University of Windsor

NOTICE OF MEETING

**There will be a meeting of the Senate
on Friday, November 8, 2024, at 2:30pm
LOCATION: Toldo Room 203 (2nd Floor)**

AGENDA

Land Acknowledgement

1   Approval of Agenda (Unstarring agenda items)

2   Minutes of the meeting of October 11, 2024   Approval
                                                                          S241011M

3   Business arising from the minutes

4   Outstanding Business/Action Items

5   Reports/New Business
   5.1   Program Development Committee
      *5.1.1   Program/Course Changes   **Lionel Walsh**-Approval
         (a)   Kinesiology – Minor Program Changes (Form C)   S241108-5.1.1a-c
         (b)   Engineering – Minor Program Changes (Form C)
         (c)   Nursing – Minor Program Changes (Form C)

   5.2   Academic Policy Committee
      *5.2.1   Leddy Library Annual Report (2023-2024)   **Isabelle Barrette-Ng**-Information
                                                                          S241108-5.2.1

      5.2.2   Office of Open Learning Annual Report (2023-2024)   **Isabelle Barrette-Ng**-Information
                                                                          S241108-5.2.2

      5.2.3   Textbook Pilot Program Update   **Isabelle Barrette-Ng**-Information
                                                                          S241108-5.2.3

      5.2.4   Generative Artificial Intelligence   **Isabelle Barrette-Ng**-Information
         a. University of Windsor Principles and Guidance on the   S241108-5.2.4
            use of Generative Artificial Intelligence (generative AI)
            Systems in Higher Education
         b. Website: Generative Artificial Intelligence at UWindsor (Draft)

   5.3   Senate Governance Committee
      5.3.1   Revisions to Bylaws 2, 5, 8, 10, 20   **Phil Dutton**-Approval
                                                                          S241108-5.3.1

      *5.3.2   Senate and Senate Standing Committee Diversity Report   **Rob Gordon**-Information
                                                                          S241108-5.3.2

*5.3.3 **Senate Meeting Scorecard – Results for Winter/**   **Rob Gordon-**Information
Spring 2024 Meetings   S241108-5.3.3

*5.3.4 **Senate Standing Committees – Membership**   **Rob Gordon-**Approval
S241108-5.3.4

5.4 **Senate Student Caucus**   **Natalie Atkin-**Information

5.5 **Report from the Student Presidents**   **UWSA/GSS/OPUS**-Information
5.5.1 **UWSA President**   **Ghallia Hashem-**Information

5.5.2 **GSS President**   **Amangel Bhullar-**Information
S241108-5.5.2

5.5.3 **OPUS President**   **Christopher Baillargeon-**Information
S241108-5.5.3

5.6 **Report of the Academic Colleague**   **Fazle Baki-**Information
S241108-5.6

5.7 **Report of the President**   **Robert Gordon-**Information

5.8 **Report of the Provost**   **Robert Aguirre**-Information
S241108-5.8

5.8.1 **Enrolment Management Update**   **Chris Busch-**Information
S241108-5.8.1

5.9 **Report of Vice-President, Equity, Diversity, and Inclusion**   **Clinton Beckford**-Information
S241108-5.9

5.10 **Report of Vice-President, Research and Innovation**   **Shanthi Johnson-**Information
S241108-5.10

5.11 **Questions Arising from Senate Information Session:**   **Robert Aguirre/Shanthi Johnson**-Information
Academic and Research Strategic Plan
(click to the SIS website)

6 **Question Period/Other Business**

7 **Adjournment**

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

University of Windsor
Senate

*5.1.1a: **Kinesiology – Minor Program Changes (PDC Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Bachelor of Science (Kinesiology and Health Studies) and associated degree completion programs and the Bachelor of Sport Management and Leadership and associated degree completion programs be changed in accordance with the program/course change forms; and that the Certificate in Sport Media, Communication and Social Issues for Beijing Sport University Students Admission Requirements be discontinued.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved the Faculty of Human Kinetics and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the October 24, 2024 Combined Program Development Committee PDF posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 1.0.

University of Windsor
Senate

*5.1.1b: **Engineering – Minor Program Changes (PDC Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for all   Bachelor of Applied Science programs be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The changes have been approved the Faculty of Engineering (September 11, 2024) and the Program Development Committee.
▪ Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the October 24, 2024 Combined Program Development Committee PDF posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 2.0.

University of Windsor
Senate

*5.1.1c: **Nursing – Minor Program Changes (PDC Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Bachelor of Science in Nursing programs be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The changes have been approved the Faculty of Nursing Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the October 24, 2024 Combined Program Development Committee PDF posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 3.0.

University of Windsor
Academic Policy Committee

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

Item for: **Information**

Submitted by: **Academic Policy Committee**

See attached.

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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** (e.g. citations, bibliometrics) 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 also advocates for the collection of broad and inclusive measures and metrics (for example: knowledge translation/mobilization activities, qualitative measures, impact narratives).
- **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 **individual study, 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 (gate count), 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 723,223 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 all 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 (administrative records documenting the university's history, organization, activities, programs, functions, and structures) 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, 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*

* Please note that this table captures data as calendar year due to reporting structures.

- 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 and territories.

- 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.

Advancing Bold Impactful Research, Scholarship, and Creative Activity by the Numbers , 2023-24	
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 open access journals supported by Leddy Library	17
Number of articles published by Leddy Library faculty members (peer reviewed)	11 (5)
Number of external scholarly and research presentations by Leddy Library 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 provides instruction to undergraduate and graduate students, as well as faculty, on a wide array of topics related to the evolving library, information, and knowledge context, including information access and retrieval, evaluation of information sources, data literacy, digital literacy, citation, publication supports, including open access options. Librarians provide curricular and extra-curricular instruction and workshops. In the 2022-2023 academic year, librarians taught 67 instruction sessions.
- 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 were 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, 2023-24	
Number of library instruction sessions	67
Number of pages printed	739,191
Number of laptops available for loan	27
Number of tutorial visits on website	1,392
Number of Information Technology Student Consultant questions	5,017
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 advocates 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 were brought 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, 2023-24	
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
Articles and books borrowed from other libraries *(Resource borrowing/Interlibrary Loans)*	Physical	2,868
	Digital	739
Articles and books lent to other libraries *(Resource lending/Interlibrary Loans)*	Physical	4,258
	Digital	456

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. (Non-exam period hours will be reduced from 116 hours per week to 96 hours per week, aligning Leddy Library with other Ontario University Libraries (80-116 hours/week)). 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. It is anticipated that the new space will be completed in the Winter 2025 semester. 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. **EFFICIENICES 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.

5. **TEXTBOOK AFFORDABILITY:** With student affordability a priority at our institution, addressing textbook costs is essential. New transparency legislation further supports campus-wide efforts. Leddy Library seeks collaboration with campus partners like the Centre for Teaching and Learning, the Office of Open Learning, Ancillary Services, and the Registrar to connect students with affordable textbooks. Key initiatives include expanding Leddy Library's course resource system (which provides licensed articles, eBooks, streaming videos, print books, and OERs), enhancing Copyright Clearance Services, and supporting the search for Open Educational Resources (OERs). OOL's support for the development of Open Education Resources to support University of Windsor programming will provide faculty with additional options. However, due to restrictive academic publishing models, licensing digital textbooks are often unaffordable or unavailable for libraries. Moreover, faculty may face challenges in replacing traditional textbooks with OERs or licensed resources. Thus, collaboration with Ancillary Services to offer affordable bookstore options and with the Registrar for transparency in costs will be crucial.

V.   Recommendations for Senate consideration (if any)

No recommendations at this time.

University of Windsor
Senate

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

Item for: **Information**

Submitted by: **Academic Policy Committee**

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.
  - o Dr. Farrelly's visit has led to a highly productive collaboration including 3 publications, and conference collaborations.
  - o 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.
  - o 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 credentialling 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

NOTE: The following future actions are based on current needs and resourcing. They will shift if resources or needs change.

