NOTICE OF MEETING

There will be a meeting of the
ACADEMIC POLICY COMMITTEE
November 28, 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 October 23, 2024

3   Business arising from the minutes

4   Outstanding business

5   Reports/New Business

   5.1   Gateway Policy (Alternative Admissions) – Discontinue   Jill Singleton Jackson-Approval
                                                                                              APC241123-5.1

   5.2   Global Engagement Annual Report (2023-2024)   Chris Busch-Information
   (Lead Reader: Chitra Rangan)   APC241123-5.2

   5.3   Centre for Teaching and Learning Annual Report (2023-2024)   Jessica Raffoul- Information
   (Lead Reader: Adam Mulcaster)   APC241123-5.3

6   Question period/Other business/Open Discussion
   6.1 APC Subcommittee on Artificial Intelligence (AI)   Isabelle Barrette-Ng- Information

7   Adjournment

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

University of Windsor
Academic Policy Committee

5.1:   **Gateway Policy (Alternative Admissions)**

Item for: **Approval**

Forwarded by: **Faculty of Arts Humanities and Social Sciences (FAHSS)**

MOTION: That the Gateway Policy be discontinued.

Proposed Revisions:
[revisions are in bold and strikethrough]
~~Gateway Policy (Senate approved: June 10, 2010) (Amended Due to New Course Numbering: January 1, 2019) Through its alternate admissions Gateway Program, the Faculty of Arts, Humanities and Social Sciences will recommend for admission selected students whose high school grade averages range between 60 and 69. Gateway Program student admits will be required to complete successfully GART-1200 Understanding the Contemporary World and GART-1500 Foundations of Academic Writing before proceeding to other courses and programs. *This policy replaces any other admission policy for students admitted to FAHSS whose high school grade averages are below 70%~~

Rationale:
- Due to declining numbers of students entering via this pathway and the re-alignment of resources, FAHSS proposes that this program be discontinued.
- Since 2017, but especially since COVID, the number of students being tested and admitted has steadily declined.
  - At its post-pilot height in 2011, FAHSS tested 50 students and admitted 27.
  - In 2017, FAHSS tested 11 students and admitted 10.
  - In 2022, 6 students were tested and 2 were admitted. (Testing was paused due to COVID in 2020 and 2021).
- So few students does not justify the resources allocated to teaching and advising Gateway students.
- Gateway students received embedded support through mandatory courses (GART 1200, GART 1500, and GART 1510) that are also being discontinued or re-designed due to a re-alignment of resources.

University of Windsor
Academic Policy Committee

5.2:   **Global Engagement Annual Report (2023-2024)**

Item for: **Information**

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

See attached.

<p style="text-align:center">Global Engagement Report
Academic Policy Committee</p>

<p style="text-align:center">May 1, 2023 – April 30, 2024</p>

<u>**Introduction**</u>

This Global Engagement Report represents only a fraction of the extensive internationalization and global engagement efforts at the University of Windsor. Historically, "international" at the University has often been narrowly associated with international student recruitment. However, this report, alongside previous submissions to the Academic Policy Committee (APC), aims to broaden the narrative by focusing on the more comprehensive concepts of "internationalization" and global engagement. Drawing on the frameworks of Jane Knight and John Hudzik, this approach embraces comprehensive internationalization, which integrates global and intercultural perspectives across teaching, research, and service while still recognizing the importance of international students as a core component.

Key to Canada's long-term competitiveness, this broader approach encourages Canadian students to study abroad, fostering innovation, global perspectives, and cross-cultural skills. Simultaneously, it welcomes international students to Canadian campuses, enriching cultural diversity and enhancing the potential talent pool. Whether they stay in Canada or return to their home countries, these students contribute significantly to Canada's global economic and cultural influence. By reframing "international" within the broader context of internationalization, the University positions itself better to integrate global dimensions into its academic and research missions while strengthening its role in advancing global education.

This report reflects contributions from critical units across campus, demonstrating the collaborative spirit essential to advancing this mission. Special thanks go to the Office of the Vice-President of Research and Innovation, Student Affairs (International Student Centre), Enrolment Management (International Student Recruitment), and Global Engagement (Partnerships). Their collective efforts highlight the need for a cohesive "Windsor International" framework to compile, celebrate, and amplify the extraordinary work being done across the institution to embed internationalization and global engagement into its core identity.

<u>**Area's Goals and Objectives of the Reporting Year and the University's Strategic Plan**</u>

Foundational Commitments

1. <u>Establishing and Implementing an Institutional Data Strategy</u>

   Initiated the development of a Power BI Agent Performance Dashboard to deliver real-time insights into international recruitment, enabling data-driven decisions and targeted strategies by tracking applications, conversion rates, and regional trends. This tool enhances agent accountability and aligns recruitment efforts with enrolment goals. Additionally, migrated agent management to MoveON, centralizing contracts, performance records, and communications to improve efficiency and data accuracy. Integrating MoveOn with the dashboard provides a comprehensive view of agent activity, streamlines reporting, and strengthens partnerships. Together, these tools enhance recruitment efforts and support international enrolment objectives.

2. <u>Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration</u>

   International Recruitment and In-Country Recruitment: IRCC policy changes and the evolving geopolitical climate have significantly impacted our recruitment efforts over the past year (starting November 2023). The International Recruitment team has proactively engaged with various stakeholders—students, parents, agents, school counsellors, and other influencers—to address these challenges. By leveraging webinars, on-site visits, email campaigns, and personalized outreach, the team has worked to clarify policy changes, reassure

prospective students, and reinforce UWindsor's position as a welcoming and favourable study destination. Table 1 highlights the international conversion funnel, comparing results from the current and previous reporting years.

Strengthened Relationships with Partners: Actively engaged with global academic partners through regular communication to deepen institutional ties while engaging in regional or global education networks, including NAFSA, CBIE, and EAIE.

Diversify Recruitment Markets: Reduced reliance on specific regions by expanding recruitment and engagement efforts into underrepresented or emerging markets, creating a broader and more resilient student base.

The international recruitment team has significantly increased its event participation, totalling 867 event days during the reporting period—1.5 times higher than last year's 569 event days. Recruiters in Latin America attended 2.5 times more events than the previous year (145 events in 2024 compared to 56 in 2023). Similarly, Southeast Asia and South Asia regions saw a 1.5-fold increase in events, with Southeast Asia participating in 144 events (up from 97 in 2023) and South Asia completing 158 events (up from 100 in 2023).

