University of Windsor

NOTICE OF MEETING

**There will be a meeting of the
Senate Governance Committee
on Wednesday, April 24, 2024, at 2:00-4:00pm
LOCATION: Room 209 Assumption Hall
or via MS Teams**

AGENDA

1 **Approval of Agenda**

2 **Approval of the minutes of the meeting of March 27, 2024** SGC240327M

3 **Business arising from the minutes**

4 **Outstanding Business**

5 **Reports/New Business**

    5.1 **Report of the Review Committee on Employment**   **Johnson-**Information
          Equity (RCEE) 2022-2023   SGC240424-5.1

    5.2 **Report of the Research Ethics Board**   **McMurphy-**Information
          (January 2023 – March 2024)   SGC240424-5.2

    5.3 **Proposed Revisions to Bylaws 10, 22, 54**   **Dixon-**Approval
          SGC240424-5.3

6 **Question Period/Other Business**

7 **Adjournment**

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

University of Windsor
Senate Governance Committee

5.1:   **Report of the Review Committee on Employment Equity (RCEE) 2022-2023**

Item for: **Information**

See attached.

Report of the Review Committee on Employment Equity (RCEE) September 2023

1 BACKGROUND

The RCEE was formed in 1987. The committee's terms of reference (ToR) are as contained in Article 30 of the Windsor University Faculty Association (WUFA) Collective Agreement. Specifically:

> 30:04 The Review Committee provided for in clause 30:03 shall be responsible for:
> (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library;
> (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists. "Serious under-representation" occurs when members of a designated group are fewer than sixty percent (60%) of the agreed-upon pool data for AAUs and Library;
> (iii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

The RCEE would like to convey appreciation for the data provided for this report and throughout the year by the Employment Equity (EE) Manager. In addition, the manager carries out the central work for the implementation of the Diversity & Equity Assessment & Planning (DEAP) Tool Project and provides the required support to the units. The DEAP Tool provides a means for units to develop, monitor, and report on goals and timelines. Information on the DEAP Tool can be found at http://www.uwindsor.ca/ohrea/95/deap-tool.

In many units that have created Equity, Diversity, and Inclusion (EDI) type committees, there has been greater use of the DEAP Tool to help inform their related goals. Some have had the DEAP Tool as an ongoing agenda item for the meetings. As a result, there has been a significant increase in its use for such things as storing ideas, goal development, action plans, identifying stakeholders, and task leads.

RCEE obtains the new hires data from OHREA in the July 1 through September timeline in order to access the latest Human Resources Information System (HRIS) data available. This allows for the inclusion of the new hires in the system as per their start date. Thus, the data are up to September 30 of the given year.

2   ACTIVITIES AND KEY ISSUES FOR 2022-2023

The RCEE activities and key issues are centered on 3 main areas. Firstly, the committee focused on *data*; specifically, acquiring and analyzing the data. Secondly, the committee explored possibilities for *enhancing equity* both campus wide and throughout the various AAUs. Lastly, RCEE examined options for *enhancing the equity infrastructure* of the University. RCEE discussed several issues which, although not part of its mandate, were considered to have an influence on the equity profile of the University community and ultimately on recruiting/attracting and hiring. The recommendations of this report are organized according to these three categories (Data, Enhancing Equity, Enhancing the Equity Infrastructure).

Agenda items addressed in committee meetings included:

1) Review 2022 EE Data on Faculty Members
2) Retirement & Termination Data
3) Progression Charts for Designated Groups
4) New Faculty Hires
5) Review Graphs Based on Gender & Rank Data from CAUT
6) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
7) Outstanding Recommendations from Past RCEE Reports
8) Equity Assessor Service Recognition

The RCEE noted that the Office of the Provost did extensive revisions to the academic job advertisement templates. Employment equity considerations, including equity vision/initiatives, are now prominently incorporated throughout the advertisements. This is an important movement towards demonstrating the University's commitment to advancing equity.

The RCEE identified nine (9) new recommendations in order to contribute to the momentum towards enhanced employment equity.

The 2022 report had a section with a table of the recommendations from 2015-2021, along with the corresponding updates. There was a question at the Senate presentation of the Report on Feb 10, 2023, regarding why 2015 recommendation 3a was listed as no longer applicable since it was part of the 50 New Faculty Hires initiative. The recommendation at Senate was made to bring back that RCEE recommendation in the next report, as it was still relevant for other new faculty positions; there were no objections.

> **RCEE recommends** that units that are requesting budgetary consideration for new positions include their equity goals. Additional weight during that process should then be given to units that include a strategy for improving an AAU's equity profile.

There continued to be discussions on ways to recognize Equity Assessor service, including a discussion at a Deans Council meeting. One possibility would have two different options: one for active University employees and another for retirees.

> **RCEE recommends** that the University create a special PD fund for Equity Assessors who are active employees to access in order to enhance their equity-related skills. This would be an investment in people to feel more confident and supported in the role.

> **RCEE recommends** that retiree Equity Assessors have their EA hours accumulate within a formula that would reach a point in which a certain amount of money is contributed to student support in their name.

RCEE recognizes that there are requirements for periodic training for EAs, Deans, Heads, Chairs, and other members of Search/Appointments (and PTR/RPP) committees. The University needs to invest in providing additional training opportunities to enhance skills, understanding, and leadership in the various areas of equity.

> **RCEE recommends** that the University offer topic/practice-specific equity workshops outside the regular required training cycle for EAs and other search/appointments committee members. This can include bringing in external facilitators for extra programming from the sector to provide diversity in expertise and perspectives.

RCEE believes that there is much value in engaging in activities that establish, reinforce, and revisit our shared values regarding employment equity.

> **RCEE recommends** that the University engage in a series of ongoing meetings with Deans and others in leadership positions on shared employment equity purpose/vision.

> **RCEE recommends** that the University engage in a series of meetings with Deans and others in leadership positions on retention of equity groups.

RCEE noted that over the past several years, the internal representation of women has stalled in the overall percentages. The result is a continued under-representation in many AAUs.

> **RCEE recommends** that the University undertake an exploration of the under-representation of women in various AAUs and explore possible approaches to address this.

RCEE considered the many benefits of the University's New Faculty Orientation and recognizes the work that is being done. Programming is offered throughout the first year, with subsequent invitations to participate in the second and third years. Such initiatives can complement the value of cluster hires, sharing practices and ideas that are being used to create a positive shift in the environment for equity groups. This includes facilitating collaboration, mentoring, inter-disciplinary discussions, and helping new scholars thrive and succeed.

> **RCEE recommends** that the University continue to offer, and increase supports to enhance new faculty orientation programming. In addition, the University should identify where there are gaps in offerings to enable increased resources and supports. Existing internal initiatives that can be tied into the new faculty orientation should be explored.

> **RCEE recommends** that the University support the development of an early career faculty community of practice for networking, sharing, and succeeding in the RTP processes. This should also be explored for various equity groups. The University should explore other internal, existing initiatives that can be tied into the new faculty orientation.

3 PROMISING PRACTICES FEATURE – BLACK SCHOLARS HIRING INITIATIVE

In this section of the annual report, an academic unit or initiative is featured for equity-related promising practices, particularly as connected to recruiting and retention. This provides an opportunity to recognize the efforts that are being undertaken, for units to serve as a resource for others, and to share ideas that may be adopted or adapted in other areas in the University. The initiative that is being featured here is the Black Scholars Hiring Initiative (BSHI).

For the academic year beginning July 2023, the Black Scholars Hiring Initiative (BSHI) had successfully recruited 13 outstanding Black scholars. The initial commitment was to recruit and retain 12 Black scholars; however, with well over 400 applicants from across the globe, and an impressive applicant pool that was described as superb, an additional position was able to be filled.

As stated in the Executive Brief of the recruiting package:

> The recruitment effort focuses on attracting Black scholars from a range of disciplines, including the arts, humanities, social sciences, education, nursing, human kinetics, and science, who will help deepen the University's commitment to Black ways of knowing, inclusion and scholarship. In addition to being appointed to various faculties that are aligned with their scholarship and research interests, the Cohort will play a vital role in the establishment of the University of Windsor's Black Studies Institute and Black Studies Program.