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., Lanclos, 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., Kechego, 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., Kechego, 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) *Global EdD (Taught Doctorate) in Remote Pedagogy and Stewardship*. 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 Liquat, Wei Lu	6361	15100	8888	3736	Kaur, T., Higgison, A., Awada, A., Augnesh Mrong, A., Liquat, 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) *Future Activity*. University of Windsor. CC-BY-NC-SA	https://ecampusontario.pressbooks.pub/futuresuwindsor/

Title	Type	Authors	Col1	Col2	Col3	Col4	Citation	URL
Indigenous Pedagogies	OER	Jaimie Kechego, Lorie Stolarchuk	2365	4017	2385	1537	Kechego, 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/learnonline/
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/learner/
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 Szcyrek, and Ashlyne O'Neil	358	820	468	222	Reka, V., Szcyrek, 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 (2nd edition) (*Multiple versions for different classes*)	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/polssosc3300/
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 Szcyrek and Caiti Casey (contributed by Ashlyne O'Neil); adapted from Post-Secondary 101: The First Year Transition	2410	5332	667	213	Szcyrek, 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/ticl/
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/cuaidea/
*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/landacknowledgements/
		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 (Francais)	Nadia Gill and Rame Marie (supported by Ashlyne O'Neil)	49	https://h5pstudio.ecampusontario.ca/fr/content/52796
Le projet ADHD: Mini Presentation (Francais)	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 (Francais)	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)

UWindsor Committees		
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

External Committees		
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

GECDSB Education Committee (Chair, 2022)	Greater Essex County District School Board	Alicia Higgison
GECDSB Governance ByLaw Subcommittee (Chair, 2022)	Greater Essex County District School Board	Alicia Higgison
GECDSB 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
Senate

5.2.3:   **Textbook Pilot Program Update**

Item for: **Information**

See attached.

University of Windsor | Ancillary Operations

To:	Academic Policy Committee/Senate
From:	Shae Harasym, Director, Ancillary Operations
Date:	October 18, 2024
Subject:	UWIN Textbook Pass Program Update

Purpose

The purpose of this memo is to update you on what has occurred with the Textbook Pass program since Spring 2024 and provide some updated next steps.

Summer 2024 Pilot

The University of Windsor partnered with Follett Canada ("Follett") to pilot an "Inclusive Access" program for the summer 2024 semester. This pilot program has been titled UWIN Textbook Pass program. Faculty members were approached by the Campus Bookstore staff to volunteer their course to test the system and participate in evaluating the program. The pilot program is completely optional for instructors to participate in. Six faculty members volunteered their nine courses to be involved. The participating courses can be found at Appendix A.

Faculty selected their desired learning materials and there were no restrictions on what they could select. Once the faculty member selected their materials, Follett provided a discounted price from the retail textbook cost. The cost was individually assessed for each course based on the course material selected by the instructor. The discount ranged between 13% and 30% off the retail cost. No flat rate was charged to the student; each course has a different cost associated with its course materials. This cost is then charged to all students enrolled in the course through their uwinsite student account, along with other student fees.

The course material is provided to the student through the LMS, Brightspace, automatically once they are enrolled in the course. If a student drops or adds a course they are also automatically removed or provided access to the materials.

Students generally will have access to their materials for the duration of the term, however, where a course material is assigned for more than one course or semester, the Campus Bookstore will adjust the access period to suit the faculty member's desired access period. For example, if a first-year physics course needs the textbook for the fall and winter terms, the student will not be charged for both semesters, rather they will pay one fee in the fall and be provided access for the entire academic year.

Students received information around the program via email from Follett, the University, announcements online and in class from their instructor as well as language included in their course syllabus. Approximately **1,200 students were enrolled in the summer pilot** and we saw an **opt out rate of 8%**. Students were able to opt out of the courses individually and the opt out window was aligned with the add/drop date. **Students received their refund within 5 business days of opting out.**

Students received a questionnaire during the last 2 weeks of the semester with approx. 10% returning a completed questionnaire. Faculty members also received a questionnaire and were invited to share their experience at one of two virtual debrief sessions. Challenges in the summer generally included first-time technology glitches, which were quickly remedied and did not carry forward to the fall pilot.

Results from the summer pilot questionnaire included: **85% of students were very satisfied, satisfied or neutral about the program**. Only 15% of students were dissatisfied or very dissatisfied. When asked if the program made it easier to obtain course materials, 72% of students agreed, 19% were neutral and 9% disagreed. 77% of students agreed that

they were able to easily access their digital materials. It was identified that additional communications were needed explaining the new program to students and this was identified as a key area of improvement for the fall semester.

CTL, the unit responsible for maintaining Brightspace, is in communication with the bookstore and operations teams as issues arise. Tickets for any issues can be submitted through the IT ticket system. There is also additional technical support provided through Follett, Willo and the Campus Bookstore, including 24/7 telephone support, a second ticket system and the in person support of the campus store team. This support has alleviated the pressure on faculty members to navigate the technical issues experienced by students. Faculty members have cited this as saving "hundreds of hours" and being a "godsend".

Fall 2024 Pilot

The Fall 2024 pilot is an extension of the summer pilot. Faculty members were again approached in the same manner as the summer pilot. An effort was made to approach faculty members from various faculties, using a variety of publishers and different types of materials to have a good cross section to test the system with. As with the summer pilot, the faculty members participation was completely voluntary, and they again had full autonomy in selecting their course materials. The program is a digital first program which means that any participating course will see their students receive their course materials digitally, unless the materials were not available digitally then the students would receive a printed material. All fall participating pilot courses used digital materials.

The courses involved in the Fall 2024 pilot can be found at Appendix B.

Many of the participating courses were **already using a paid digital course material** so the benefit to their class was the technical support, discounted materials cost and ensuring that the students had everything they needed to be successful in the course on day 1. **The Fall pilot has approximately 7,700 students participating in 40 courses.** Based on the feedback of faculty members from the summer pilot, the fall pilot extended the opt out period to align with the financial add/drop date, providing free access to materials for a month.

Possible Future State

Overall there are three broad options:

Option	Under Consideration at UWindsor?
1) **"All Access" or "Equitable Access" Program** No opt out for faculty members/instructors Opt out model for students	**No** **Based on early feedback from Deans, this option has been eliminated.**
2) **Textbook Pass Program** Completely voluntary for faculty members/instructors Opt out model for students	Yes This option is what we are currently piloting. Based on the Summer and Fall numbers, there remains sufficient interest in having a Textbook Pass program as a voluntary option for faculty members.
3) **Do Nothing** Continue with the current model	Yes This is on the table however the bookstore is not financially viable, thus option 2 is being piloted.

Here are some pro's and con's currently under consideration for Option 2:

Pro's	Con's
Provides faculty members an option for digital delivery if that is their preference. Especially important for those who are already doing digital textbooks. Better service and support for students and faculty who would have used a digital book in either event. Student centric; this was requested by students, and the student feedback to date has been positive.	The campus community reaction has been negative outside of the majority of the participants within the Pilots. With all the other pressures on campus operations, it may not be worth it, even if this negative reaction has been largely because it is assumed the administration is pushing Option 1.

Keeps textbook revenues on campus.	
May allow for a higher commission rate to be paid by Follett on digital books (or will drive up volumes thereby driving up commissions), which supports the repayment of bookstore debt and eventually, supports the operating budget.	
No set up costs for the University.	
Reduces requirement for faculty members to update their Syllabi annually under the new MCU rules.	
The platform acts as a gateway and anonymizes student information as it is shared with publishers, protecting student data.	

Pilot Evaluations

The UWIN Textbook program pilot continues to be evaluated including assessment of: the technology, model, ethics of the model and vendor service. This includes identifying indicators of success in evaluating the program.

Possible indicators include:
- Student contentment with the system (questionnaire use)
- Instructor contentment with the system (questionnaire use)
- Usability/Ease of use (questionnaire)
- Stability of the system (ticket review)
- Feasibility of program
- Transparency in messaging
- Accessibility
- Training for instructors – quality, availability
- Training for students
- Vendor Support

We continue to use tools such as questionnaires, focus group sessions and continued conversations with faculty members and partners to evaluate the above in working towards a program recommendation for senior leadership. Members of the ancillary operations and Follett teams are scheduled to visit each Faculty Coordinating Council this fall (with the exception of the Faculty of Education) as another means to hear feedback from faculty members on the program.