The international recruitment team has actively participated in various events, from school fairs and public exhibitions to agent training sessions and fairs, aiming to maximize outreach across diverse platforms. Recruiters in emerging markets, such as North Africa, Latin America, and Southeast Asia, are more familiar with their regions and are adopting a more aggressive approach in their outreach efforts, with plans to double their activities in some areas. The primary goal is to build a robust top-of-the-funnel pipeline and generate as many applications as possible for undergraduate and graduate programs.

	Event Days	
Region	**2023/24** (Actuals)	**2024/25** (Estimated)
North Africa	15	,
Latin America	145	267
East Africa	61	110
East Asia	127	133
South Asia	158	291
Middle East	101	97
North America	73	93
Southeast Asia	144	122
West Africa	43	84
Total	867	**1321**

Strengthen Agent Relationships: Built a deeper connection with recruitment agents and partners by providing training, resources, and regular communication to ensure they represent the institution effectively, including adopting a bi-annual agent performance review and check-in strategy.

Growing the Agent Network: Actively expanded the recruitment agent network in diversification markets, reducing reliance on traditional regions and increasing exposure in emerging markets with growth potential. This strategy ensures a more resilient recruitment pipeline that can adapt to global challenges.

Leveraging Scholarships for Strategic Impact: Promote the Global Excellence Scholarship as a pivotal incentive to attract high-achieving international students. This scholarship, designed to recognize academic excellence and global impact, is a powerful tool to strengthen recruitment efforts in established and diversified markets.

Build Sustainable Recruitment Models: Prioritizing efforts that balance short-term enrolment goals with long-term institutional needs, fostering a sustainable and adaptable recruitment framework, including continuously evaluating market data and trends to adapt strategies in response to global challenges such as economic shifts, visa policy changes, or geopolitical events.

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

International Student Centre Transition Programming: Each semester, the International Student Centre (ISC) delivers a comprehensive range of arrival and welcome programs to help incoming international students transition smoothly to life and studies in Canada. These programs include prearrival, arrival, and post-arrival programming from both in-course student perspectives and staff perspectives. The ISC provides essential support across critical areas such as immigration, OHIP equivalent healthcare, travel visas, rental accommodations, academics, and mental health. Table 3 outlines the services offered and the number of students supported through these initiatives.

Partnering with Community Organizations: The ISC collaborated with local cultural and advocacy groups to co-host events or provide resources that reflect the diverse identities of the student body, such as the Multicultural Council, New Canadian Centre of Excellence, South Asian Centre of Windsor, as well as student clubs and societies.

Culturally Relevant Programming: The ISC hosts, supports, and encourages campus clubs and societies to offer a variety of virtual and on-campus events celebrating cultural milestones, holidays, and achievements to foster a shared sense of connection among students from diverse backgrounds. Programs included celebrations of festivals such as Diwali, Lunar New Year, Nowruz and Eid, and recognition of significant achievements like International Education Week, creating opportunities for students to share and honour their cultures.

Highlighting Inclusion in Recruitment: Team members emphasize the University's commitment to diversity and belonging by showcasing welcoming and inclusive physical and virtual spaces during recruitment activities. This included immersive virtual campus tours featuring essential facilities such as prayer rooms, cultural lounges, and accessible study areas, along with newly launched faculty-based virtual tours that provide prospective students with tailored insights into academic environments and resources within their chosen fields of study.

Interactive and Inclusive Digital Platforms: Developed online recruitment events, webinars, and student portals that are user-friendly, multilingual, and visually inclusive to cater to diverse audiences. Notable initiatives include the Spring/Fall Virtual Open Day and Unibuddy, a student-to-student engagement platform providing prospective students with accessible and personalized connections.

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

Supported professional development by encouraging staff participation in the CBIE Annual Conference and Ontario Regional meetings. These events offer valuable insights into best practices, emerging trends, and collaborative opportunities in international education, equipping attendees to implement innovative strategies, enhance institutional initiatives, and advance the University's global engagement objectives.

5. Telling Our Stories and Sharing Our Knowledge
Efforts in internationalization and global engagement focused on creating compelling narratives and resources to connect with prospective international students and showcase the University's offerings.

Digital Engagement: A series of targeted email campaigns invited prospective students to pre-departure webinars, program-specific sessions, and other virtual events to support their transition to the University. These

initiatives emphasized accessibility and personalized communication, enhancing student preparedness and confidence in their decision to join Windsor's diverse academic community.

Innovative Print Resources: On the print side, the development of the International Viewbooks for both the 2024 and 2025 cycles demonstrated a commitment to providing prospective students with tailored and visually engaging resources. Key messages, such as "A Pathway to a Brighter Future (2024)" and "Embrace Your Next Challenge. Find Your Pathway to Success (2025)," highlighted the transformative opportunities available at Windsor. International Flyers featuring undergraduate and graduate programs were also created for both cycles to provide concise and impactful information to prospective students globally.

Storytelling Through Multimedia: In response to specific needs, social media campaigns and website updates further amplified the University's international presence, sharing the stories and successes of current students and alums. These efforts showcased Windsor's commitment to global impact and its role as a leader in international education.

These initiatives directly support *Aspire's* vision of empowering a brighter future by fostering global connections and creating pathways for success, ensuring the University of Windsor remains an inspiring destination for students worldwide.

6. Improving Institutional Processes and Coordination of Services

Strategic Priorities

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

    The Office of the Vice-President, Research and Innovation, leads the internationalization of research, scholarship, and creative activities. In 2023, the University of Windsor hosted 65 international post-doctoral fellows and 36 international visiting scholars (compared to 3 Canadian visiting scholars). While a final total of global research funding is not yet available for the reporting period, funding is received mainly from private sector and not-for-profit partners outside Canada. A small number come from the states' international granting agencies, such as the National Institute of Health and the National Science Foundation. Additionally, 32 active research projects list a global collaboration during this period.

2. Advancing the Journey toward Truth and Reconciliation

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

    Graduate Enrollment
    This year, UWindsor has seen an increase in the diversity of countries represented among graduate applicants and enrolled students compared to 2023, despite overall enrollment being higher last year. Notable trends include significant growth in international students transitioning from within Canada and a rise in applications and registrations from emerging markets such as Latin America and North Africa. For instance, graduate registrations from Latin America increased from 12 in 2023 to 30 in 2024, and registrations from North Africa grew from 121 in 2023 to 132 in 2024. Additionally, applications from China have doubled, with enrollments rising from 194 in 2023 to 258 in 2024.