The Black Studies Institute (BSI) was unique in Canada. Having become a signatory to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education in 2021, the BSI was intended to be part of the University's commitment to the four action areas: Black Flourishing, Inclusion, Mutuality, and Accountability. For more information on the Black Studies Institute, see https://www.uwindsor.ca/blackstudies/303/black-studies-institute.

The Black Scholars Hiring Initiative was thoughtfully created in a manner that was intentionally innovative. It brought together perspectives and contributions from the Office of the VP People, Equity, & Inclusion (VP PE&I), the Office of the Provost, the Anti-Black Racism Task Force, the Senate, WUFA, Deans and Heads, and many more. The process was comprehensive and truly unique, reflecting the creativity from working collegially with a common commitment to see the initiatives succeed. Equally important was the building of consensus of values and goals.

Early on in the process, a Working Group was established, co-Chaired by the Acting Provost and the VP PE&I. It was critical for Black faculty to have leadership and be actively engaged as part of the process from the start. The Working Group laid out the framework for the process and how it would unfold.

Another innovation was a request made to Senate that certain aspects of the normal process and structure be waived. The subsequent approach was groundbreaking. Approval was granted to bring in a second layer in terms of the committee structure. The two-layer structure was the creation of a Core Committee comprised of Black faculty and the AAU's Appointments Committee. There was one Equity Assessor assigned to the process for all of the various committees. Members of the Core Committee and the AAU Appointments Committees worked together to assess applicants/candidates. In the gridding processes, the input of the AAU committee was 70% and the Core committee was 30%. Collegial governance respected subject expertise of the AAUs along with the expertise of the Core Committee.

In the earlier advertising stage, one ad was created for all the positions. There had been numerous discussions and consultations with various units. The intention was to be selective about whether units had the needs, the means, and the right timing to participate. AAUs considered their own efforts to increase the diversity of their unit. Everything was thoughtfully and intentionally done, and best practices were explored and used.

The Working Group maintained a vision that the initiative must encompass processes in place for the tenure-track journey. This was also related to the importance of avoiding having the Black scholars scattered across the University without community and experiencing isolation. The aforementioned new Black Studies Institute is expected to be a key mechanism in place to support career progression and develop an environment of meaningful inclusion and belonging.

An example from this vision is the ongoing development of a cohort community of practice mentoring group for the Black scholars. This collaboration between the BSI and the Office of the Provost involves a pilot project in which the Black scholars have access to the NCFDD (National Center for Faculty Development and Diversity). For information on the NCFDD, visit https://www.ncfdd.org/.

In the end, thirteen offers were accepted. The University welcomed the new Black scholars in the following units: one in Business, three in Education, two in Engineering, one in Leddy Library, two in Sociology, one in the School of Creative Arts, one in the School of the Environment, one in Interdisciplinary and Critical Studies, and one in Nursing.

There remains a sense of optimism that the BSHI is a good model for adaptation for other cohort hiring initiatives. Described as having been both challenging and uplifting, it was a process with a high level of collegiality across disciplines and structures.

As the United Nations' International Decade for People of African Descent (January 2015 – December 2024) nears its end, this is an initiative that can help ensure the University's vision extends well beyond the bounds of any particular decade.

4 DATA

RCEE has been focusing on data relating to the faculty and librarian representation of designated groups over the years. Although the committee examines the available progression data for other faculty-related groups (i.e., LTA, AAS, Sessional Lecturers, and Sessional Instructors), the focus of this report is on tenured/tenure-track professors and librarians. Data for the other faculty-related groups are contained in the University's Annual Employment Equity reports.

The tables and charts in this section were created for RCEE by the EE Manager. RCEE has reviewed unit-specific data, and individual AAUs are provided with such data; however, the AAU data are not released to the wider University community. This is necessary due to the small numbers, which would present confidentiality and privacy concerns. The 2SLGBTQIA+ data for individual Faculties are similarly not released. In addition, because the designated group sexual/gender minorities is not one of the federally designated groups, the government does not generate the external workforce data required to determine the availability pool/comparators.

In the 2016 Canada Census, what was included under disabilities was made clearer. For example, three questions were added: one asking if there is any "difficulty learning, remembering or concentrating"; another if there are any "emotional, psychological or mental health conditions (e.g., anxiety, depression, bipolar disorder, substance abuse, anorexia, etc.)"; and a third asking if there was an "other health problem or long-term condition that has lasted or is expected to last for six months or more." As a result of this (and the added availability of online reporting) the number of people identifying as having a disability rose significantly. This in turn impacted the percentages within the external availability pool, resulting in a higher target and an increase in under-representation. This explains the dramatic increase in the external availability pool from 3.8% in 2017 to 8.9% in 2018 in this designated group, as noted under "External Representation" in the applicable charts.

OVERVIEW

The following charts and tables provide information on the University of Windsor's internal representation within the academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. The exception is in the data for the New Hires and Termination information, which include AAS and Sessional Lecturers. (NB: Assistant and Associate Deans and Deans are not included in these data.)

The data include information from the UWindsor's Employment Equity Census 2006, 2013, and 2020 as well as updated information from the self-identification information up to and including December 2022.

The external data information for Women, Indigenous/Aboriginal Peoples, and Racialized People/Visible Minorities are from Statistic Canada's 2006 and 2016 National Censuses and the 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from Statistics Canada's Canadian Survey on Disability (CSD) (2012 and 2017).

The University recognizes sexual/gender minorities as a fifth designated group. However, there are no available external data for comparison purposes.

New Hires – Faculty (January 01 2023 to September 30 2023)

(Tenured, Tenure-Track, and Limited-Term Appointments rank of: Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff (new hires from January 01 2023 to September 30 2023)					
Rank	Total	Women	Indigenous/Aboriginal Peoples	Racialized People/Visible Minorities	Persons with Disabilities
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff	46	47.83%	2.17%	52.17%	10.87%
Tenured and Tenure-Track Assistant Professors, Associate Professor, Full Professor and Lecturers only	39	43.59%	0.00%	56.41%	7.69%
Limited-Term Appointment Assistant Professors and Lecturer only	4	75.00%	0.00%	50.00%	0.00%
Learning Specialist, AAS only	3	66.67%	33.33%	0.00%	66.67%