The pilot program currently operates at McMaster University, Laurier and York University. Sheridan, Seneca, Centennial and Conestoga also run the program on their college campuses.

FAQ

Is the program voluntary for faculty members to participate in? Yes. There is no requirement for faculty members to participate, it is fully optional for faculty members.

Are there restrictions on course materials that can be selected by the faculty member? No. Any material selected by a faculty member can be included in the program from any publisher. Follett works with over 6,000 publishers and there is no restriction on what material faculty members may select for their course.

Are hard copy (print) textbooks available? Yes. It is up to the faculty member to decide what course material is best suited for their course whether that is digital or print.

What is the rental period of the digital textbook? The Bookstore continues to work with faculty members to identify these needs and adjust the rental period as needed. This is flexible as to a semester, 6 months, 12 months, indefinitely, etc. depending on the instructor's desired period of access.

Have the accessibility capabilities of the platform been reviewed? Yes, UW has reviewed and concluded that the platform used has an improvement of accessibility features as compared to the previous publisher provided platform(s). This includes text to speech at different speeds, annotation, highlighting, underlining, ability to listen while offline and other accessibility features. The Bookstore continues to work with faculty members and students to provide the student with the type of material they require to support their educational journey and accessibility need.

Appendix A: Summer 2024 Pilot participating courses

Course	Text Title	Prof
CHEM 1103	OWL for Chemistry for Engineering students	Keith Taylor
MSCI 1000	Intro to Business Statistics MyLab Statistics with Pearson eText -- for Business Stat	Yash Aneja
PSYC 1150	Revel for Psychology: From Inquiry to Understanding, Fifth Canadian Edition	Ken Cramer
HIST 2610	Give me Liberty in American History Vol 1 7th	Gregg French
HIST 2610	Voices of Freedom: A Documentary History 7th	Gregg French
PSYC 2360	Social Psychology	Ken Cramer
SOSC 2500	Basic Quantitative Methods MyLab Statistics with Pearson eText - for Elementary S	Ken Cramer
BSMM 8000	MyLab Business Communication with eText Student Access Code for Business Con	Tim Brunet
PSYC 3390	The Psychology of Health and Health Care: A Canadian Perspective	Ken Cramer
MGMT 1000	MyLab Business Communication with eText Student Access Code for Business Con	Sandra Neposlan

Appendix B: Fall 2024 Pilot participating courses

Course	Section	Text Title	Prof
PSYC 3200	All	Custom eBook: Psychological Testing Principles Applications and Issues University of	Cramer, Ken
FINA 4720	1	Investment Analysis and Portfolio Management	Abdool, Imran
ECON 8940	1	MindTap for Madura/Paskelian's Financial Markets & Institutions, 1 term Instant Access ISE	Abdool, Imran
STAT 2910	1,91	Custom eBook: Introduction to Probability and Statistics	Granville, Kevin
MUSC 1260	1	Listening to Music	Green, Thomas
MGMT 3830	1	International Human Resource Management	Christmas, Jaimie
PHYS 1400	51-79	HM Achieve for Physics Lab Manual 2 term	
PHYS 1300	51-60	HM Achieve for Physics Lab Manual 2 term	
PHYS 2100	51-68	HM Achieve 1 Term Physics Labs	Licciardi, Caio
BIOL 2111	1	Introduction to Genetic Analysis 12E	Barrette-Ng, Isabelle
ECON 1100	All	Achieve 1 term Principles of Microeconomics	
ECON 1110	All	Achieve 1 term Principles of Macroeconomics	
STEN 2900	1	ISE Entrepreneur	Schlosser, Francine
PSYC 2300	91	Methods in Behavioural Research	Cila, Jorida
MGMT 2400	All	Organizational Behaviour	Li, Y /Anazodo, K / Powers, .
COMP 1047	30,91	ISE Computing Essentials	Mayo, David
PSYC 2240	1	Adolescence	Lam, Phebe
CMAF 3410	1	Film Art: An Introduction	Virdi, Jyotika
POLS 1000	1	Canadian Democracy	Richez, Emmanuelle
POLS 2610	1	A Concise Introduction to World Religions	Amore, Roy
POLS 1600	1	Globalization of World Politics	Amore, Roy
SWRK 2100	1	Diversity and Social Work In Canada	Moasun, Festus
POLS 2330	1	Politics in the Developing World	Ovadia, Jesse
PHYS 1400	1,2	Modified Mastering Physics with Pearson eTex	Rehse, Steven
CHEM 1100	All	Modified Mastering Chemistry with Pearson eText	Dutton, Phillip
MGMT 1000	All	MyLab Business Communication with eText Student Access Code for Business Communica	Nepolson, Sandra
SOSC 2500	1	Basic Quantitative Methods MyLab Statistics with Pearson eText - for Elementary Statistics	Daros, Alexander
MSCI 1000	2	Intro to Business Statistics MyLab Statistics	Shahi, Shashi
SWRK 8503	1	Canadian Social Policy	Moasun, Festus
MGMT 2430	All	Human Resource Management	Sassine, Leann
PHYS 2100	1,2	Mastering Physics 18 week	Licciardi, Caio
MGMT 2400	All	Revel:Organizational Behaviour: Concepts, Controversies, Application	Mayville, Brooke
NURS 3960	All	Stamler and Yiu's Community Health Nursing A Canadian Perspective 2 year access	Crawley, Jamie
MUSC 1260	1	Concise History of Western Music	Green, Thomas

University of Windsor
Senate

5.2.4:   **Generative Artificial Intelligence**

Item for: **Information**

The Academic Policy Committee, through its Subcommittee on Generative AI, developed the attached *University of Windsor Principles and Guidance on the use of Generative Artificial Intelligence (generative AI) Systems in Higher Education*. The Subcommittee, comprised of faculty, staff, and students from a variety of disciplines and teaching and research foci, met bi-monthly from February to October 2024 and reviewed a wide range of sources and feedback. Under the leadership of the Director of Open Learning, a website has also been developed, which includes a link to a form for questions or feedback. (Generative Artificial Intelligence at UWindsor (Draft))

Please note that both the Principles and the website are living documents. These resources will be reviewed regularly and adapted as needed, as Generative AI is ever-changing and evolving.

See attached.

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

Contents

Acknowledgements

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 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

University of Windsor
Senate

5.3.1:   **Revisions to Bylaws 2, 5, 8, 10, 20**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

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

Proposed Revisions

Bylaw 2:

A.   Senate Meetings

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

[…]

Rationale:
- With convocations sessions held at the end of May/beginning of June, this necessarily results in two May Senate meetings due to the need to move the June Senate meeting to precede convocation. With conference season in May and fewer students on campus, having two Senate meetings is not an efficient or effective use of members' time. Rather, there would be one May Senate meeting, held at the end of the month. This would not impact academic approvals as the later May meeting would capture all reports and proposals for approval submitted to the Committees in time for their May meetings.

MOTION 2:   That the proposed revisions to Bylaw 5, 8, 10, 20 be approved.

Proposed Revisions

Bylaw 5:

2.4.2 Either on a recommendation for renewal or following a search, the Search Committee shall propose the name of a single candidate in writing with appropriate supporting material to the members of the AAU Council. At a meeting called on five calendar days' written notice, the AAU Council shall consider the recommendation of the Committee. Voting shall be by paper and/or electronic secret ballot conducted at the meeting and only eligible voting members who participated in the meeting shall be permitted to vote. A ~~, and a~~ simple majority of votes cast is required to endorse the named candidate. If the AAU Council does not have a quorum present at the

Page 1 of 3

time of the vote, there shall be a ballot conducted by the office of the Dean sent to all members of the AAU Council. The office of the Dean shall conduct the vote by either mail or electronic ballot. In the case of electronic ballots, the process as approved by Senate shall be employed. A simple majority of votes cast is required to endorse the named candidate.