    Undergraduate Enrollment
    On the undergraduate side, steady growth is evident in key emerging markets, including Brazil, North Africa, and West Africa, reflecting a broadening global reach. Table 2 illustrates the international enrollment trends by country and region.

Go Global STEPS/iWIL Go Global

During the reporting period, 50 students participating in faculty-led experiences abroad received support from Go Global STEPS funding. A further 46 students also benefited from the iWIL Go Global program. Across the two programs, $146,350 was provided to support global learning opportunities for University of Windsor students. Tables 4 and 5 illustrate the funded trips.

Also, a Go Global coordinator was hired during this reporting period to help manage the program (October 2023). Since their hiring, this individual has streamlined the application process for students, created and delivered travel safety presentations, and made a student resource guide and student safety guide.

4. <u>Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone</u>

   Experiential Learning
   Delivered by Co-operative Education & Workplace Partnerships, students participated in co-op work terms around the globe. Co-op work terms within Germany (Herzogenaurach and Schweinfurt) are starting to increase again post-COVID and offer students an opportunity to enrich their student experience by working in a full-time, paid position relevant to their degree program for 12 to 16 months while learning the German language and growing personally as they use vacation time to travel the globe. Twenty global placements for co-op students (Table 6) throughout this reporting period offered diverse work experiences worldwide.

   Additionally, the Career Centre offers sixteen specific workshops for international students. The estimated number of international students attending these workshops is 1,700+. As the data in Table 7 shows, international student attendance has surpassed our domestic students. Likewise, individual appointments scheduled with career advisors within the Career Centre continue to increase for international students and outpace domestic student engagement (Table 8).

   Global Learning Opportunities – Student Exchange
   During the 2023 – 24 academic year, 75 University of Windsor students participated in a student exchange program abroad. In the same period, 79 international exchange students studied at UWindsor.

5. <u>Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus</u>

6. <u>Generating Local and Global Impact through Partnership and Community Engagement</u>

   Institutional Partnerships
   Aligned with the University of Windsor's strategic plan, "*Aspire: Together for Tomorrow,*" the institution has strengthened its global footprint by signing and executing 18 international partnership agreements during the reporting period. These agreements encompass transfer pathways, reciprocal student exchange programs, and general Memoranda of Understanding (MOUs), fostering academic collaboration and enhancing mobility opportunities for students and faculty. These partnerships reflect the University's commitment to driving global impact through strategic alliances. Table 9 provides a detailed summary of agreements by partner institutions.

   Delegations
   Supporting "*Aspire's*" priority to nurture meaningful global connections, the University hosted official delegations from France and the United Arab Emirates. These visits provided opportunities to deepen collaborative ties, share best practices, and explore innovative academic and research initiatives. Beyond formal delegations, the University welcomed many visiting scholars and dignitaries facilitated by the Global Engagement Team, further enriching the University's academic community and contributing to its strategic vision of global engagement.

Outbound Partnership Engagement

Building on *Aspire's* goals of fostering local and global impact, the University significantly expanded its outbound partnership engagement efforts. Strategic visits to critical regions, including Latin America (Mexico, Colombia, and Brazil), Africa (Nigeria, Kenya, and Morocco), the Middle East (Egypt and UAE), India, and the ASEAN region (Vietnam), underscored the institution's commitment to enhancing student mobility, forging academic partnerships, and exploring collaborative research opportunities.

Through participation in major global education events such as CBIE 2024 (Vancouver), NAFSA 2024 (New Orleans, LA), and EAIE 2023 (Rotterdam, Netherlands), the University strengthened its international profile. It engaged in B2B meetings to advance institutional priorities. These efforts resulted in new academic collaborations, expanded research networks, and increased opportunities for bilateral student and faculty exchanges, aligning with *Aspire's* vision of being a globally engaged institution.

Challenges

International Student Enrolment

The past year has presented significant challenges for Canada's international education sector. As the primary source of international students, India's strained diplomatic relations with Canada have exacerbated existing difficulties. Moreover, public perception of international students has shifted, with these students increasingly facing negative headlines and political pressures. Once celebrated for enriching Canada's diversity and contributing to its social and economic fabric, international students now contend with a growing wave of skepticism that risks overshadowing the benefits they bring.

Over the past 10 months, government policy changes have rapidly altered Canada's image as a welcoming and inclusive destination. These changes include:

- A proposed two-year cap on issuing new study permits for international students,
- The introduction and expansion of the Provincial Attestation Letter (PAL) requirement to all international students,
- New language score requirements for PGWP eligibility,
- Restrictions on PGWP eligibility, including field-of-study requirements for non-degree learners and
- Limitations on work eligibility for spouses of international students.

These measures have created significant barriers for Canadian institutions and tarnished Canada's reputation as a top destination for international education. As a result, many prospective students are reevaluating their plans to study in Canada, with some opting for countries in the UK, Australia, and the US, where conditions are perceived as more favourable.

Internally, processing times for admissions and inconsistent admissions decisions remain pressing concerns. While many institutions have improved post-pandemic processing times, ours have lengthened compared to two years ago. Additionally, inconsistent admissions decisions in essential graduate programs reflect a lack of standardized criteria and a limited understanding of diverse applicant markets, creating further challenges in attracting and retaining international students; however, mitigation strategies have been identified and implemented.

Future Actions/Initiatives

Global Engagement Committee

Building on the recommendations of the 2022–23 APC report on Global Engagement, the Global Engagement Committee was established in Summer 2024. With representation from each Faculty and vital administrative units, the committee will continue to serve as the governing body for the cascading internationalization plan. In 2024/25, the committee will focus on advancing internationalization and global engagement initiatives across campus, ensuring alignment with institutional priorities and fostering stakeholder collaboration.

Cascading Plan
As part of the Internationalization Framework outlined in the 2022–23 APC report, consultations are underway to develop the cascading plan under the *Aspire* strategy. In 2024/25, the plan will undergo finalization and approval, laying the foundation for a cohesive approach to internationalization and global engagement. This initiative will guide efforts to integrate "global" into academic, research, and service priorities across the University.