New Hires
Employment Equity Data Profile
(Tenured, Tenure-Track, Limited-Term Appointment ranks of: Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff)
(January 01 2023 to September 30 2023)
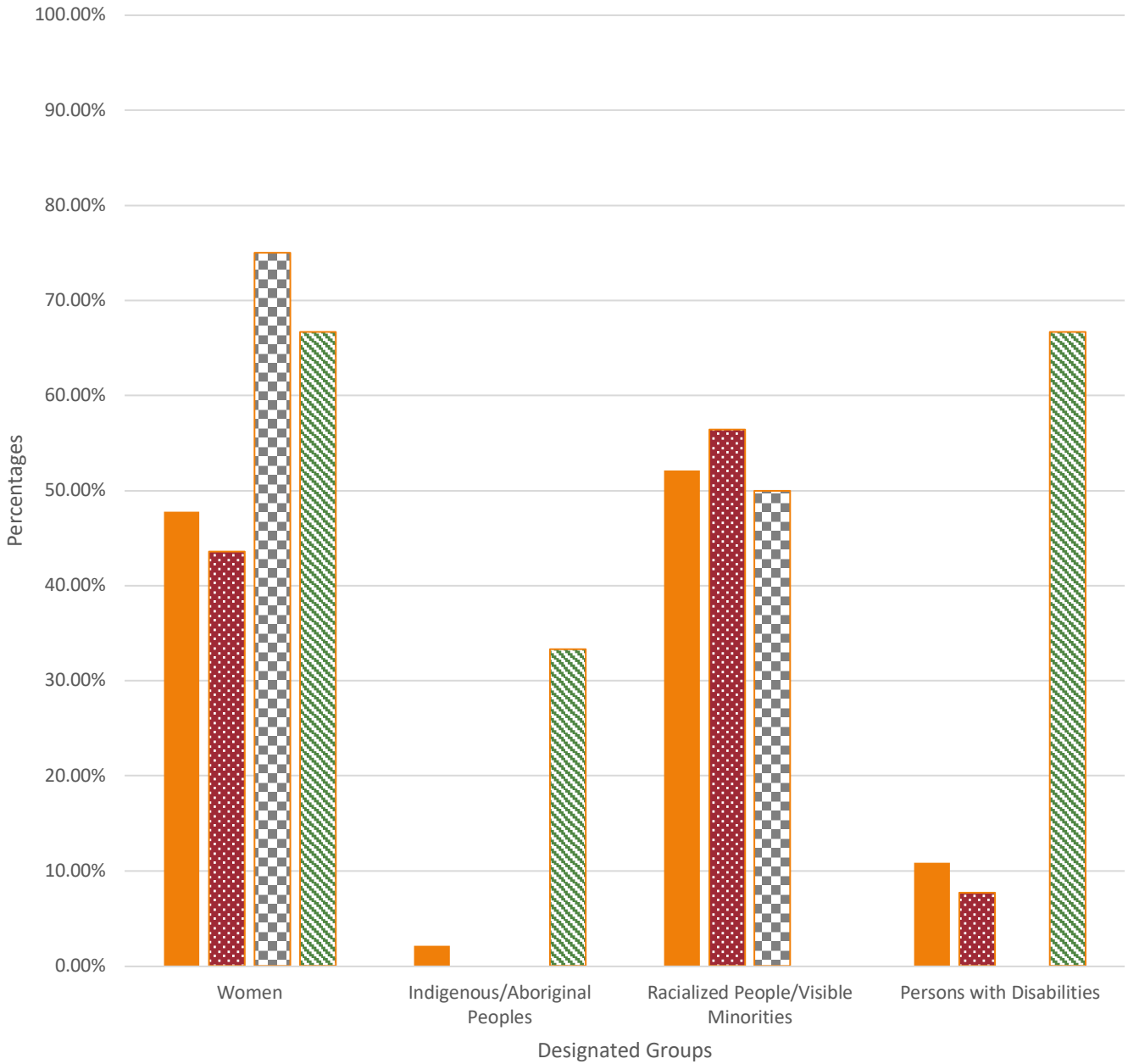
Legend:

■ All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff

■ Tenured and Tenure-Track Assistant Professors, Associate Professor, Full Professor and Lecturers only

■ Limited-Term Appointment Assistant Professors and Lecturer only

■ Learning Specialist, AAS only

Rank	Total	Women	Indigenous/Aboriginal Peoples	Racialized People/ Visible Minorities	Persons with Disabilities
All Faculty Ranks, Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians					
Terminations (resignations, retirements, terminations, and decease)					
from January 01 2023 to December 31 2023					
All: Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians	34	55.88%	2.94%	26.47%	11.76%
Assistant Professors only	13	38.46%	0.00%	46.15%	7.69%
Associate Professors only	8	87.50%	12.50%	12.50%	12.50%
Full Professors only	7	42.86%	0.00%	14.29%	14.29%
Learning Specialist AAS only	2	50.00%	0.00%	50.00%	50.00%
Sessional Lecturers only	2	50.00%	0.00%	0.00%	0.00%
Librarians Only	2	100.00%	0.00%	0.00%	0.00%

Termination by Status	
Deceased	1
Resigned	9
Retired	16
Contractual	8

Terminations
Employment Equity Data Profile
All Faculty Ranks, Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians
Terminations (resignations, retirements, terminations, and decease) from J

Legend:
- ■ All: Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians
- Assistant Professors only
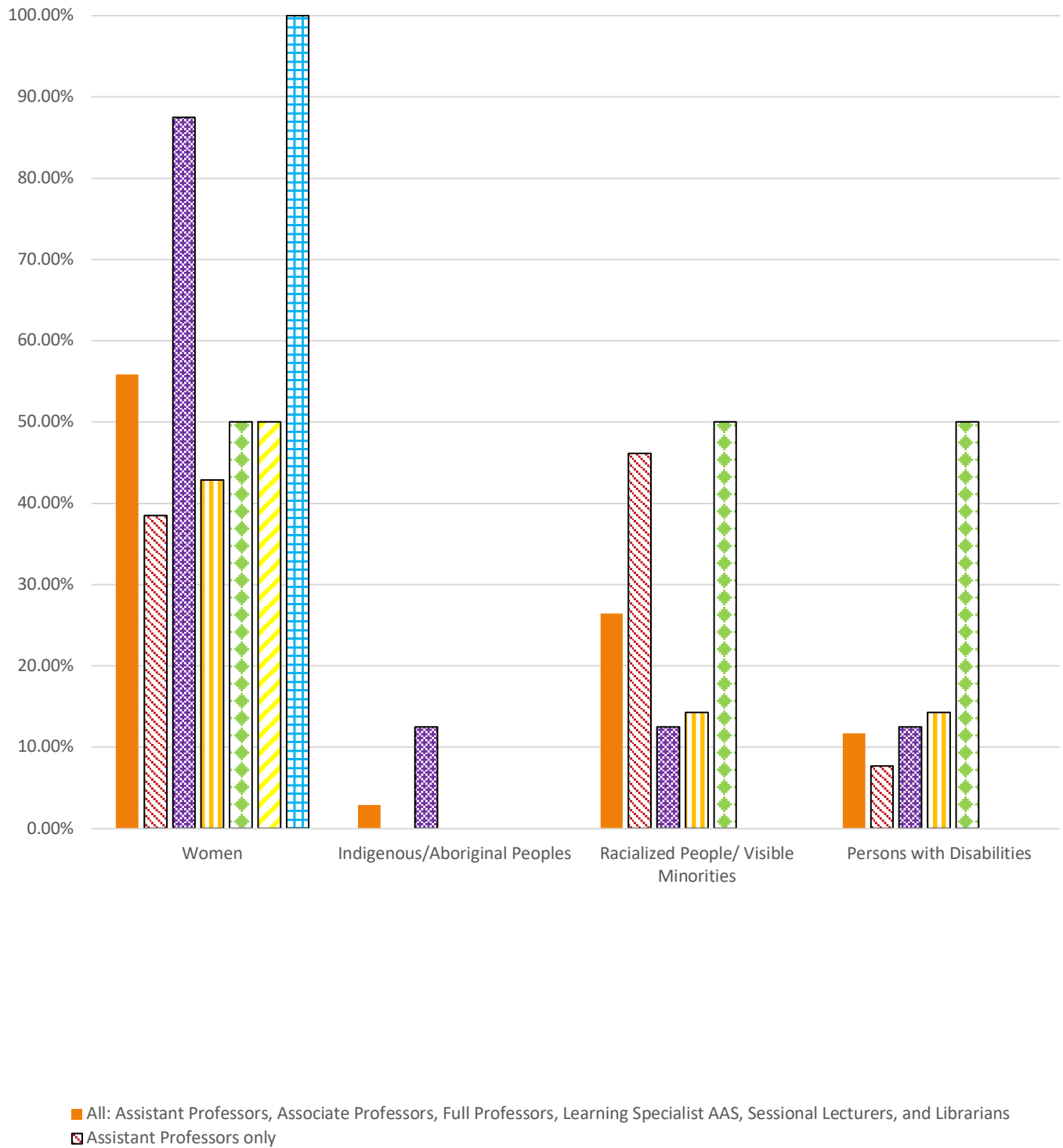
Professors & Librarians (internal representation) - Women
1987, 1999, 2006-2022
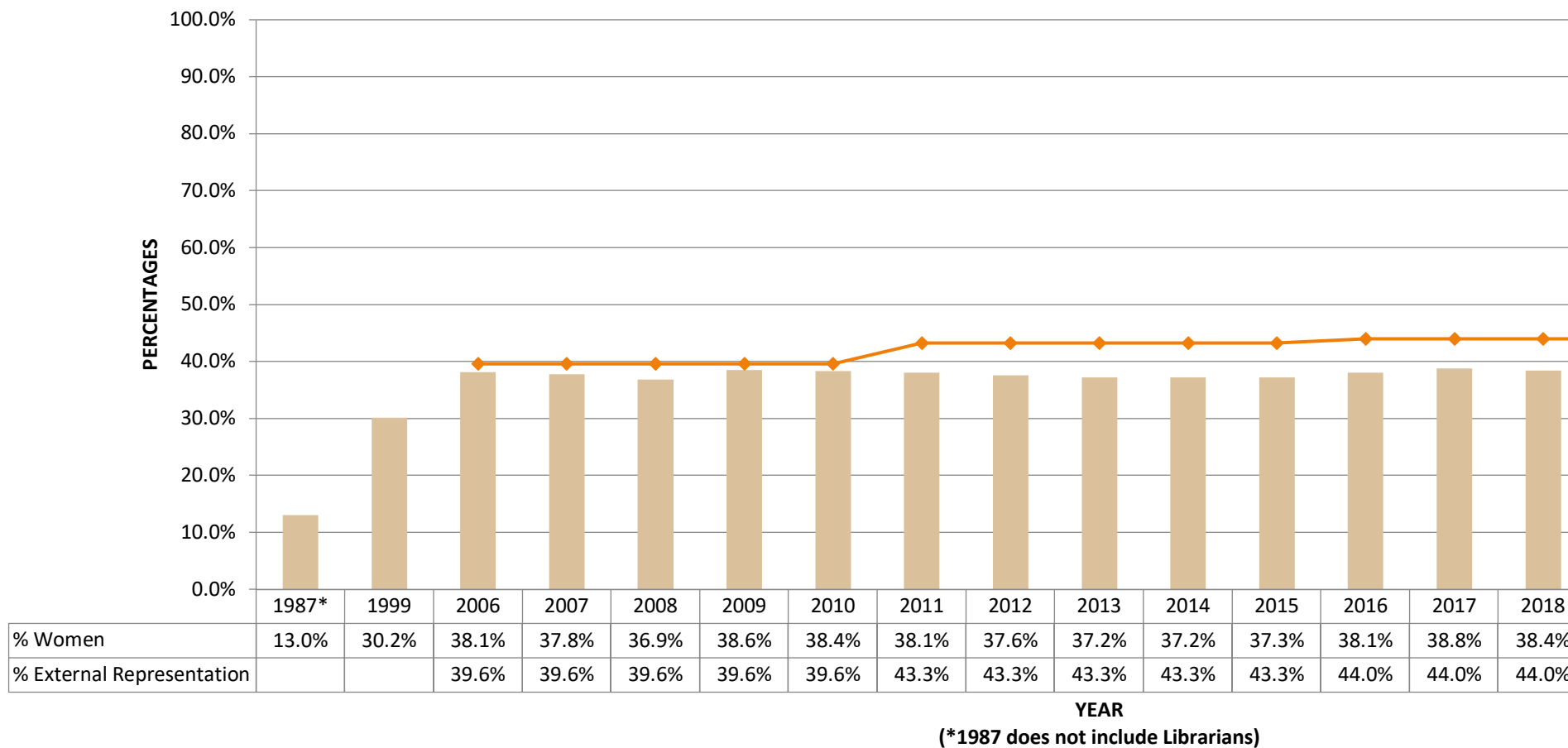
	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
% Women	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%
% External Representation			39.6%	39.6%	39.6%	39.6%	39.6%	43.3%	43.3%	43.3%	43.3%	43.3%	44.0%	44.0%	44.0%