Bylaw 8:

2.4.2   Either on a recommendation for renewal or following a search, the Search Committee with the agreement of the Dean shall propose the name of a single candidate in writing with appropriate supporting material to the members of the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council. At a meeting called on five calendar days' written notice, the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council, shall consider the recommendation of the Committee. Voting shall be by paper and/or electronic secret ballot conducted at the meeting and only eligible voting members who participated in the meeting shall be permitted to vote. A simple majority of votes cast is required to endorse the named candidate. If the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council, does not have a quorum present at the time of the vote, there shall be a ballot conducted by the office of the Dean sent to all members of the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council. The office of the Dean shall conduct the vote by either mail or electronic ballot. In the case of electronic ballots, the process as approved by Senate shall be employed. A simple majority of votes cast is required to endorse the named candidate.

Bylaw 10:

2.3.8   Either on a recommendation for renewal or following a search, the Search Committee shall propose the name of a single candidate in writing with appropriate supporting material to the members of the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council. At a meeting called on five calendar days' written notice, the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council, shall consider the recommendation of the Committee. Voting shall be by paper and/or electronic secret ballot conducted at the meeting and only eligible voting members who participated in the meeting shall be permitted to vote. A simple majority of votes cast is required to endorse the named candidate. If the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council, does not have a quorum present at the time of the vote, there shall be a ballot conducted by the office of the Provost and Vice-President, Academic sent to all members of the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council. The office of the Provost and Vice-President, Academic shall conduct the vote by either mail or electronic ballot. In the case of electronic ballots, the process as approved by Senate shall be employed. A simple majority of votes cast is required to endorse the named candidate.

Bylaw 20:

2.2.3   Following the search, the Appointments Committee shall propose the name of a single candidate in writing with appropriate supporting material to the members of the AAU Council or Councils and the executive of the other academic body. At a meeting called on five calendar days' written notice, the AAU Council or Councils and the executive of the other academic body, if any, shall consider the recommendation of the Appointments Committee and shall forward their recommendation to the Provost and Vice-President, Academic, through the Dean of the Faculty. Voting shall be by paper and/or electronic secret ballot conducted at the meeting and only eligible voting members who participated in the meeting shall be permitted to vote. A simple majority of votes cast is required to endorse the named candidate. If the AAU Council or Councils and the executive of the other academic body, if any, does not have a quorum present at the time of the vote, there shall be a ballot conducted by the office of the Dean sent to all members of the AAU Council or Councils and the executive of the other academic body. The office of the Dean shall conduct the vote by either mail or electronic ballot. In the case of electronic ballots, the process as approved by Senate shall be employed. A simple majority of votes cast is required to endorse the named candidate.

Rationale:

- Various Councils have indicated a preference for electronic ballots for ease and efficiency of tallying votes. For the purposes of hybrid meeting, the electronic process ensures anonymity of the vote. The revisions retain the requirement to hold a meeting to deliberate the Committee's recommendation, while allowing for the voting to be conducted immediately after. To ensure equity and fairness, only those present at the meeting and who were therefore part of the deliberations are permitted to vote in a ballot sent after the meeting, as would be the case had the vote occurred at the meeting. Where there is no quorum, all Council members can vote (as is currently the case) since there will have been no deliberations as the meeting would not have been called to order. This ensures all voting all members base their vote on the same information.

MOTION 3: **That the proposed revisions to Bylaw 20 be approved.**

Proposed Revisions

Bylaw 20:

1.2 Sessional Lecturer

Sessional lecturers (ranks I, II, III) are permanent members of the teaching staff with teaching duties as their principal function for eight consecutive months of the year, followed by a four-month furlough.

Rationale:

- Wording related to length of appointment or any furlough is removed as it is outdated information and unnecessary in the bylaw. The collective agreement provides for 9-month and 12-month sessional lecturer appointments.

University of Windsor
Senate

*5.3.2:   **Senate and Senate Standing Committee Diversity Report (2024-2025)**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

Updated: as of October 16, 2024

	Current Voting Members	Survey Responses	# Self-Identified as member of designated group	50/30 Challenge	
				50% Women-identified Persons	30% other designated group members
Senate	**81 (of 86)**	67[1,5]	59	34%	37%
Academic Policy Committee	**16 (of 17)**	13[1,2]	11	62.5%	12.5%
Program Development Committee	**20 (of 20)**	18[4]	15	25%%	65%
Senate Governance Committee	**20 (of 20)**	18[1]	16	45%	45%
Senate Student Caucus	**19 (of 22)**	16[1,3]	9	42.1%	26.3%

[1] still awaiting responses from members.
[2] one did not wish to identify.
[3] two did not wish to self-identify.
[4] three did not wish to identify.
[5] eight stated that they did not wish to self-identify.

NB: # of designated group members may not equal the number of individuals who self-identified, as individuals may have self-identified under more than one category. Responses are still coming in. It is difficult to know or be able to report that the University is meeting the federal 50/30 challenge (of which it is a signatory), without active participation by members. Efforts to gather responses will continue over the Fall. If additional responses are received, the report will be updated and a more complete report will be presented to SGC and Senate in the W2025.

University of Windsor
Senate

*5.3.3: **Senate Meeting Scorecard – Results from Winter/Spring 2024 Meetings**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

Summary of Feedback:
21 of 80 Senators completed the Winter/Spring 2024 Senate Meetings Scorecard. Overall, the comments reflected feedback from earlier surveys noting the improvement in tone and collegiality and the highly organized meeting materials.

The prevailing concern continued to be Senate's tendency towards operational matters rather than governance matters, with a request for more concise presentations, avoiding redundancy in presentations, and a greater focus on the academic governance. Some also expressed concern around the level of engagement and participation; and efforts to enhance Senator engagement in discussions, and creating a safe space to do so, will continue to be a focus, as active participation and diverse input are important components of effective governance.

SGC Recommendations for improvements:
1. Continue to begin each meeting noting that members are to be respectful in tone and of each other's time and that Senators are not to pursue personal interests but are to focus on the academic mandate of Senate and to act in the best interest of the University. The Chair should continue to limit the number of times members can speak to twice per item, in accordance with Robert's Rules of Order. When speaking to an item, members should be succinct and to the point, and are to limit themselves to new comments (not already made).
2. It is important to be able to ask challenging questions and to hold everyone accountable; transparency and accountability are hallmarks of good governance. Not everyone will have the same opinion on issues and it is therefore important that we create an environment where people are provided an opportunity to feel safe and comfortable in participating in the discussion on issues.
3. In light of the declining response rate, SGC has determined that the survey will be issued once a year in recognition of survey fatigue and in hopes of increasing response rates.

University of Windsor
Senate

*5.3.4:   **Senate Standing Committees – Membership**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That the Senate Governance Committee recommend to Senate the approval of the following Senate Standing Committee membership:**

Dr. Adriana Duquette, Faculty of Human Kinetics – Senate Governance Committee (Jan 1 - Aug 31, 2025)
Dr. Michael Macdonald, Faculty of Education – Senate Student Caucus (Chair)

