropriateness of the purpose for which the tool is used.

Consider: Is it necessary or advantageous to use generative AI for this task? Is use of generative AI acceptable for this task? What are the risks and potential benefits and how do those balance out?

Informed

Users should actively engage in learning about the strengths and limitations of generative AI, and commit to continuous learning about the field, which is rapidly developing and changing. Users should seek to develop literacy in these tools, including understanding responsible, ethical, and effective use of the tools.

Consider: Do you know enough about the topic to identify errors and inaccuracies in responses? Do you know enough about the AI tool you're intending to use to explain how you used it to a colleague or student?

Ethical

The use of AI tools and content generated by them should be informed by ethical practice applied to the choice of tool and the application for which it is used. The integrity of the academic mission of the University depends on ethical use of technology. Users should preferentially seek and utilise AI tools that have a demonstrated commitment to harmless, ethical, and safe applications, transparency, and advancing positive outcomes for humanity and the planet.

Consider: Do you know enough about the company and their practices for training their AI models to make an informed decision about whether they are acting ethically? What is their [foundation model transparency index score](#)?

Equitable

Users should be aware of and take steps to minimise the impact of biases extant in generative AI tools and their outputs, and the potential for these tools to amplify existing biases. Additionally, equity of access to these technologies should be considered, along with how the tool uses the data of its users.

Consider: Does the AI tool you plan to use have known examples of bias? Does the company actively try to reduce or minimise harmful biases in their product before releasing it? Have you tried asking questions related to stereotypes to see what responses you get? What does the end user or licence agreement say about how the company can use your data? Do you get better results with a paid subscription over a free version, meaning that those who can afford to pay have an advantage over those who cannot? How might use of this tool exclude or discriminate against groups of people?

Accessible

Where used in the pursuit of our academic mission, generative AI tools and their outputs must comply with the Accessibility for Ontarians with Disabilities Act (AODA).

Consider: Does the company have an accessibility statement or review available? Does it work in an equivalent way on mobile devices? Have you checked the user interface with a free web accessibility checker such as [WAVE](#)?

Transparent

Wherever generative AI is used, users must clearly acknowledge the extent and type of use. Wherever synthetically generated content is presented, it must be apparent that generative AI was used in the process of developing that content. Additionally, users should preferentially choose generative AI tools that demonstrate a commitment to transparency in their own practices, including transparency in the development and training of the foundational models that underlie them.

Consider: Would you be comfortable describing to colleagues how and why you used AI to support this work? Have you reviewed the relevant AI-related policies for to the academic work you're doing (e.g. the journal/publisher policies, the granting agency policy, your syllabus, etc.)? Where AI is considered acceptable to use, do you know how to appropriately acknowledge its use? Does the company who created the AI tool have a commitment to transparency? What is their [foundation model transparency index score](#)?

Sustainable

The use of generative AI has the potential to significantly impact environmental sustainability and the University's carbon footprint as a result of the energy, water, and other resources needed to train and run these tools. As with all finite resources, users should be educated about the impact of the use of those technologies on sustainability, and should use the services judiciously. Wherever possible, users should preferentially select tools and models that have demonstrated a commitment to sustainability.

Consider: As each interaction with an AI tool uses energy, water, and mineral resources, have you considered whether you are using the AI tool in the most efficient way, with the least number of prompts, and at the point in your work where it will be most helpful? Does the company who created the AI tool publicly share their energy usage for model training? Does the company share how they are attempting to minimise their environmental impact? Do you understand the potential environmental impact of using this technology?

Legal

Use of generative AI must comply with all applicable laws and regulations (e.g. FIPPA, the Ontario Human Rights Code, Copyright, the new [Federal Government Policy on Sensitive Technology Research and Affiliations of Concern](#) etc.). Users should make reasonable efforts to ensure that tools they adopt are not breaching any laws, and consider the liability that they or the University may incur as a result thereof.

Consider: What does the company's Privacy Policy and End User Agreement say (have you read it, have you sought help to interpret the policy)? How are they able to use your data? Is it possible that use of the tool would impact the rights of others?

Respect for privacy, security, and the intellectual property of others

Employees and students should not upload or share confidential, personal, private, health or proprietary information with a generative AI tool unless a privacy and data security risk assessment

has been completed for the specific tool. Do not upload work or data that is not your own to a generative AI tool.

Consider: Is the information you are sharing with the AI tool yours to share (e.g. do you own the rights to the information)? Is there any information in the content you intend to share that could be considered private, personal, or confidential?