YEAR
(*1987 does not include Librarians)

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included

Professors and Librarians

	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484
Men	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298
Women	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186
% Women	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%

* 1987 data does not include librarians

Professors (no Librarians)

	1987	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total	484	409	490	482	490	478	477	465	460	449	433	461	440	444	462
Men	421	292	309	307	318	302	302	296	294	289	279	296	282	280	293
Women	63	117	181	175	172	176	175	169	166	160	154	165	158	164	169
% Women	13.0%	28.6%	36.9%	36.3%	35.1%	36.8%	36.7%	36.3%	36.1%	35.6%	35.6%	35.8%	35.9%	36.9%	36.6%

Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included

Note: In this data Assistant Deans, Associate Deans, and Deans are not included in these figures, therefore numbers in designated groups may decrease once designated gr
roles.

Professors & Librarians (Internal Representation)
Indigenous/Aboriginal Peoples
2006-2022

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% Indigenous/Aboriginal peoples	1.0%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	0.6%	0.3%	0.6%	0.9%	1.1%	2.7%	2.8%	2.4%	2.3%	2.3%
External Representation	0.9%	0.9%	0.9%	0.9%	0.9%	1.3%	1.3%	1.3%	1.3%	1.3%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%

YEAR

■ % Indigenous/Aboriginal peoples ◆ External Representation

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors & Librarians (internal representation)
Racialized Peoples/Visible Minorities
2006-2022

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% racialized peoples/visible minorities	19.7%	18.9%	19.6%	20.0%	20.0%	20.6%	21.1%	25.8%	19.3%	24.2%	26.0%	28.4%	28.3%	27.7%	30.0%	31.8%	32.5%
External Representation	15.1%	15.1%	15.1%	15.1%	15.1%	19.1%	19.1%	19.1%	19.1%	19.1%	21.1%	21.1%	21.1%	21.1%	21.1%	21.10%	21.10%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors & Librarians (internal representation) - Persons with Disabilities 2006-2022

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% persons with disabilities	6.3%	6.2%	6.8%	6.7%	5.9%	5.8%	4.9%	4.6%	3.9%	5.2%	5.8%	6.0%	6.8%	6.5%	8.3%	10.2%	11.8%
External Representation	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	3.8%	3.8%	3.8%	3.8%	3.8%	8.9%	8.9%	8.9%	8.9%	8.90%	8.90%