University of Windsor
Senate

5.5.2:   **Report from the Student Presidents – GSS**

Item for: **Information**

Forwarded by: **Amangel Bhullar**

1. **Leddy Library Project –** The Leddy Library project is progressing with demolition and abatement expected to complete soon. The steering committee is scheduled for a 90% design review meeting in the coming weeks.
2. **GSS Excellence Awards Program –** This year, the GSS Excellence Awards Program continues to support academic excellence by funding 26 awards, totaling $48,000. Overseen by the Faculty of Graduate Studies, this program will continue to recognize the exceptional contributions of our student members within the community, on campus, and in the classroom.
3. **GSS "A Night at WIFF" –** In partnership with the Windsor International Film Festival (WIFF) for the third consecutive year, GSS hosted over 100 students at a pre-film gathering at 300 Ouellette, offering food and drinks before the main event. Over 250 students attended the film "Superboys of Malegaon" screening, strengthening connections with our downtown campus community.
4. **Student Enhancement Fund Partnership –** The GSS recently signed a new $9,000 agreement with the Odette School of Business's Master of Management (MoM) program through the GSS Student Enhancement Fund. This initiative, managed by the program director and supported by the student experience coordinator, has proven successful in enhancing the student experience, with similar success seen in the partnership with the Master of Engineering program.
5. **UPass Program –** Over 5,000 UPass cards were issued this summer through the opt-in program. Despite a price increase this fall, attributed to the City of Windsor's funding model for Transit Windsor, the UPass remains an affordable option for students. For $296, students have unlimited access to an 8-month pass, compared to the $920 cost for a similar pass purchased independently.
6. **Support for UWSA Food Pantry –** The GSS increased its annual financial support for the UWSA Food Pantry to $15,000, addressing the growing needs of international graduate students who frequently rely on this vital campus service. The UWSA continues to do outstanding work managing the pantry for all students.
7. **GSS Sponsorships and Strategic Partnerships –** GSS proudly sponsored the We-Spark Research Conference, the ChemiCon Research Conference, and the ISC Summer Fest. Additionally, GSS contributes $7,500 annually to the UWindsor Strategic Priority Fund in partnership with the Faculty of Graduate Studies, supporting the Research Conference Travel Grant for students attending research conferences.
8. **GSS General Elections –** The GSS General Elections have concluded, and the new Board will be ratified on November 1st. We are excited to welcome new board members and will collaborate with the Faculty of Graduate Studies to appoint six GSS student representatives to the FGS committee.
9. **GSS President –** Amangel will be serving on the AVP-Enrolment Management search committee.
10. The Graduate Student Society (GSS) of the University of Windsor is proud to announce a series of **financial pledges** to support various university initiatives:
    1. Football Team Trust: GSS pledges a donation of $5,000 to the University of Windsor, designated to support the Football Team Trust.
    2. Engineering Dean's Innovation Fund: GSS has committed to a $45,000 donation over three years to support the Engineering Dean's Innovation Fund, aimed at fostering innovation within the Faculty of Engineering.
    3. Cricket Pitch Project: GSS acknowledges its commitment to a $225,000 donation to the University of Windsor, designated for the development of a Cricket Pitch, enhancing recreational facilities for students.
    These contributions reflect our commitment to the university community, supporting both academic and extracurricular growth.

University of Windsor
Senate

5.5.3: **Report from the Student Presidents – OPUS**

Item for: **Information**

Forwarded by: **Christopher Baillargeon**

1) September 9th to 13th, 2024 – OPUS held its 14th Annual Appreciation Week. We had a great turnout by students with information and swag given for the Fall 2024 semester.

2) September 19th, 2024 – OPUS held its 22nd Annual Welcome BBQ. This event was well attended with over 600 students in attendance. Additionally, many awards and prizes were given during the event.

3) September 25th, 2024 – we participated in the annual campus community BBQ held on the River Commons, sponsored by the Office of the President and the Alumni Association. It was a great event with great weather with many students, staff, and faculty who were in attendance who enjoyed the event.

4) September 27th, 2024 and October 26th, 2024 – we held our Fall 2024 Free Pizza Friday events for all students. Both these events were well attended with over 200 students in attendance to receive a free slice of pizza.

5) October 2nd, 2024, and October 10th, 2024 – we held one session each day for a Part-time student Roundtable event in collaboration with Dr. Anouchka Plumb and Diane Rawlings from the Office of Student Experience as our presenters. These sessions addressed various questions in alignment with the Aspire Strategic Plan. Questions addressed student needs and what they would like to see improved on campus. Food was provided, charts were filled out with suggestions to be further reviewed later. It was well attended.

6) October 8th, 2024 – we participated in the United Way event held on campus at the CAW Student Centre with tabling and an information session to help contribute towards ongoing community programs and initiatives. This was a well-attended event, and we hope to improve upon its success next year.

7) October 9th, 2024 – some of our OPUS members participated in the Centre for Teaching Excellence Awards event held on October 9th, 2024, to recognize and acknowledge the teaching accomplishments of the many recipients receiving an award that evening.

8) October 10th, 2024 – we held our OPUS Fall Social event. Our panelists were Alyssa White in attendance for Little Graduates Tutoring Services, as well as Diane Rawlings and Dr. Anouchka Plumb from the Office of Student Experience as part of the Strategic Plan Project Team. Many students attended, and a lot of food and prizes were given throughout the event.

9) October 26th, 2024 – we participated in the Fall Open House event held in the CAW Student Centre Commons with tabling and an information orientation session. Many students attended and received WIFF passes for the movie festival running from Oct. 24th to Nov. 3rd, 2024.

10) The UPass agreement for our student members has also been renewed as previously mentioned, in partnership with GSS and UWSA, from September 1st, 2024, to August 31st, 2029.

Future events…
On November 1st, 2024, we will be hosting our OPUS 32nd Annual Awards Banquet.

University of Windsor
Senate

5.6:   **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Fazle Baki**

Academic Colleagues met on October 2-3, 2024

Krista Orendorff, Vice-President Public Affairs, presented COU's multi-year escalating advocacy strategy focusing on advocacy, stakeholder engagement, and communications.

 The following are key messages:
• Ontario's universities build the workforce. They prepare graduates with the skills and experience necessary today and lay the foundation for tomorrow's prosperity.
• Ontario's universities are graduating job-ready students. The latest Graduate Survey from the Ministry of Colleges and Universities shows that 95.1% of university graduates are employed within two years of graduating.
• Investing in long-term, stable funding for Ontario's universities means investing in the high-quality programs, services and resources students need to graduate job-ready.
• Government, business, community partners and universities must work together to ensure universities have the resources.

The discussion following the presentation focused on advocating to the public, including parents, and types of messaging that would resonate with these audiences. The Chief of Staff and Acting Corporate Secretary informed that the government is negotiating the SMA4 agreements and that government directives on the Strengthening Accountability and Student Supports Act had been released. She expressed concerns on an additional 10% cut to international student study permits, as well as the inclusion of master's and PhD programs in the cap. She assured that COU is continuing to advocate with the government for the full implementation of the Blue-Ribbon Panel's recommendations.

COU staff provided an update on the postsecondary accessibility standards. The standard was designed for students, but efforts are put on cohesion between that standard, the current elements of the Accessibility for Ontarians with Disabilities Act, and the Ontario Human Rights Code. The presentation was made available for further details.

On October 18, the Council of Ontario Universities issued an impact statement on international student cap, which has been published in Globe and Mail and Toronto Star. The cap will cost $300 million in the current year and $600 million in the next year, which is nearly $1 billion in the first 2 years. The statement reminded that 10 universities are facing more than $300 million in deficits in 2023-24.

University of Windsor
Senate

5.8:   **Report of the Provost**

Item for: **Information**

Forwarded by: **Robert Aguirre**

The Office of the Provost works collaboratively across the university to advance academic excellence. Guided by our strategic plan (*Aspire*: *Together for Tomorrow*), the office oversees long-range academic planning, teaching and learning, faculty innovation, student life and academic success, enrolment management, and institutional analysis. We are committed to promoting equity, sustainability, and the rich diversity of our campus.

1. **Campus Update—Odette Dean finalists on campus in November**
   After an exhaustive search generating many excellent candidates, I am pleased to announce that we will host three highly promising finalists for the Dean of the Odette School of Business on campus during the first two weeks of November, dates to be finalized soon. Candidates will meet a broad range of individuals and groups. We are hoping to identify a candidate of choice by the end of the calendar year. I encourage interested members of the university, whatever their discipline, to attend the public presentation and provide feedback to the search committee. I would like to thank the search committee for their excellent collegial work; it has been a privilege to collaborate with them on this project.

2. **Campus Update—Approval of new bachelor's degree in Mechatronics**
   I am happy to report that the Faculty of Engineering recently received approval for a new undergraduate degree in Mechatronic Systems Engineering (MSE). This program was created in response to many of Engineering's industrial partners who need engineers that are versatile in the content of both mechanical and electrical engineering. The Mechatronics program will have two unique areas of specialization: autonomous vehicles and intelligent manufacturing. Local industry leaders have identified both areas of specialization as the most relevant for the Windsor/Essex area. The program will offer both a regular and co-op stream with a schedule of classes similar to the other Bachelor of Applied Science programs. Congratulations to the Faculty of Engineering for the excellent work in getting this program off the ground!