Relocation of the International Student Centre (ISC)
The planned relocation of the ISC in 2025 remains a priority initiative. Renovations for the new, more visible, accessible space are anticipated to enhance support for the growing international student population. Proximity to major International Course-Based Master's programs, such as MEng and MoM, will improve access to services and resources, further fostering a sense of community and connection for international students.

<u>Recommendations for Senate consideration (if any)</u>

None

Appendix A: Data

Table 1. International Conversion Funnel

Degree Level	2022 - 23			2023 - 24		
	App.	Conf.	Reg.	App.	Conf.	Reg.
UGRD	5335	1703	611	4894	1586	535
GRAD	12564	4927	3187	14257	4668	2059
Total	17899	6630	3798	19151	6254	2594

Table 2. International Enrolment by Country/Region

Territory	2022 - 23			2023 - 24		
	App.	Conf.	Reg.	App.	Conf.	Reg.
North America	1111	333	168	1964	698	388
Oceania	8	3	0	6	1	0
LATAM	234	71	31	220	76	36
Brazil	24	7	3	32	12	11
East Africa	412	132	40	477	143	33
West Africa	2299	600	225	3301	824	213
North Africa	1065	325	132	1281	416	151
South Asia	8158	3751	2614	5583	2312	1202
Middle East	2296	676	294	2541	741	221
Southeast Asia	284	99	64	335	90	50
East Asia	2008	633	227	3411	941	289
Total	17899	6630	3798	19151	6254	2594

Table 3. International Student Centre Programming

Service Offering	Number of Students Supported	
	Fall 2023	**Winter 2024**
International Student Advisor Walk-ins and Appointments	1504	1694
Uncategorized appointments (ISC Front Desk Walk-in Inquires)	636	494
Walk-ins and appointments with Health Administrator	37	54
Appointments with Exchange Administrator	266	298
Incoming Exchange Students Appointments with Exchange Administrator	266	298
International Student Orientation	658	597
Before You Board	535	394
Rent Smart	255	172
Soft landing	134	65
Suitcase to Backpack	204	134
Immigration workshops	1097	976
Lunch and Learns (Fraud/Scams, Navigating the Canadian Medical System, Dating and Relationships, etc.)	39	58
Income Tax forms completed	--	100
Speed Friending	61	31
SIN Clinics and SIN Workshops	342	243

Exchange Outgoing Orientation	38*	94*
Weekly Community Legal Aid hours and presentations	9	3
Emails @intladvisors	1120	1169
Emails @gship	1981	1252
Emails @isc	2013	2172
Emails @exchange	2114	2288

* - Includes parents

Source: International Student Centre

Table 4. Go Global STEPs Trip Information

Trip	Faculty	Faculty Leader	Trip Date	Number of Students	Funding Dispersed
Iceland	Science	Cioppa	May 2023	11	$9,000
Scotland	Science	Albanese	August 2023	16	$33,000
Costa Rica	Business	Walker	October 2023	11	$22,900
Costa Rica	Human Kinetics	Vallee	April 2024	12	$22,000
			TOTALS	50	$86,9000

Source: International Student Centre

Table 5. iWIl Go Global Trip Information

Trip	Faculty	Faculty Leader	Trip Date	Number of Students	Funding Dispersed
Germany	Engineering	n/a	June 2023	6	$5175*
Germany	Engineering	n/a	September 2023	1	$750
United Kingdom	Business	n/a	January 2024	1	$1500
China	Education	Xu	April 2024	7	$9,250
Tanzania	Education	Beckford	April 2024	31	$42,775*
			TOTALS	46	$59,450

*Funding is still in progress.

Source: International Student Centre

Table 6. International Co-op Placements by Term

Term/Year	Locations of Placements	Total Placements
Summer 2023	Germany	6
	USA	1
Fall 2023	Germany	4
	USA	1
	United Arab Emirates	1
Winter 2024	Germany	4
	USA	1
	China	1
	India	1

Source: Office of Experiential Learning

Table 7. Career Workshop Attendance by Visa Status

# Workshop Attendances	Year		% of Total	
	2022-23	**2023-24**	**2022-23**	**2023-24**
International	1729	1756	79.6%	76.4%
Domestic/PR/Ref	440	546	20.2%	23.7%
Total	**2169**	**2302**	100%	100%

Source: Office of Experiential Learning

Table 8. Career Appointment Attendance by Visa Status

# Workshop Attendances	Year		% of Total	
	2022-23	**2023-24**	**2022-23**	**2023-24**
International	979	1092	55.6%	61.0%
Domestic/PR/Ref	783	699	44.4%	39.0%
Total	**2169**	**2302**	100%	100%

Source: Office of Experiential Learning

Table 9. New and Renewed Institutional Partnerships

Country	Partner Institutions
Australia	Central Queensland University* University of Tasmania* La Trobe University*
China	Southwest University*
Germany	University of Mannheim*
India	Maharaja Sayajirao University Baroda Indus Training and Research Institute Birla Institute of Technology Mesra Indian Institute of Technology Indore
Italy	University of Udine*
Japan	Nagoya University
Kenya	Technical University of Kenya
Mexico	Monterrey Institute of Technology and Higher Education*
Republic of Korea	Ewha Woman's University*
Spain	University of Valladolid Universidad Europea
United Arab Emirates	University of Sharjah
United Kingdom	Glasgow Caledonian University

*Indicates renewed agreement.

University of Windsor
Academic Policy Committee

5.3: **Centre for Teaching and Learning (CTL) Annual Report (2023-2024)**

Item for: **Information**

Submitted by: **Jessica Raffoul, Director, Centre for Teaching and Learning**

To view the full, more in-depth Centre for Teaching and Learning Annual Report, go to:
https://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/ctl-annualreport-2024.pdf

See attached.

Centre for Teaching and Learning Report to APC (2023-24)

Introduction

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

The following report includes a summary of CTL initiatives from July 1, 2023 through June 30, 2024. For additional details (i.e., qualitative and quantitative data, outreach, etc.), please refer to the [full CTL Annual Report](#).