PERCENTAGES

YEARS

■ % persons with disabilities — External Representation

*2006-2011 external representation is based on the 2006 Participation and Limitation Survery (PALS) data.
2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
2017-2022 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)
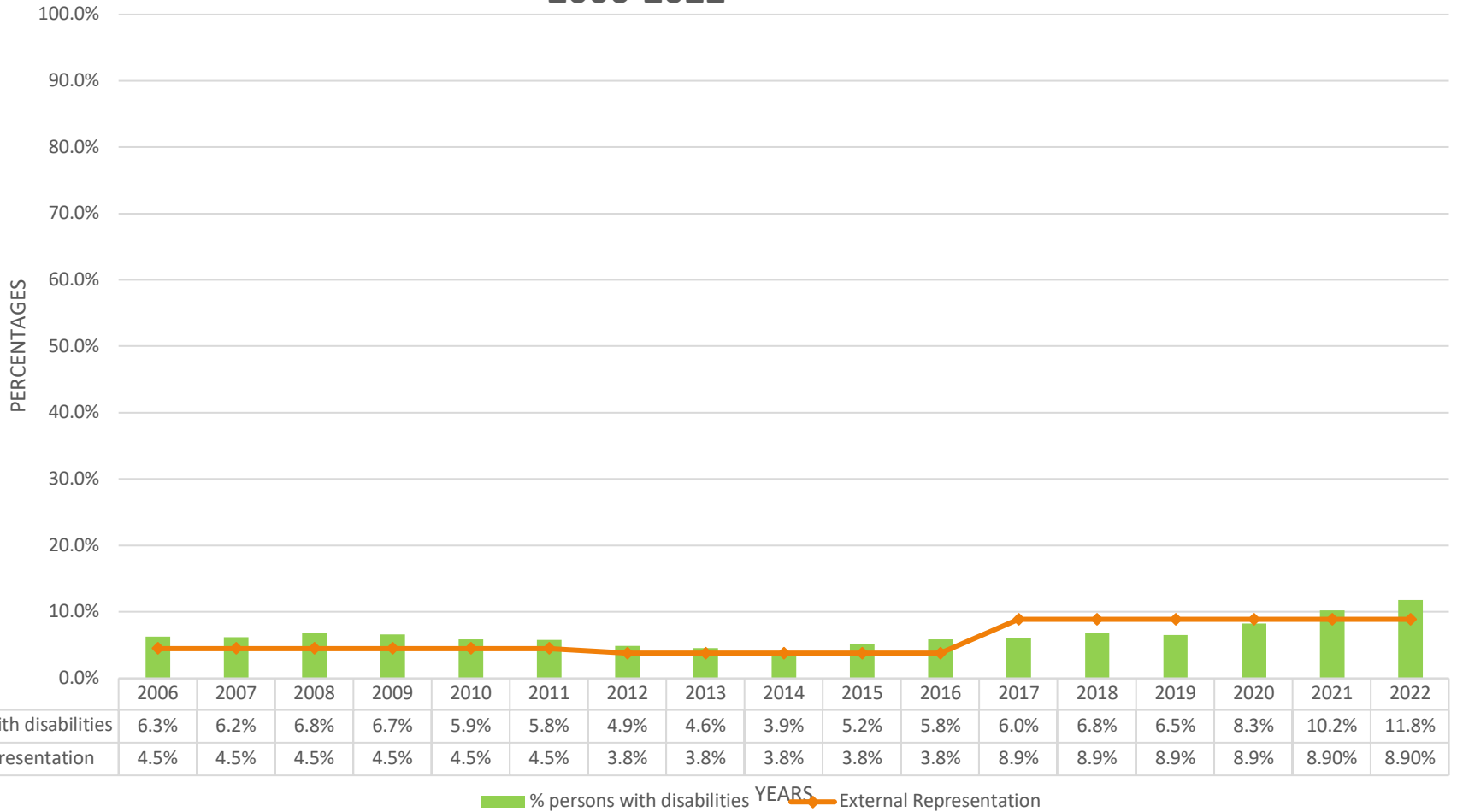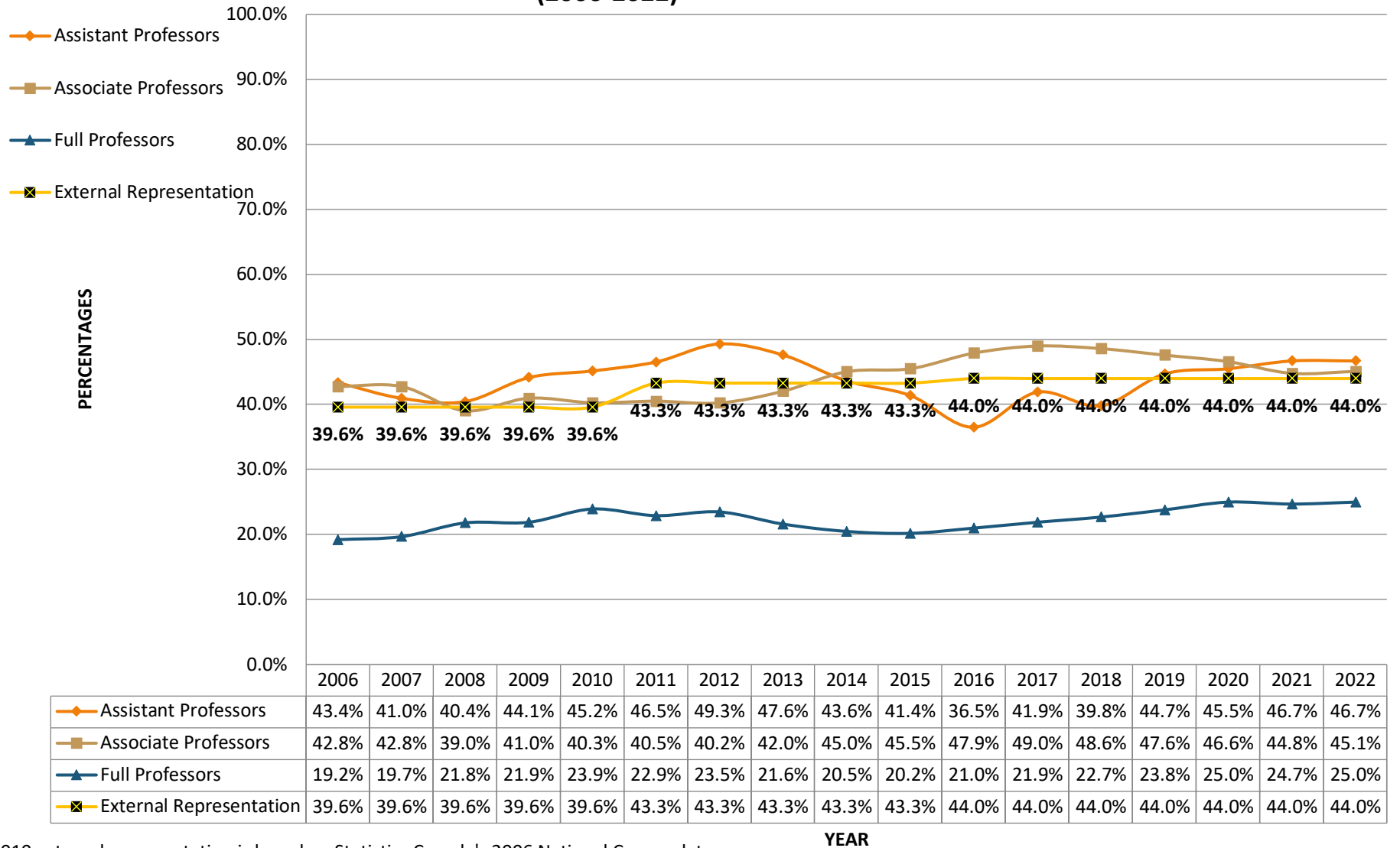
Professors (Tenured or Tenure-Track) by rank - Women
(2006-2022)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Assistant Professors	43.4%	41.0%	40.4%	44.1%	45.2%	46.5%	49.3%	47.6%	43.6%	41.4%	36.5%	41.9%	39.8%	44.7%	45.5%	46.7%	46.7%
Associate Professors	42.8%	42.8%	39.0%	41.0%	40.3%	40.5%	40.2%	42.0%	45.0%	45.5%	47.9%	49.0%	48.6%	47.6%	46.6%	44.8%	45.1%
Full Professors	19.2%	19.7%	21.8%	21.9%	23.9%	22.9%	23.5%	21.6%	20.5%	20.2%	21.0%	21.9%	22.7%	23.8%	25.0%	24.7%	25.0%
External Representation	39.6%	39.6%	39.6%	39.6%	39.6%	43.3%	43.3%	43.3%	43.3%	43.3%	44.0%	44.0%	44.0%	44.0%	44.0%	44.0%	44.0%