3. **Odette School of Business Accreditation preliminary report**
   Odette is accredited by the AACSB, an honour bestowed on less than 6% of business schools worldwide. The AACSB Peer Review Team's recent visit to renew Odette's accreditation was a resounding success, although the formal announcement can only be made after receiving affirmation from the AACSB board. The team commended Odette on its strong focus on student support, innovative programming, and efforts to foster industry partnerships that contribute to outstanding student and alumni outcomes. Odette was also commended for its Equity, Diversity, Inclusion, Belonging, and Reconciliation initiatives. This positive feedback reflects Odette's dedication to continuous improvement and positions it well for future growth and impact.

4. **Campus Update—Renewal process for Dean of the Faculty of Human Kinetics**
   In accordance with Senate procedures, the process to consider the request of the Dean of the Faculty of Human Kinetics for a 5-year renewal has commenced. I will update the Senate on the outcome once the process has been completed.

5. **Campus Update—Meet and greets for new advisors to Jewish and Palestinian students**
   We are pleased to welcome and celebrate two new faculty advisors supporting students, our Jewish Student Support Advisor Dr. Ira Cohen, and our Palestinian Student Support Advisor, Dr. Riham Al-Saadi. Meet and greets with our advisors have been scheduled for the weeks of November 4th and November 11th, at both the main and downtown campus locations. Information is posted on our Advisors' webpages.

University of Windsor
Senate

5.8.1: **Enrolment Management Update**

Item for: **Information**

Forwarded by: **Chris Busch, AVP Enrolment Management**

1. SEM Plan

As part of our commitment to maintaining the SEMP as a dynamic, living document, we are conducting an annual review to update the Senate on the plan's progress and adjust strategies based on current enrolment trends. This year's update will refine Senate-approved SEMP priorities considering Fall 2024 enrolment patterns and provide a "reality check" on our assumptions and projections for Fall 2025 and beyond.

Outcomes: Adjustments to the SEMP will reflect updated trends and ensure alignment with our strategic enrolment targets for 2025/2026 and future years. We will evaluate current assumptions through the Annual SEMP "Reality Check" and recalibrate enrolment projections as needed.

Approach: Throughout November, Enrolment Management will hold individual meetings with faculties involving stakeholders from Finance, OIA, and the Registrar's Office. These sessions will incorporate comprehensive data sets to enable data-informed decisions, including SEMP targets, historical enrollment data for domestic and international students, application data, etc.

Interview Guide Focus Areas: Discussions with faculties will target Program-specific insights and trends, retention and student success initiatives, opportunities for future growth, and identification of barriers and challenges impacting enrolment

These annual updates to the SEMP will ensure it remains responsive to institutional needs and aligned with our enrolment goals, with revised plans and outcomes reported back to the Senate each year.

2. Enrolment
Alumni Graduate Enrolment

In response to a question at the October Senate meeting, I am pleased to provide an update on the enrollment of master's students who have completed their undergraduate degrees at the University of Windsor for the Fall 2024 term as of the Financial Drop.

We have 643 master's students who completed a UWindsor undergraduate degree program, constituting 14.3% of our overall master's student population. These numbers underscore our undergraduate programs' significant role in feeding into our graduate studies, especially within research-based master's programs.

2024 Fall (as of the Financial Drop)				
	Type (Master's Students)			**Total**
	Course-based (*excludes ICBM*)	**International Cohort** (ICBM)	**Research**	
Students who completed an undergraduate degree at UWindsor (N)	22	29	563	614
Total (N)	497	2,287	1,520	4,304
Students who completed UG degree at UWindsor (%)	4.4%	1%	37%	14.3%

Source: Office of Institutional Analysis

Winter 2025 – International Cohort-based Master's Program
As of October 29, 2024, our recruitment and conversion efforts for the Winter 2025 international cohort-based master's programs (ICBM) have yielded 2,596 applications with 1,380 admitted.

Program	Confirmed	IRCC	Deposits	SEM
Faculty of Science (MAC)	164	73)	116	140
Faculty of Engineering (MEng Suite)	485	234	331	350
Odette School of Business (MM)	352	152	228	180
Total	1,001	459	675	670

Source: Office of Registrar (as of Oct 25, 2024)

Our recruitment team, including on & offshore staff, has actively engaged deferred admitted applicants through a dedicated engagement campaign. Our BorderPass initiative is being promoted to help incoming students with their study permit applications, providing no-cost support that we anticipate will further enhance conversion rates.

To boost conversion, we're running a pre-departure webinar series, including sessions on recent Canadian policy changes and a guide to academic success, to engage and prepare students for arrival. Our offshore teams continue focused follow-ups on incomplete applications and encourage students to finalize requirements promptly.

This brief update reflects our continued commitment to addressing enrolment challenges within our ICBM programs to support a successful Winter 2025 intake

Fall Open House
Thanks to all our faculty members and staff for their exceptional contributions to this Fall Open House. Their enthusiasm in showcasing academic programs, answering questions, and providing meaningful insights into the UWindsor experience made a lasting impression on prospective students and their families—helping them envision their futures here with us.

- **Record-Breaking Pre-Event Registration**: We saw unprecedented interest, with 2,967 registered individuals and their supporters, estimated at around 6,000 total (learners + supporters).
- **Highest-Ever Attendance**: Attendance reached a new high of 1,292 participants plus their supporters. Conversion from registration to attendance is higher than in prior years.
    - **Geographic Distribution**: Local attendees comprised 910 participants, with 205 from the Greater Toronto and Hamilton Area (GTHA) and 173 from other regions.
    - **GTHA Outreach**: Two buses were organized to bring students from the GTHA, and multiple individuals from OUF were met again.
    - **Enrollment Intentions**: 87.6% of attendees indicated enrolling in Fall 2025.
    - **Top Disciplines of Interest**: Interest was highest in Science (24.6%), Engineering (15.1%), and Social Sciences & Professional Studies (14.4%).
- **Marketing Effectiveness**: A post-event analysis highlighted web pop-ups and paid media as the primary drivers of registrations, with tracking data confirming their impact.
- **On-the-Spot Applications**: The "Apply Now" initiative successfully engaged over 75 students to complete their applications at no cost during the event.
- **Event Atmosphere**: The weather and setting enhanced the overall experience. Plus, Winston was a hit.
- **Ongoing Post-Event Communications**: We began following up with attendees and no-shows immediately after the event. We continue to monitor and track conversions from event participation to applications and enrollments through Power BI.
- **Planning for Spring Open House 2025 (SOH25)**: We will return to distributed check-in across campus, allowing us to focus on attendees who are prepared to confirm their interest rather than preliminary inquiries (which are the focus of the Fall Open House)

Photos from the event can be found here.

Retention
In response to the question raised during the October Senate meeting regarding the focus on retention within our enrolment updates, I confirm that retention is not always highlighted in monthly reports but is a central element in our Senate-approved Strategic Enrolment Management Plan (SEMP).

The SEMP addresses retention through several targeted strategies:
1. **Holistic Advising Model**: This model provides each student with tailored support, fostering a cohesive educational journey. Offering academic and personal guidance aims to improve retention and graduation rates, ensuring every student feels valued and supported.
2. **Early Alert Systems**: Proactive systems are in place to identify students experiencing academic or personal challenges, enabling timely interventions that prevent these issues from impacting retention.
3. **Enhanced Student Experience**: Our "student-first" approach emphasizes personalized support, streamlined services, and accessible mental health resources, which correlate strongly with higher retention by enhancing student satisfaction and engagement.

To operationalize these strategies, the SEMP includes action committees or working groups dedicated to each strategic opportunity. Each group is co-led by a faculty member and an administrative leader, with membership drawn across the university. The first of these groups, focusing on Inclusive Transfer Pathways, is currently being formed, with additional groups set to convene over the next few months.

Additionally, Senators can access the institution's Retention and Graduation Dashboard (Appendix I), which provides data on 2nd, 3rd, and 4th-year retention rates and 4-, 5-, and 6-year graduation rate trends for undergraduate cohorts. The Office of Institutional Analysis (OIA) will update this dashboard later this year to reflect progress for our Fall 2023 cohort.

An update on retention, incorporating the latest data from OIA's annual review, will be shared with the Senate in early 2025 to provide a comprehensive view of our progress.