Addressing Foundational Commitments

1. Establishing and Implementing an Institutional Data Strategy

The CTL continued to explore avenues for collecting data for use in curriculum development and review, and student achievement and retention. Work included:

- Testing D2L's PerformancePlus package, an add-on to Brightspace that facilitates the creation of customizable dashboards for learning analytics, and exploring the potential of this tool for tracking and analyzing learning outcome for Engineering's upcoming accreditation.
- Exploring the use of Quicksight and PowerBI for visualizing and analyzing learning outcome data from Brightspace.
- Volunteering to pilot D2L's Outcomes Achievement dashboard, consulting with Engineering, Law, Nursing, FAHSS, Science, Human Kinetics, and Odette on the viability of this tool; and planning a small test pilot in Business.
- Providing support for our in-house Curriculum Mapping Aid (CuMA) and assisting with the extraction and analysis of curricular data for cyclical review and accreditation.
- Working with the Office of Quality Assurance (QA) and the University Secretariat to strategize on systems for workflow and data collection and analysis.
- Participating in the Strategic Enrollment Management Planning strategy development sessions, co-leading a team focused on evaluating the limitations and potentials of Early Warning Alert systems and datasets.

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

The CTL collaborated with nearly all service units and departments, and offered programming designed to build cross-campus collaboration and foster community (e.g., [Appendix A & B](#), [CTL Full Report](#)). Initiatives included:

- Hosting networking events for instructors and graduate and teaching assistants, engaging hundreds of participants: these included communities of practice, book clubs, mentoring groups, and networking lunches.
- Collaborating with the campus community as members, chairs, or co-chairs of 82 UWindsor committees.
- Building capacity for educational leadership and institutional learning through the development and selection of a Teaching Leadership Chair in Educational Leadership: Dave Andrews (Kinesiology).
- Offering a Teaching and Learning Senior Fellowship Program for retired faculty members with a record of educational leadership, to provide a plan for a project that advances teaching and learning at the University.
- Collaborating with retired and mid- to late-career faculty members on teaching and learning workshops, communities of practice, and adjudication committees for teaching and learning grants and awards.
- Working with cross-campus representatives on the development of the UWindsor Teaching and Learning Plan.

"The [Early Career Mentoring Group] provided an outlet for me to connect with colleagues from across campus, build my professional network, and demystify institutional processes. It's helped me to feel more comfortable and confident in my teaching, research, and service work all while providing me with the emotional support needed to navigate institutional contexts."

~ Participant Feedback

3. <u>Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces</u>

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

- Leading and facilitating the use of the learning management system (LMS), Brightspace: just under 2,000 instructors and staff, and more than 18,500 students, accessed a course in Brightspace; and 3,868 courses across all Faculties had active Brightspace course sites across all terms.
- Chairing or co-chairing nine LMS-related committees, including the cross-campus LMS Advisory, to engage campus partners on the planning, maintenance, and use of the LMS.
- Offering 61 Brightspace-related sessions to instructors representing all Faculties, and supporting 1,149 visits in the virtual drop-in: 99% of people who provided feedback on the drop-in noted they were extremely satisfied.
- Resolving 92.4% of LMS-related tickets submitted in TeamDynamix.
- Continuing to offer after hours support through D2L's virtual help desk: campus members asked the virtual assistant more than 700 questions.
- Developing instructional materials on the use of Brightspace: the website had over 4.8 million views, and more than 1,300 unique users accessed "How To" resources.
- With IT Services, drafting the [LMS Policy](#) and [Standards Operating Procedures](#), establishing transparent principles and procedures to ensure safe and secure use, maintenance, and administration of the LMS.
- Supporting and completing LMS integrations for McGraw Hill and the Textbook Pass Program.
- With IT Services, beginning consultations with Assumption University to migrate their users into Brightspace.
- Supporting the integration and use of Turnitin, the campus similarity checking software in Brightspace: 772 unique classes used this software during the reporting period.
- Hosting an onsite visit, and monthly virtual meetings, with D2L representations to discuss the University's use of the LMS, storage limits, and additional features of the system.
- Administering a survey to campus members to gather early insights on Brightspace: 2,074 users completed the survey, with the majority of respondents rating their experience as "Good" or "Excellent".
- Receiving invitations to share LMS implementation strategies with international audiences.
- With IT Services and the Office of Open Learning (OOL), earning the Employee Recognition Awards [Service Excellence Award – All Service Interactions](#) for the LMS implementation.
- Engaging in a review of student response systems, peer review tools, and group member peer assessment tools.
- Acting as a member of the Classroom Prioritization Committee.

"As ever, you are worth your weight in gold."

"Invaluable service. Every drop-in session attended has been superb, often under time constraint/duress. Staff communication and technical skills truly exceptional, especially under such circumstances."

"Very to the point and super practical. This is one of the best teaching supports in the university. Thank you!"

~ Brightspace Drop-in Feedback

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

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

- Partnering with units across campus to host 151 registrants at 13 workshops designed for early career faculty.
- With the Office of the Provost, hosting the two-day New Faculty Orientation (NFO): sessions focused on teaching, course design, research, and tenure and promotion.
- Offering the Early Career Mentoring Program to 20 newly hired faculty members: monthly meetings focused on promotion, tenure, curricular challenges, work-life balance, self-care, and self-advocacy.
- Offering early career faculty preferential access to CTL programs.

- Providing opportunities for faculty to take on leadership roles as facilitators, committee chairs, council members, etc.
- Offering targeted support to 146 unique sessional instructors through CTL workshops and hosting a website designed for sessional instructors.
- With the Office of the Provost and Human Resources, working to find ways to provide sessionals earlier access to Brightspace so that they can begin planning their courses well in advance of the start of term.
- Hosting workshops for instructors, department heads, and graduate students, and four modules, focused on tenure, promotion, and teaching dossier development to 250 participants representing all Faculties.
- Providing course observations for instructors across four Faculties.
- Acting as members of the Student Evaluations of Teaching Task Force, the Student Perceptions of Teaching (SPT) Implementation Steering Committee, and the SPT Communications Committee; coordinating student feedback think-alouds; and revising SPT-related policies.

"The workshop was very effective in allowing for honest and uncomfortable conversations... and fostering understandings of equity that go beyond performativity. Every aspect of it was beyond challenging in a very effective way. This was one of the most thought-provoking and truly active workshops."