YEAR

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Indigenous/Aboriginal Peoples (2006-2022)
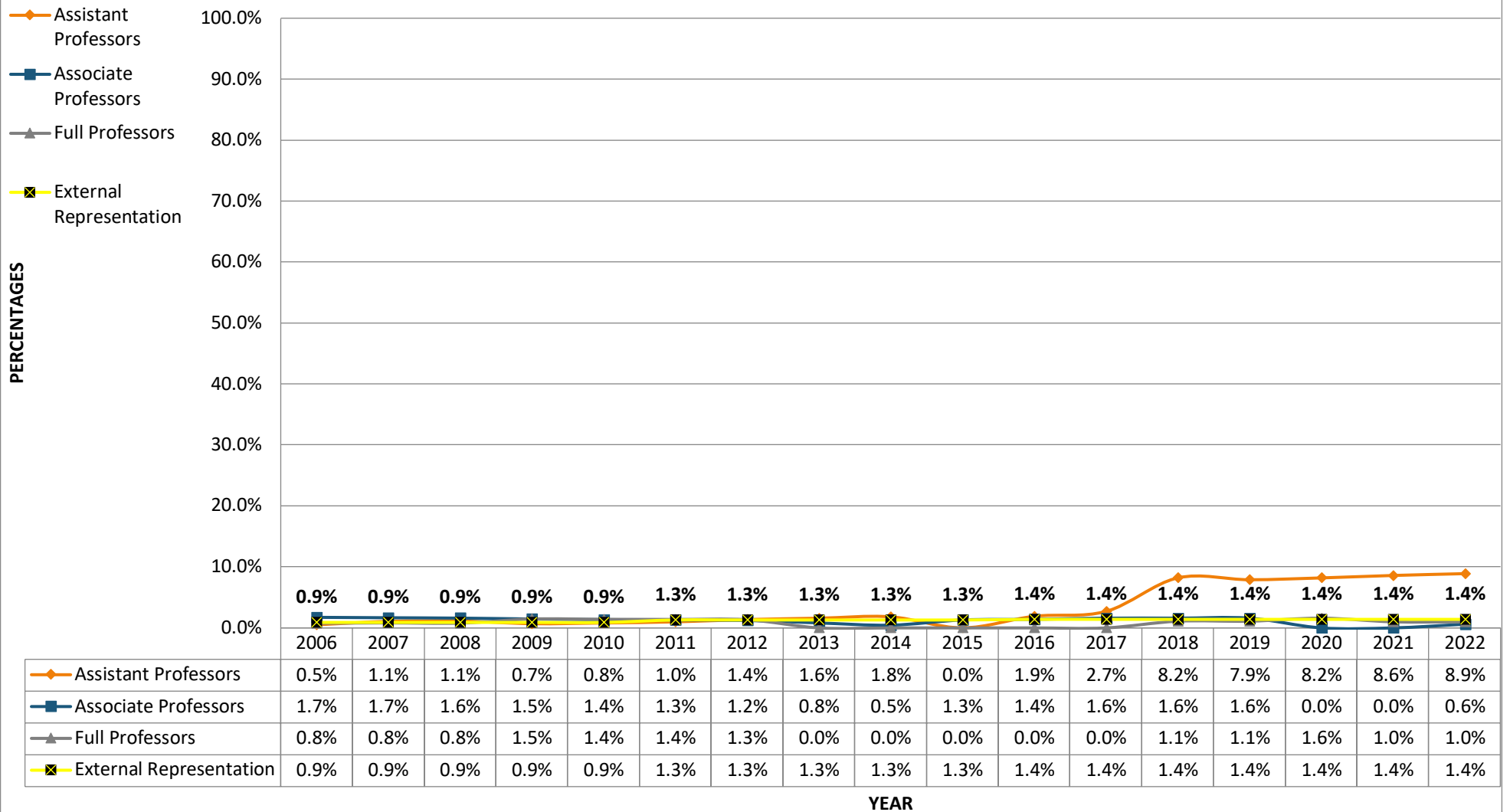
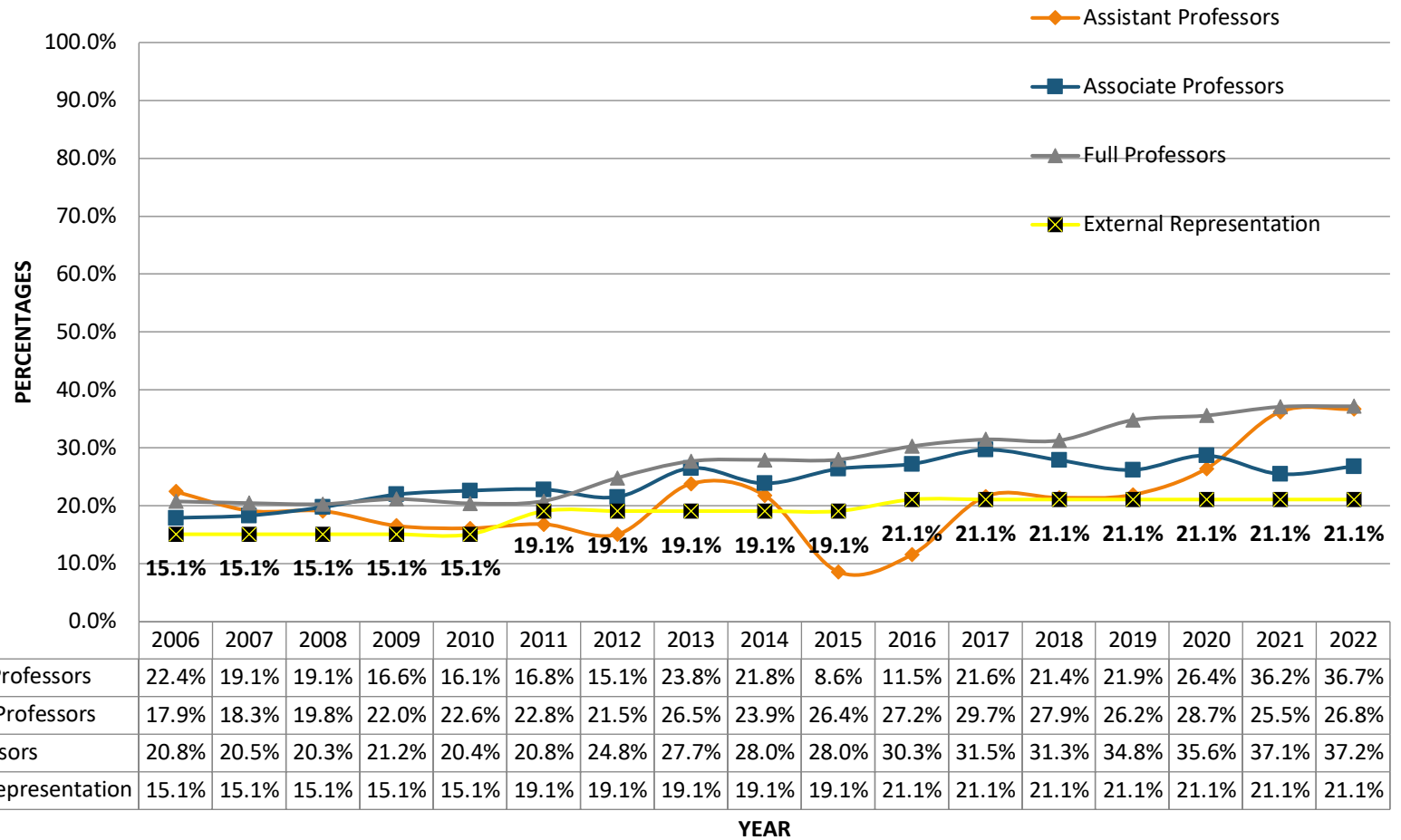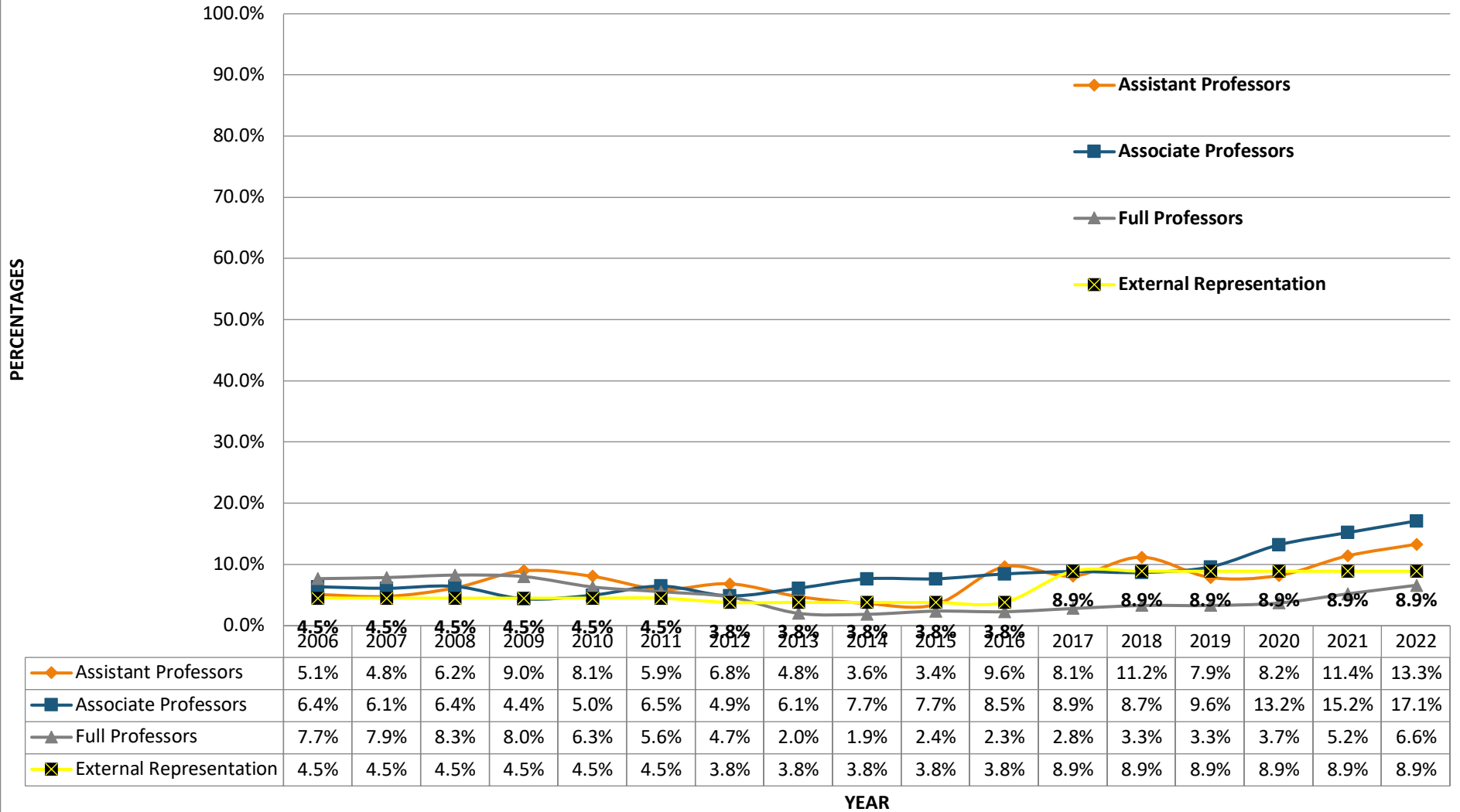|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Assistant Professors	0.5%	1.1%	1.1%	0.7%	0.8%	1.0%	1.4%	1.6%	1.8%	0.0%	1.9%	2.7%	8.2%	7.9%	8.2%	8.6%	8.9%
Associate Professors	1.7%	1.7%	1.6%	1.5%	1.4%	1.3%	1.2%	0.8%	0.5%	1.3%	1.4%	1.6%	1.6%	1.6%	0.0%	0.0%	0.6%
Full Professors	0.8%	0.8%	0.8%	1.5%	1.4%	1.4%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.1%	1.6%	1.0%	1.0%
External Representation	0.9%	0.9%	0.9%	0.9%	0.9%	1.3%	1.3%	1.3%	1.3%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Racialized People/Visible Minorities (2006-2022)