Global Engagement
ASEAN Engagement
A recent business engagement in the ASEAN region, specifically in the Philippines, Singapore, and Vietnam, was highly successful and has laid a strong foundation for future growth. The strategic importance of this region, coupled with the current market dynamics, presents a unique opportunity for the University of Windsor to expand its international footprint and attract a diverse cohort of students.

Meetings and Engagements: Productive discussions were held with Canada's trade commissioners, engaged with recruitment partners, and interacted with offer holders. These meetings highlighted the growing demand for quality education among students in the region. The ASEAN region is a crucial focus of Canada's Indo-Pacific Strategy, and our engagement here aligns with these broader strategic objectives. Additionally, recent changes by Immigration, Refugees and Citizenship Canada (IRCC) have made Canadian colleges less attractive to potential learners, presenting a unique opportunity for the University of Windsor to capture market share and attract students seeking alternative options.

Strategic Importance and Opportunities: Participation in the SEAMEO RETRAC meeting underscored our commitment to fostering educational collaboration and highlighted our role as a critical player in the region's educational landscape. The strategic importance of this region, coupled with the current market dynamics, presents a significant opportunity for the University of Windsor to expand its international footprint and attract a diverse cohort of students.

Potential International Partnerships: Besides our current engagements, several potential international partnerships will be explored, including collaborating with ASEAN universities, global and regional organizations, and public-private partnerships.

Figure 1: Offer holder event (Singapore).

Figure 2: Agent appreciation event (HCMC, VietNam)

Internationalization and Global Engagement Strategic Plan

As part of the University of Windsor's Strategic Plan, consultations are actively underway to shape the priorities of the Internationalization and Global Engagement Strategic Plan. Faculty, staff, and student surveys are open through November 1, with participation from over 260 faculty and staff members and more than 4,400 students to date—highlighting the campus community's strong interest in this initiative.

Individual interviews with the Executive Leadership Team and a focus group with the Deans+ Council have been completed. Additional consultations are planned to engage Associate Deans and to further involve faculty in discussions around the thematic areas of the Comprehensive Internationalization framework (Hudzik, 2011).

Draft strategies will be reviewed by the Global Engagement Committee and leadership teams, with the plan anticipated to move into the formal approval process in 2025.

Upcoming Important Dates:
Ontario Universities' Information Sessions, November 21, 2024
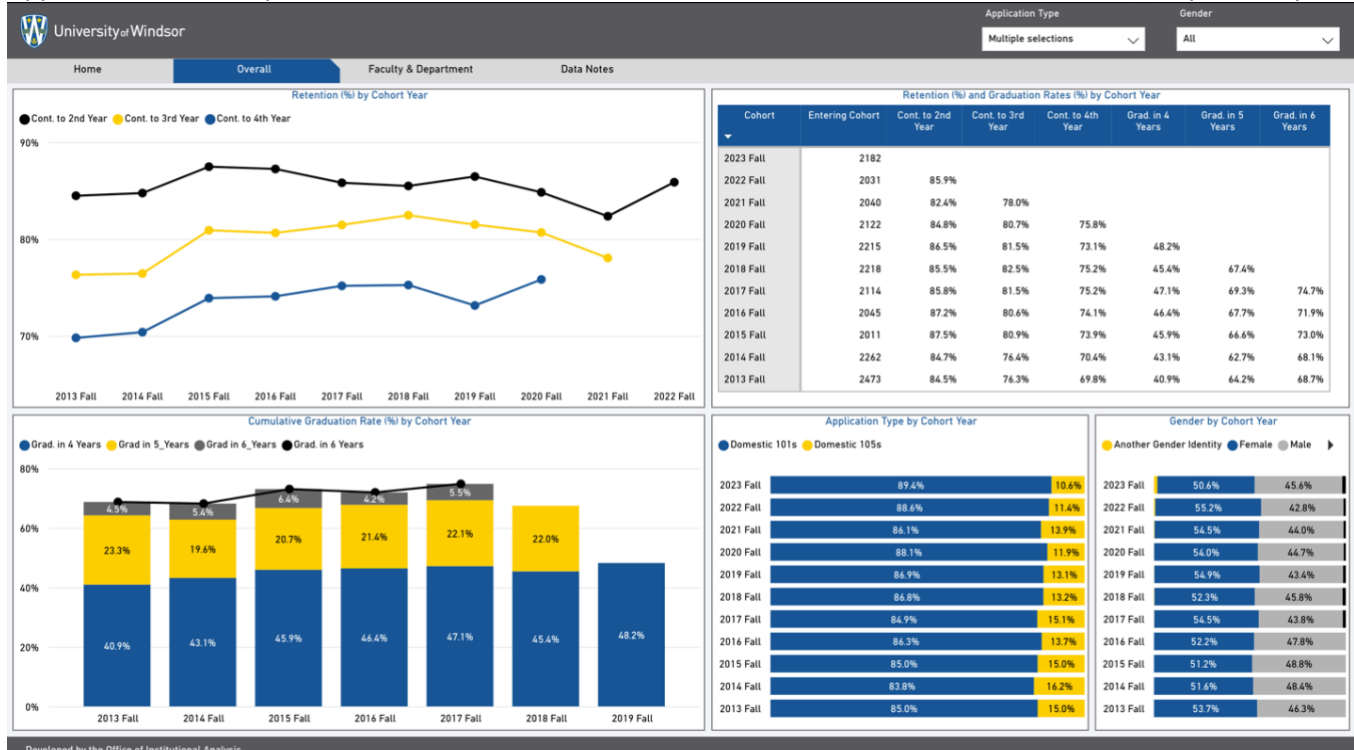Fall Virtual Open Day, December 5, 2024
Plan Ahead – Get Ready for University (Grades 9 – 11), January 18, 2025
Spring Open House, April 5, 2025
Spring Virtual Open Day, May 15, 2025
Ontario Universities' Information Sessions, May 2025

Appendix 1: University of Windsor's Retention and Graduation Dashboard – Overall retention (%) by cohort year

Dashboard data source

University of Windsor
Senate

5.9:   **Report of the Vice-President, People, Equity, and Inclusion**

Item for: **Information**

Forwarded by: **Clinton Beckford**

1.   People, Equity & Inclusion Strategy
- The People, Equity & Inclusion Strategy is currently under development with an expected completion of December 2024.
- The Strategy is designed to provide a framework for the development of more specific cascading plans for areas that will share in the responsibility for implementation. It will provide guidance to academic and non-academic units to embed people, equity and inclusion priorities within their own strategic and operational plans.
- A Consultative Working Group was established this spring comprised of colleagues from across the University with diverse perspectives and lived experiences.
- The strategy is grounded on the information gathered by the University over the last several years through various processes to take stock of our current opportunities and challenges with respect to equity, diversity & inclusion, anti-black racism, employee engagement and employee mental health.
- A first draft of the plan components has been completed and phase 1 of the feedback process is currently underway. Phase 2 and 3 will be deployed later in November.

2.   Anti-Racism Plan
- University of Windsor first comprehensive AR Plan is being developed. The plan will provide a roadmap for addressing racism and racial discrimination in all its manifestations and is positioned to help the university meet its obligation under Bill 166.
- The AR Plan is aligned to the Aspire strategic priority of making the university a more, equitable, inclusive, safe, and just place to live, learn, and work.

3.   Food Security Action Plan (FSAP)
- A draft of the University of Windsor's inaugural Food Security Action Plan 1.0 has been completed. The plan lays out a roadmap for addressing food insecurity among UW students.
- Consultations with student leadership and Senate Student Caucus has begun. We expect to have a final version in a couple of weeks and implementation work will begin immediately with a public education and awareness campaign to destigmatize hunger and poverty and mobilize support and resources for the FSAP.
- The plan is underpinned by seven foundational principles: food matters, zero hunger on campus, human dignity, central role for the administration, a multifaceted approach, inclusive, equitable, diverse, sustainable, and evidenced-based.

4.   Student Self Identification Survey
- Preliminary data from the Student Self Identification Survey has been provided from ITS.
- Currently, the information is under review in order to determine the broader scope of data that is required.