~ Workshop Participant Feedback

5. Telling Our Stories and Sharing Our Knowledge

The CTL connected with internal and external communities, highlighting teaching excellence and disseminating stories and resources through several outreach activities:
- Maintaining the CTL website, which boasted 35,883 unique pageviews, as well as the CTL's event registration system and curriculum services repository.
- Hosting the CTL's blog, Teach and Learn, and publishing 11 blog posts accessed by 4,464 users worldwide.
- Producing and distributing a monthly newsletter to 1,417 instructors, students, and staff.
- Hosting a Faculty Spotlight Series, which featured teaching and learning stories from faculty members in FAHSS, Education, Law, Business, and Science.
- Launching Brightspace Bulletins, a monthly email series sharing LMS-related features and announcements.
- Producing captioned teaching and learning-related videos shared via the Centre's YouTube Channel.
- Building a more robust social media presence, using free tools such as LinkedIn to promote programming.
- Distributing news articles, events, and resources through the University's mass email system and Daily News.
- Engaging in a redesign of CTL branding and promotional materials to create a more coherent, aligned identity.

6. Improving Institutional Processes and Coordination of Service

The Centre reviewed its own offerings to enhance user engagement, and partnered with campus units to review programming, course delivery, and cyclical review processes to inform and streamline practices. Efforts included:
- Completing a review and analysis of the Centre's annual reports over the last decade to identify trends, opportunities for collaboration, and overlap with other areas on campus.
- Engaging in numerous activities to review and inform CTL programming, including regular meetings with CTL employees; consultations with campus members; review of attendance data, workshop feedback, and types and duration of sessions; and the creation of semantic models and dashboards on event engagement across Faculties.
- Drafting Performance Goals and a Service Level Agreement for the CTL.
- As members of the Quality Assurance Audit Team, supporting the development of the University's quality assurance self-study the upcoming audit conducted by the Quality Council (QC).
- With the Associate Vice-President, Academic, responding to the University's academic program audit, identifying ways to streamline and enhance program development processes on campus.

- Partnering with Office of QA to offer a New Cyclical Program Review Cycle Orientation Session to members in Human Kinetics, Computer Science, Physics, and English; and revise the cyclical review template.
- As a member of the Academic Policy Committee (APC) Subcommittee on Cross-Listed Courses, contributing to drafting a new policy for release during the next reporting period.
- Joining the APC Subcommittee on Artificial Intelligence (AI) during the end of the reporting period, and supporting the group as they drafted and released sample statements regarding AI for use in UWindsor syllabi.

Advancing Strategic Priorities

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

The Centre provided funding programs, conducted research, and established national and international partnerships to enhance support for scholarly teaching and position the University as a leading institution in teaching development:

- Funding six instructors from three departments through the Centred on Learning Innovation Fund.
- Continuing to support past recipients of the Nanadagikenim: Seek to Know Grant.
- Awarding travel funding to instructors and students from Education, FAHSS, Kinesiology, Nursing, and Science to disseminate teaching and learning research at conferences.
- Mentoring faculty members engaging in the scholarship of teaching and learning (SoTL) through one-on-one consultations, feedback on research, and resource dissemination.
- Offering a six-week course on SoTL, where participants conceptualized a SoTL project and dissemination plan.
- Pursuing research into teaching and learning with output including 17 journal articles, two book chapters, 13 non-peer reviewed and online resources, 16 conference presentations, and 43 invited sessions.
- Launching new research projects focused on topics including educational leadership, deep and surface approaches to learning, neurodiversity and teaching, and more.
- Securing more than $200,000 in funding for research on teaching and learning including a SSHRC Partnership Grant with USaskatchewan and UBC to advance Indigenization in Canadian post-secondary institutions; and participating on an inter-institutional $2.4 million grant submission.
- Acting as reviewers for national and international journals, conferences, and granting agencies.
- Acting as members of the full Research Ethics Board (REB), the Delegated REB for SoTL, and the Delegated REB for Indigenization-related research.

"The structure and content of the [SoTL] course was well-organized, offering a coherent progression from foundational theories to practical applications....Creating an action plan that we can draw upon so that this research doesn't become something to be shelved was great...[and] I found it really helpful to learn about the ethical components of SoTL research...Thank you for sharing your passion. Your love for teaching and research came across very clear and your ripple effect is bigger than you know!"

~ SoTL Course Feedback

2. Advancing the Journey toward Truth and Reconciliation

The CTL's support of the Indigenization of curriculum and teaching practices continued to evolve, both on campus and nationally. Initiatives included:

- Hosting 275 faculty, staff, and student participants at 12 campus-wide workshops.
- Designing and facilitating more than 20 invited sessions to service units and departments.
- Holding hundreds of consultations – many ongoing – with instructors representing all Faculties on campus; and consulting with members from the Can Am Friendship Centre, St. Clair College, and the CBC.
- Funding projects focused on Indigenization of curricula in Business, Science, and Engineering, through the Curriculum Project Engagement Grant (CoPE) grant; and re-allocating funds to launch a second round of the Nanadagikenim Grant.
- Setting up the terms for an annual scholarship from D2L to support Indigenous students.

- Partnering with numerous campus units and community members to co-host the second phase of the CTL-funded Gikinoo'amaadiwag Cross-Cultural Instructional Skills Workshop.
- Providing support for PDC processes with respect to Indigenization of courses through consultations and council presentations.
- Acting as a member, chair, and/or advisor of the following internal and external groups: the Indigenous Education Council; CUBE: Indigenous and Black Student Talent Incubator; the Council of Educational Developers Community of Practice on Indigenous Knowledges; and the Indigenous Curriculum Specialist Network.
- Contributing to the rewriting of the terms of reference for the Indigenous Education Council.
- Acting as a flag carrier during the Celebration of Nations, carrying the Thunderbird Flag.
- Refining and updating CTL resources focused on Indigenous knowledges and curriculum.
- Participating in professional development sessions on and off campus, and incorporating Indigenous-related concepts, research, and practices in all University Teaching Certificate courses.
- Continuing work on developing a credit course on the Indigenization of curriculum and pedagogy, to be offered as part of the upcoming Graduate Diploma in University Teaching.
- Presenting conference sessions and invited presentations at local and national conferences and symposiums.
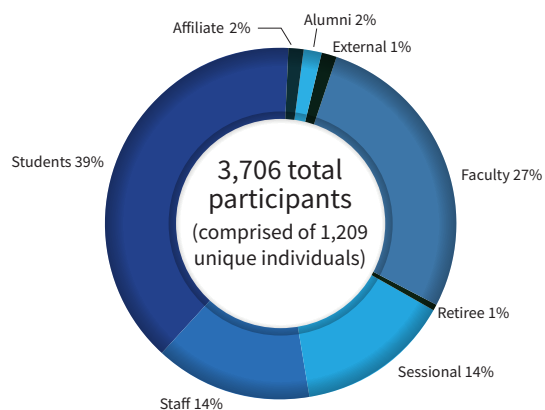