Digging deeper into the emerging legal and ethical implications of generative AI

Generative AI applications offer great potential, but also come with a range of emerging concerns and considerations that should be critically analyzed when deciding whether or how to use any of these systems. There remain ongoing debates about the complex ethical landscape within which these tools are embedded. The risks and opportunities should be weighed carefully in any decision to use generative AI. Some of the key considerations include:

- **Bias:** Both generative AI and other AI systems potentially contain and may replicate significant human biases that exist in their training data sets. They have the potential to amplify societal biases and harmful stereotypes, and misrepresent or further marginalise certain groups. This is largely the result of the data that each individual model is trained on, and the method used to train and fine tune the model, so a working knowledge of these features is an important element of AI literacy.
- **Equitable access and accessibility:** The most up-to-date and powerful commercial generative AI tools may only be available in limited countries. There may also be considerable cost to access the best tools, creating barriers to access for many people and potentially disadvantaging those who cannot afford to pay for access.
- **Data protection and privacy:** Most commercial generative AI systems use the data of their users to train, develop, enhance, and refine their models. This creates risks related to privacy and intellectual property, especially when using unsupported and unvetted systems. Additionally, the vast majority of the generative AI systems currently available are in the start-up phase and may not have the experience or resources to adequately protect user data and privacy. Users should not submit or upload private or sensitive information, or personally identifiable information.
- **Environmental footprint:** Training AI models on large data sets requires significant computing resources, which in turn consume significant amounts of energy and water, and emit a large volume of carbon equivalents into the atmosphere, contributing to climate change. As more and more people use these tools, they consume an increasing amount of energy and resources. It is possible to train models more efficiently, on smaller and more targeted data sets, using more efficient processors, and in ways that minimise harm to both humans and the environment, and some companies are actively attempting to achieve these goals.
- **Copyright infringement:** There is an ongoing academic and legal debate over the relationship between generative AI and copyright. A recent submission by legal scholars from UWindsor and other Canadian institutions (Craig et al., 2021) to the Canadian Federal government's *Consultation on a Modern Copyright Framework for Artificial Intelligence and*

the Internet of Things recommended that the training of AI models through Text Data Mining (TDM) be included in the fair dealing doctrine and considered to not infringe on copyright. They further argued that works created solely through using generative AI were not protected under the Copyright Act as authorship holds preconditions of human original expression, and that AI generated content should remain in the public domain. They point out the risks if AI models can only be trained on public domain data, including that this limited data set would potentially be “obsolete, incomplete, exclusionary, and unrepresentative, and which fails to reflect contemporary information and social values.” (ibid, p.3). It would also mean that only those with access to considerable resources would be able to participate in creating AI tools due to the burden of having to get copyright clearance for all content in the training dataset. Users should not upload or submit content for which they do not own the copyright (including student or instructor IP and other copyright works) to generative AI tools.

- **Exploitation of human labour in the supply chain:** AI models are often trained using a technique called Reinforcement Learning from Human Feedback (RLHF), which utilises human feedback to rate the output or behaviour of the model for similarity to human preferences. It can help ensure that the models do not return potentially harmful content to requests. Unfortunately, the humans that do this work are sometimes exposed to content that harms them, and this work is often outsourced to highly vulnerable and marginalised labour (e.g. [Perrigo, 2023](#); [Williams, Micelli and Gebru, 2022](#)). While this practice is widespread in the software industry beyond generative AI tools, it has recently gained attention with AI companies using contract labour in these conditions. It is often difficult to ascertain the training approach of models unless they are openly released, so it is equally as important not to assume that these challenges apply to all generative AI models as it is to critically consider this as a possibility. For example, while OpenAI’s ChatGPT models use RLHF to fine tune the model for outputs that are ‘preferable’ to humans, Anthropic’s Claude model uses a potentially more ethical constitutional approach to tune the model for responses that are ‘helpful, honest, and harmless.’
- **Accountability, misinformation, and potential for disinformation:** By using most generative AI models, the end user (i.e. faculty, staff, or students) assumes responsibility for the output and any use of that output as part of the terms of use. In this way, the company behind the technology is not accountable for the use of their tools. With the considerable risk of generative AI being used to generate misinformation or disinformation, lack of vendor accountability for the content their tools create remains a challenge in most jurisdictions.
- **Colonial power, political economy:** AI systems have the potential to reinforce colonial perspectives, depending on the data used and approach to training and fine-tuning of the models. They are often capable of addressing this issue, but usually require more specific and detailed prompts to avoid creating content that represents colonial or stereotypical perspectives.
- **Academic Integrity:** It is already possible to use generative AI to produce all or part of a work for academic purposes; whether that is journal article, an essay, image, music, video, computer code, or combinations of these, and the quality of these outputs will continue to improve. For students, the University’s Student Code of Conduct states that use of unauthorized aids, as specified by an instructor or faculty/departmental policy, constitutes

cheating and is subject to discipline under Bylaw 31. Students are also required to acknowledge when content submitted for evaluation was not created by themselves. Bylaws 54 and 55 require instructors to clarify in their course syllabi whether and how generative AI can be used in their courses.