5.   UWinsite People (UWP)
- UWP is the new Human Resource Information System that the University is implementing this year to replace VIP.
- The goal is to drive meaningful change that supports the HR transformation objectives, streamline payroll processes, while aligning with the Aspire strategic plan.
- Phase 1 is set to launch campus-wide on January 6, 2025.

6. **Employment Equity Coordinating Committee (EECC) Training and Education Subcommittee Lunch and Learn Series**
- First session for 2024/2025 will be "Understanding Indigenization and Windsor's Indigenous Presence"
- First session to take place virtually on Thursday, November 21, 2024.

7. **The Innovative Designs for Enhancing Accessibility (IDeA) Student Competition**
- The competition for the 2024/2025 academic year is now open.
- Students may enter inclusive, innovative, cost-effective, and practical ideas to solve accessibility-related barriers and win up to $500.

8. **2024 Black Alumni Weekend**
- 2nd Annual Black Alumni Weekend 2024 welcomed 150+ guest to campus.
- Feedback from the survey sent to attendees is all positive.
- Overall consensus is that attendees appreciated the opportunity to reconnect and reengage.

9. **Leadership Competency Framework**
- The University of Windsor Leadership Competency Framework outlines the key competencies that when applied, makes an individual an effective leader. The framework creates a standard for leadership expectations across the University.
- Focus groups with leaders were held in September to refine a draft framework. The revised framework has been shared with all leaders for final feedback. This process is expected to be completed by November 5, 2024.
- Once completed, the competencies will be incorporated into recruitment processes, performance management/goal setting, leadership development initiatives/programs and succession planning/career progression.

10. **Respectful Workplace Policy**
- A committee has been established to guide the development of a Respectful Workplace policy.
- The development of this policy is a key initiative stemming from the Employee Mental Health Strategy (2023) and the Employee Engagement Survey (2022) Key Actions.
- Meetings are being scheduled with Deans Council, Manager's Forum and unions/association presidents/chairs to inform the policy development as well as a program to support adoption.

11. **Employee Mental Health Strategy**
- Implementation of the strategy proceeds on target.
- Latest updates can be found on the strategy website.

12. **Working Group: Gender Identity, Gender Expression, Chosen Names and Pronouns Initiative**
- Building from the Thriving on Campus Project, the Working Group: Gender Identity, Gender Expression, Chosen Names and Pronouns Initiative was established in the Fall 2023.
- Co-Chaired by UWindsor Pride Committee and OHREA, as well as including participating members from Human Resources, Office of the Registrar, Information Technology Services and the Office of the Vice-President, People, Equity & Inclusion, this group's mandate is to provide advice and guidance to the University of Windsor (VP, People, Equity & Inclusion) on the continued development and implementation of initiatives relating to gender identity, gender expression, chosen names, and pronouns.
- To-date, the Working Group has initiated an environmental scan of best practices within the sector and will also be taking on a similar scan regarding best practices and initiatives within the University of Windsor campus community's departments and faculties. As of September 2024, the Working Group was also successful in securing funding through the IT Strategic Priority Fund Program to:
  1. Facilitate a review of central IT systems, and the integrations between them, to identify opportunities for improvement in the pursuit of the Working Group's high-level goal.
  2. Facilitate a survey of campus departments and organizations that maintain their own applications and records, to better understand the "shadow IT" context, and how the decentralized nature of these systems impedes progress on the high-level goal.

- In the near future, the Working Group also hopes to collaborate with other departments and faculties across campus to establish an institutional educational framework regarding gender identity, gender expression, chosen names and pronouns.

13. The CUBE

- Founded in 2022, the CUBE (a talent in*CUBE*-ator) is a groundbreaking, transformative initiative aimed at breaking down the formidable barriers Indigenous and Black scholars encounter in academia, amplifying their voices and fostering an environment of growth and nurturing. The CUBE provides resources, support, and opportunities for academic and career success.
- The CUBE's activities to support the participation of over 110 Black and Indigenous students from across disciplines include:
  - Workshop, networking, mentoring, research project, and experiential learning opportunities across a variety of scholarly disciplines and industries
  - 8 student RA positions created
  - 11 connections established on-campus, and with organizations in the community
- The CUBE will launch its first bursary, The CUBE: Student Talent Award Fund, in 2025, with applications due January 2025.

University of Windsor
Senate

5.10:   **Report of the Vice-President, Research and Innovation**

Item for: **Information**

Forwarded by: **Shanthi Johnson**

Research, scholarship, creative activity, and innovation play a pivotal role in shaping the University's local and global influence, reputation, and impact. The research and innovation ecosystem directly impacts our ability to recruit and retain undergraduate and graduate students and build a robust education and training capacity pipeline. The Office of the Vice-President, Research and Innovation (OVPRI) is committed to inspiring and advancing inclusive research, scholarship, creative activity, and innovation in alignment with the University's institutional strategic plan - *Aspire: Together for Tomorrow*. Our goal is to engage our community, creating strong, meaningful collaborations, actively involving both our internal and external stakeholders. The following provides an overview of the recent activities and initiatives undertaken by the OVPRI.

Spotlight on Canada Research Chairs – Update

The Canada Research Chairs (CRC) Program supports Canadian research excellence, investing more than $310 million annually to recruit and retain world-class researchers. There are two CRC types: Tier 1 Chairs for established researchers, and Tier 2 Chairs for early-career researchers. The program addresses equity and diversity in Chair representation through targets prompted by federal legal action. These equity targets relate to the federally designated equity deserving groups.

At the University of Windsor, the CRC program is a strategic institutional resource that promotes and grows our research and innovation opportunities. The allocation of CRCs to universities is based on a three-year average of the Tri-Agency funding received by the University. This past year, we took the opportunity to streamline the application processes. It is worth noting that the value of the Tier 1 ($200,000/year) and Tier 2 ($100,000) programs hasn't changed in 25 years. This strategic investment is seen as a lever for growth, with one Tier 2 NSERC Chair gained at the University of Windsor in the last federal reallocation exercise.

Current UWindsor CRCs
We currently have 3 Tier 1 CRC's (Naryan Kar, Hugh MacIsaac and Aaron Fisk) and 3 Tier 2 CRCs (Catherine Febria, Jennifer Willet and Ning Zhang). We have had 1 Tier 1 CRC (Charlene Senn) and 1 Tier 2 CRC (Shijing Xu) complete their terms as of September 30, 2024 and we are undergoing the CRC cessation process.

Our current Tier 1 CRC's are providing research leadership in Engineering and Science:
Dr. Narayan Kar – Electrified Vehicles
Dr. Hugh MacIsaac – Aquatic Invasive Species
Dr. Aaron Fisk – Trophic Ecology

Our current Tier 2 CRC's are providing research leadership in Science, Engineering and FAHSS:
Dr. Catherine Febria – Freshwater Restoration Ecology
Dr. Jennifer Willet – Art, Science and Ecology
Dr. Ning Zhang – Edge Computing and the Internet of Vehicles

Current CRC Searches

There are three ongoing CRC searches, focusing on Public Health: FAHSS – Health Disparities and Public Health, Science – Environmental and Public Health Genomics and HK – Health Bioinformatics. The search process has

Page 1 of 2

concluded for the FAHSS and Science searches and we have moved to the federal nomination process., with applications anticipated by December 2024 and Spring 2025 respectively. The HK search is ongoing and a selection of the preferred candidate is anticipated shortly.

Future Planning

We will be starting the search for 5 vacant CRC positions in 2025. Future utilization and planning (allocation process) will involve a comprehensive combination of metrics (40%) and strategic focus (60%). The emphasis will be on interfaculty partnerships in key strategic areas and that will aid in meeting our equity targets required in the CRC program. We are currently engaging with the Deans, Associate Deans of Research and the Executive Leadership Team to identify areas for investment and growth to ensure alignment with Aspire and the cascading strategies/priorities.

Conclusion

The Canada Research Chairs (CRC) program is essential to our institution's research and innovation excellence and commitment to equity and inclusive diversity. By strategically investing in CRCs, we address historical inequities, foster interdisciplinary collaboration, and enhance our impact in key areas.