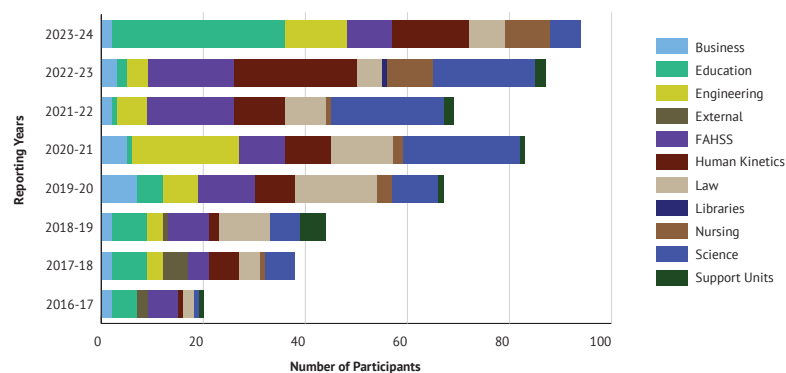3. Becoming an Increasingly Equitable, Diverse, Inclusive and Just University

The CTL launched and supported several initiatives, and contributed to institutional committees, processes, and policies, related to decolonization, equity, and accessibility. Work included:

- Engaging 231 participants representing all Faculties in 13 sessions focused on anti-racist pedagogies, decolonization, inclusion, and navigating diverse contexts.
- Leading the development of a framework focused on inclusion and intersectionality in teaching and course design, and engaging in extensive consultations with members from more than 10 departments and units, as well as representatives from universities across Canada.
- Creating resources focused on Anti-Black Racism and Anti-Racism and positionality and inclusivity statements; accessibility in curricular design; and creating accessible content in Brightspace.
- With Kaye Johnson (OHREA), jointly supervising a student working on collecting campus anti-racism initiatives.
- As part of a successful CoPE grant, collaborating with Interdisciplinary and Critical Studies and the Black Student Support Coordinator on a study engaging students on the creation of a Black Studies program.
- Partnering with Camisha Sibblis (Black Scholars Institute) on a successful proposal to redesign and launch an Instructional Skills Workshop for Black faculty, staff, and graduate students.
- Holding one-on-one consultations with instructors about universal design, accessibility, and inclusive teaching.
- Co-chairing the Accessible Postsecondary Education Committee, a cross-campus group tasked with supporting the University in maintaining/achieving compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
- Acting as members of the Accessibility Coordinating Committee, and supporting Senior Fellow, V. Mogyorody in her work and membership on the Accessibility and the Built Environment Committee, Human Kinetics Accessible Ramp Construction Documentation and Construction Administration Committee, and Human Kinetics Accessible Ramp Schematic Design/Design Development Committee.
- Acting as a member of D2L's Accessibility Interest Group and continuing to maintain and support the effective use of virtual spaces (i.e., Brightspace & related technology) for teaching and learning.
- Coordinating and hosting a panel of student presenters who shared stories about their experiences with accessibility and other intersecting elements at NFO.

Course, Program, and Workshop Attendance by Role

Affiliate 2%
Alumni 2%
External 1%
Faculty 27%
Retiree 1%
Sessional 14%
Staff 14%
Students 39%

3,706 total participants
(comprised of 1,209 unique individuals)

UTC Course Completions by Reporting Year and Faculty

Legend:
- Business
- Education
- Engineering
- External
- FAHSS
- Human Kinetics
- Law
- Libraries
- Nursing
- Science
- Support Units

X-axis: Number of Participants (0–100)
Y-axis: Reporting Years (2016-17 through 2023-24)

"Both the [Graduate Diploma in University Teaching] proposal brief and the program itself are well-organized, with objectives clearly described and aligned with the institution's mission and vision....Student learning is well facilitated throughout, most notably through a mentorship aspect which all students interviewed spoke very positively of.
This will be the first for-credit diploma program of its kind and there is strong student demand for it, with benefits including assisting in acquiring a faculty position upon graduation and recognition from other institutions."

~ GDip in University Teaching, External Review

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

CTL members have engaged with members representing all Faculties, departments, and teaching and learning-related support units on campus through workshops, events, consultations, and contributions to University policy, procedures, and governance. Work included:

- Offering CoPE to support the creation and enhancement of curricula: 11 distinct projects were funded across four Faculties (total: $65,835.73); and ushering the completion of CoPE projects funded in 2022-23, leading to advances in curricula focused on Indigenization, program development, and experiential learning.
- Consulting with departments on two new programs, numerous major program revisions, and accreditation.
- Working with instructors on all aspects of course design, and as members of New Program Steering, PDC, and PDC Advisory, supporting the approvals of all levels of program and course design and revision.
- Reviewing and providing feedback on more than 2,600 learning outcomes across 269 courses and 11 programs.
- Offering 153 courses, programs, and workshops to 3,706 total instructors, staff, graduate students, and teaching assistants (1,029 unique participants); and 43 invited sessions at departmental councils, orientations, and courses.
- Holding thousands of one-on-one consultations with instructors, staff, and students representing all Faculties.
- Developing and refining syllabus templates and resources on the Centre's main and Curriculum Services sites.
- Offering the University Teaching Certificate (UTC) Program: 106 people from across all disciplines have completed the program, many of whom are now in faculty positions around the world; 40 are actively working toward completion; and more than 15 are waitlisted for the upcoming academic year.
- Progressing on formalizing the UTC as a Graduate Diploma in University Teaching, the first for-credit diploma program of its kind in Canada: the CTL received all institutional approvals and engaged in a successful external review, anticipating Quality Council approval during the next reporting period.
- Working directly with more than 70 students through co-op placements, Ignite, course projects, committees, program reviews, and workshop facilitation, fostering opportunities for students to develop leadership skills.
- Partnering with Graduate Studies to oversee the GA/TA Network, a graduate student team tasked with supporting campus GA/TAs. This year's highlights included:
  - Offering professional development events to 1,036 total participants representing all Faculties; and additional sessions for Graduate Studies, Career Development and Experiential Learning, Lancer Care, etc.
  - Acting as graduate student representatives on campus-wide teaching and learning committees.
  - Sharing resources with thousands of GA/TAs through the LMS and social media accounts.
  - Securing sponsorships, including a 10-year gift agreement from the Graduate Students Society.