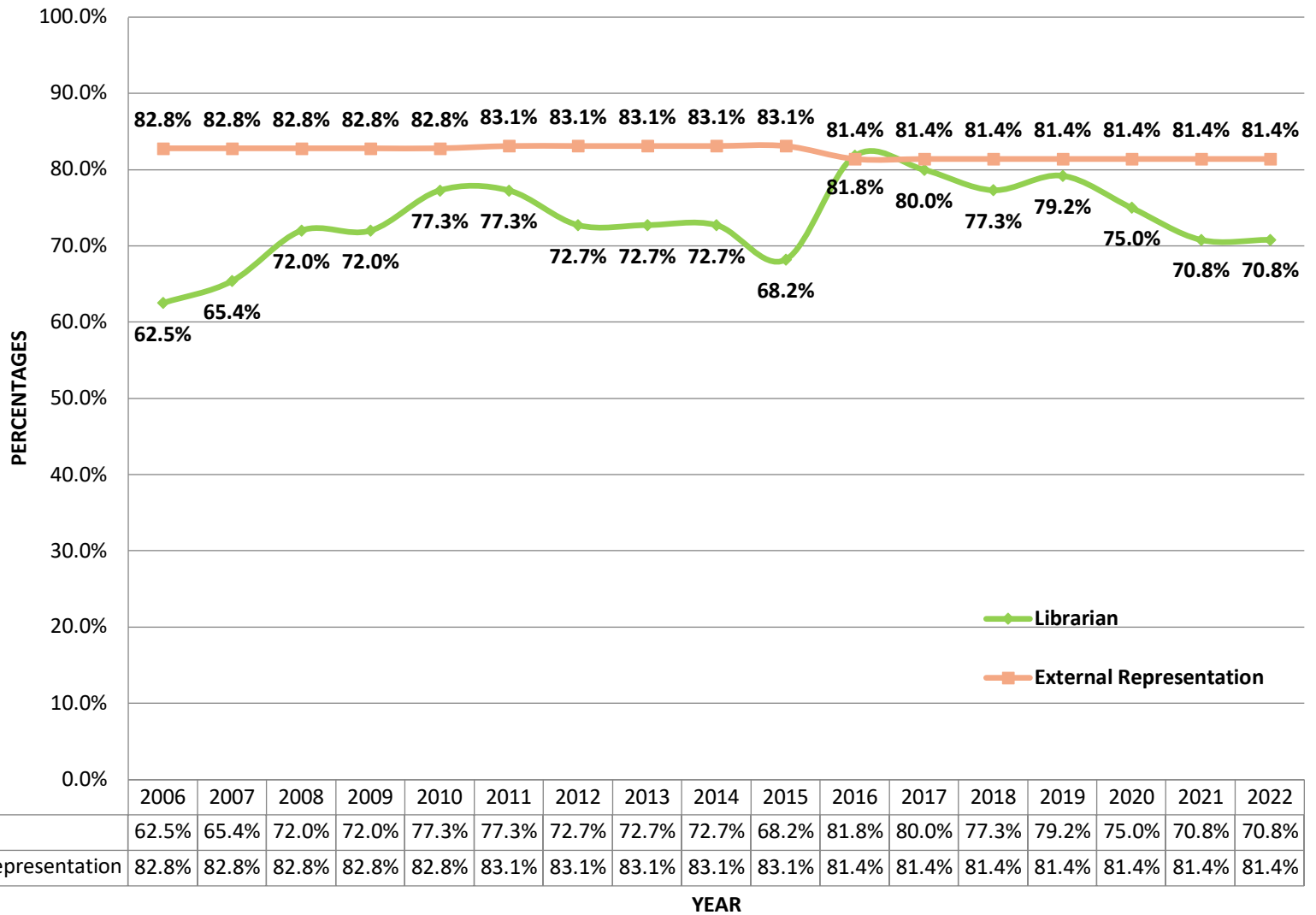|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Assistant Professors	22.4%	19.1%	19.1%	16.6%	16.1%	16.8%	15.1%	23.8%	21.8%	8.6%	11.5%	21.6%	21.4%	21.9%	26.4%	36.2%	36.7%
Associate Professors	17.9%	18.3%	19.8%	22.0%	22.6%	22.8%	21.5%	26.5%	23.9%	26.4%	27.2%	29.7%	27.9%	26.2%	28.7%	25.5%	26.8%
Full Professors	20.8%	20.5%	20.3%	21.2%	20.4%	20.8%	24.8%	27.7%	28.0%	28.0%	30.3%	31.5%	31.3%	34.8%	35.6%	37.1%	37.2%
External Representation	15.1%	15.1%	15.1%	15.1%	15.1%	19.1%	19.1%	19.1%	19.1%	19.1%	21.1%	21.1%	21.1%	21.1%	21.1%	21.1%	21.1%

YEAR

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2022)