- **Research integrity:** Integrity in the practice of research is critical. While the actions of student researchers are addressed in the Student Code of Conduct, the actions of faculty are governed by [Article 60](#) of the WUFA Collective Agreement (Ethical Conduct of Research). Some relevant elements of the latter include the definition of Intellectual Property as "...a product of the intellect to which the generator(s) may legitimately claim legal rights." There remain questions over whether content created by generative AI at the prompt of a human is intellectual property over which the prompter could claim legal rights. In certain circumstances, the use of generative AI may be considered misconduct by "fabrication, falsification or plagiarism". In their supervisory role in research projects, Principal Investigators are also ultimately responsible for the conduct of their research staff and students.
- **Detecting the use of generative AI:** Software claiming to be able to detect generative AI-created content must not be used on student work in an attempt to prove use of these tools. Independent research has consistently shown that such software is inaccurate and unreliable, and demonstrates biases against non-native English speakers. In addition, submitting students' or colleagues' work to these applications without their consent raises ethical and privacy concerns, as this gives their intellectual property to the AI company providing the detection tool, and their work then becomes part of the data training the model. Research also shows that most humans are unable to reliably detect AI generated content, but typically overestimate their ability to do so.
- **Authorship:** Authorship as defined in copyright law requires a physical person. For that reason, works entirely created through generative AI cannot be credited to an author and protected by copyright law. Additionally, most publishers do not recognise generative AI as an author as they argue that these tools cannot take authorial responsibility for the work. The Committee on Publication Ethics (COPE) provides useful guidance in their position statement on AI and authorship ([COPE, 2023](#)).
- **Cognitive offloading:** Generative AI tools may provide users with the ability to offload cognitive tasks in ways that have not previously been possible, and the impact of this on human knowledge creation and application is, as yet, unclear.
- **Choice:** The decision to use generative AI or not should remain a choice, rather than a requirement. Individuals will have different levels of tolerance, acceptance, adoption rates, expectations for, and reactions to new and emerging technologies, and those should be respected.
- **Generative AI in the disciplines:** Disciplinary differences and norms, and departmental cultures will vary with respect to acceptable use of generative AI. Each discipline needs to grapple with what generative AI can and cannot, should and should not be able to do within their disciplinary context.
- **Research implications:** Generative AI has the potential to heavily impact research and data analysis practices. The same lens of criticality should be applied to incorporating it in research as it is for teaching and other academic practices. Generative AI tools can assist in

literature reviews and searches, data analysis and visualisation, grant writing, research writing, and more, but the principles for generative AI use, and any restrictions of funders should be applied.

Key definitions and terms

- **Academic Integrity:** Conducting academic pursuits according to the values of honesty, fairness, trust, and respect, and taking responsibility for one’s academic work and commitments.
- **Artificial Intelligence (AI):** A term coined by McCarthy (1955) originally defined as “the science and engineering of making intelligent machines.” Today, the modern understanding of AI emphasizes methods through which machines can learn and generate outputs such as content, forecasts, or recommendations for human-defined objectives. Google describes AI as “...a field of science concerned with building computers and machines that can reason, learn, and act in such a way that would normally require human intelligence or that involves data whose scale exceeds what humans can analyze.”
- **Artificial General Intelligence (AGI) (sometimes General(ized) Artificial Intelligence):** A type of artificial intelligence (AI) that matches or surpasses human capabilities across a wide range of cognitive tasks ([Heaven, 2023](#)). This is different from narrow AI, which is designed to address a particular set of tasks. Google, OpenAI, and Anthropic, among others, are all working towards development of AGI.
- **Generative Artificial Intelligence (AI):** Technology that creates human-like content — including text, images, video, audio, music, and computer code — by identifying patterns in large quantities of training data, and then creating original material that has similar characteristics. Examples include ChatGPT for text and DALL-E for images (Pasick, 2023).
- **Generative AI misconduct:** The misuse or unauthorised use of Generative AI tools