- Facilitating the GA/TA Awards for Educational Practice and Educational Leadership: recipients were Haesung Ahn (Engineering), Sheldon Fetter (Kinesiology), Mark Potter (Science), and Emily Varga (Science).
- Drafting and publishing the University of Windsor Graduate Assistant and Teaching Assistant Handbook.
- Supporting the Graduate Teaching and Learning Fellowship Program, an institution-wide program designed to provide targeted support to GA/TAs within Faculties: Fellows hired in Engineering and Human Kinetics distributed needs assessment surveys, coordinated workshops, developed resources, and presented at faculty councils.

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

The Centre worked to ensure faculty and GA/TAs were celebrated and supported in their work. Initiatives included:
- Recognizing equitable leadership practices, and awarding Kathy Pfaff (Nursing) and Dave Andrews (Kinesiology) with the Educational Leadership Award.
- Coordinating external teaching award nominations: Jess Dixon (Kinesiology) received the North American Society for Sport Management Distinguished Sport Management Educator Award.
- Participating on 10 on-campus and 2 external award committees.
- Consulting with departments on developing and refining teaching awards.
- Hosting sessions focused on well-being, care, and critical engagement for safe and inclusive classrooms.
- Working on encouraging work-life balance for CTL members, taking time to connect and celebrate achievements.

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

The CTL continued to foster and establish relationships with teaching and learning colleagues, associations, and institutions across the world. Efforts included:
- Hosting the CTL's 47th Visiting Fellow in Educational Development, Cynthia Korpan (University of Victoria) who consulted with faculty members and offered a workshop.
- Acting as members of 25 national and international societies, and 23 external committees and boards.
- Adjudicating grants offered by SSHRC and the Society for Teaching and Learning in Higher Education (STLHE).
- Joining national interest groups focused on accessibility and universal design.
- Engaging in inter-institutional research, and supporting granting schemes, focused on establishing relationships with local Indigenous communities.
- Establishing a listserv for Ontario post-secondary Brightspace users to encourage cross-provincial collaborations.
- Consulting with members from institutions including the Northern Alberta Institute of Technology, Michener Institute, Carleton, McLennan, Westfield State, Kennesaw State, Boston, Guelph, Victoria, UBC, and Madison.
- Connecting with national groups by acting as members of the STLHE's TAGSA Executive Committee.

Challenges

The Complexity of the Context: There are numerous challenges facing Canadian post-secondary institutions, and we are certainly not exempt. Internally, we've faced changes in leadership, and personnel, without the ability to backfill positions. For example, our former director moved into the role of Associate, Vice-President, Academic, and one of the CTL's AAS-LS assumed the CTL Director role, leaving a vacant AAS position; two AAS members took sabbatical leave; an AAS will begin a maternity leave in August 2024; and the remaining AAS member will assume the role of WUFA president in July 2024. Staff shortages, coupled with increasing demands for accountability and reporting (i.e., SMAs, SLAs) and the emergence of a new discourse across the sector (i.e., the cost v. revenue centre), are yielding an inevitable shift in culture away from collaboration and community. And so, like most units on campus, we are working to maintain our central values, and contain our workload, within an increasingly complex context, and with no budgetary relief in clear sight.

An Evolving Mandate and The Crisis of Expectation: Since the CTL was first established in 1976, it has undergone numerous reviews and changes in title and structure. What remains constant, however, is its focus on enhancing teaching processes and student learning. Under this umbrella, and given our mandate, our scope of work is quite large, and showing no signs of slowing down. We are seeing an increase in requests for support in areas including program design, assessment and academic integrity, Indigenization, incivility, and accessibility. Further, in response to shortages in staffing, we have attempted to cut back on offerings, but have faced a crisis of expectation – both from others and ourselves. We have always been a group that takes on more, and agrees to all, but we are now challenged with synthesizing our work, prioritizing some initiatives over others, and finding ways to communicate this externally.

Employee Well-Being and Morale: The CTL has played a central role in many urgent institution-wide crises and projects over the years (i.e., COVID-19 pandemic shift online, numerous LMS shifts, return to campus, SMA development, etc.), without much downtime. This has led to increasing issues with employee health, well-being, and morale. With current and emerging budgetary challenges, we are increasingly concerned about staff morale and well-being.

Future Actions/Initiatives

Community, Learning, and Integrity: Learning, community, engagement, trust building, and collaboration form the basis of our values in the Centre. We'll commit our time this year to highlight and celebrate educational enhancement and student learning over the weight of the context and its infatuation with metrics; explore systems and operations that support integrity-based decision-making in program and course design; encourage and support grassroots and novel approaches to teaching and learning; and offer programs (e.g., communities of practice, watercoolers, networking events, etc.) that enhance community building across and within units, and celebrate people and their collective efforts.

A Review, Re-Envisioning, and Prioritization of CTL Offerings: Given the challenges identified above, the unit has begun engaging in a review of our portfolio, and after consultation with campus members, we have identified the following areas of prioritization:

- Curriculum and Program Development (e.g., consultations on program design; sustainability in academic programming; evidence-based decision-making in programming)
- Student Engagement (e.g., highlight and explore factors related to student retention)
- Indigenization and Decolonization (e.g., support of Indigenization; launch Black Scholars ISW)
- Accessibility (e.g., focus existing grant calls on accessibility in teaching and learning; continue work as co-chair of the Accessibility Post-Secondary Education Committee; focus on accessibility in technology use)
- Graduate Diploma in University Teaching (e.g., upon approval, work on building the infrastructure)

Reflection, Rest, and Recognition: This year, we'll intentionally engage in group discussions on our challenges, successes, and aspirations, taking space to connect and regroup. We are certainly a nimble and adaptive unit, providing resources and offerings in response to emergent trends in higher education, but in light of our current challenges, it is critical that we find time to pause, rest, clarify our mandate, identify duplication with other units on campus, and make sure, in our collaborations with others, our efforts are recognized.

Recommendations for Senate consideration

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