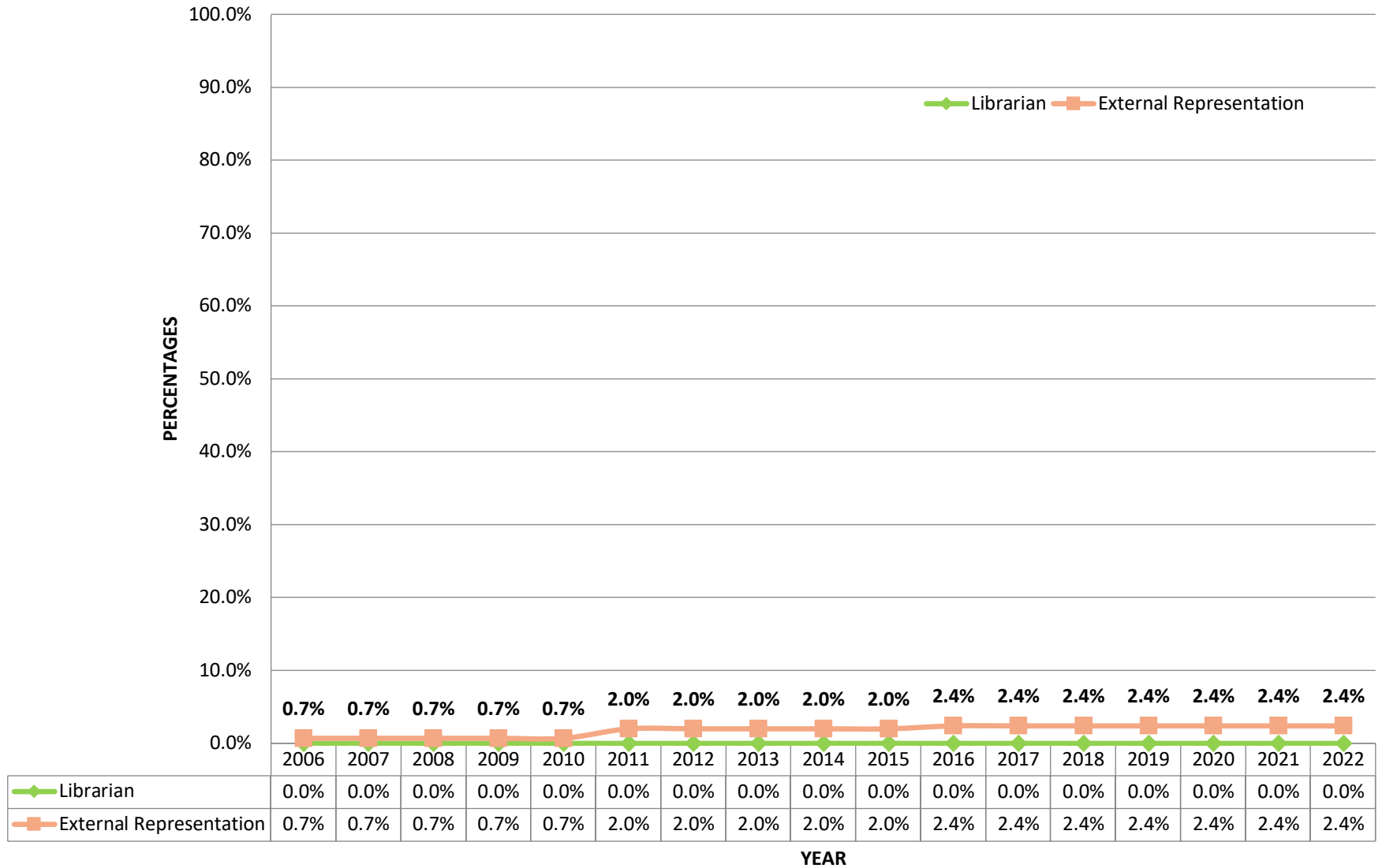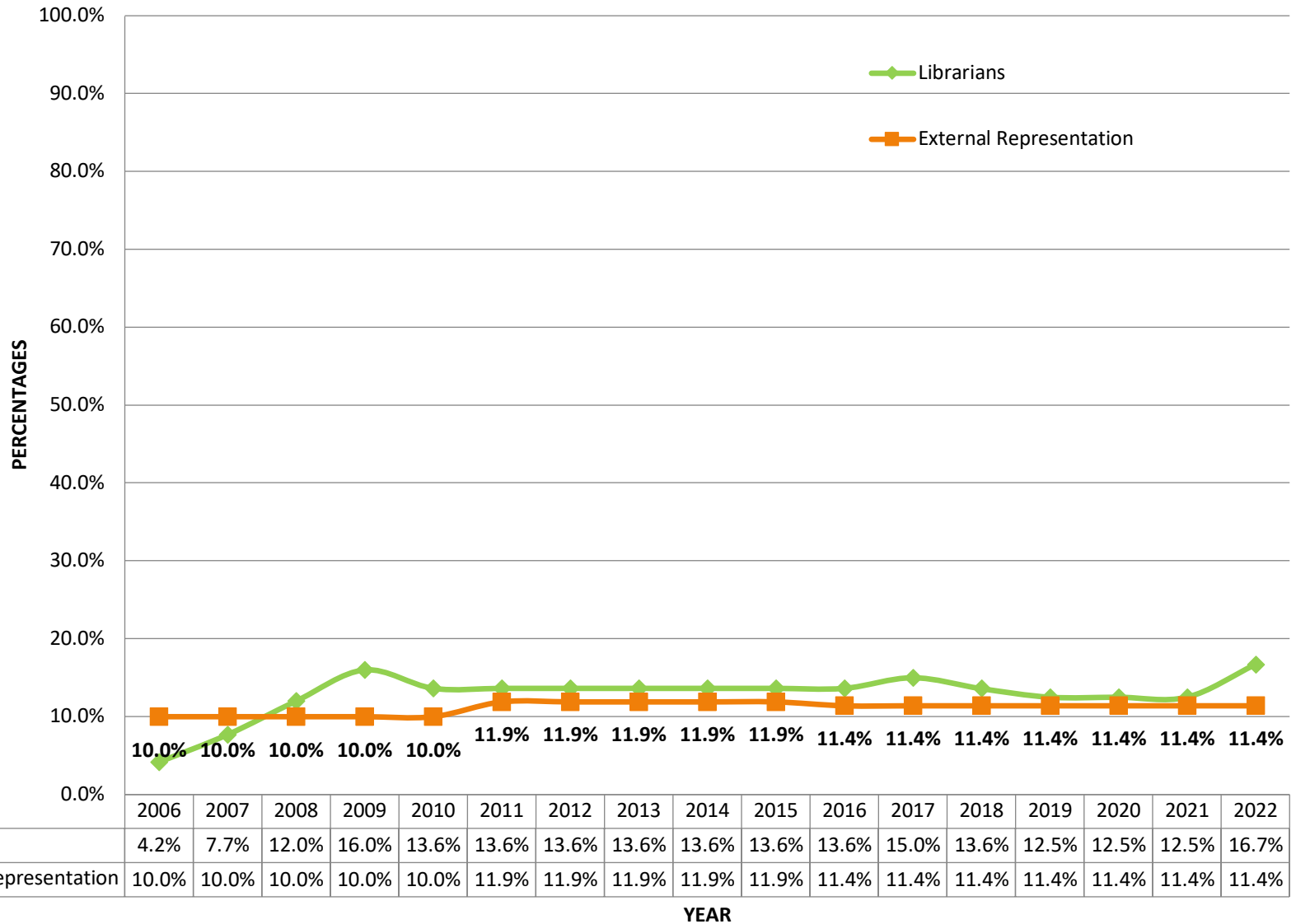|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Assistant Professors	5.1%	4.8%	6.2%	9.0%	8.1%	5.9%	6.8%	4.8%	3.6%	3.4%	9.6%	8.1%	11.2%	7.9%	8.2%	11.4%	13.3%
Associate Professors	6.4%	6.1%	6.4%	4.4%	5.0%	6.5%	4.9%	6.1%	7.7%	7.7%	8.5%	8.9%	8.7%	9.6%	13.2%	15.2%	17.1%
Full Professors	7.7%	7.9%	8.3%	8.0%	6.3%	5.6%	4.7%	2.0%	1.9%	2.4%	2.3%	2.8%	3.3%	3.3%	3.7%	5.2%	6.6%
External Representation	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	3.8%	3.8%	3.8%	3.8%	3.8%	8.9%	8.9%	8.9%	8.9%	8.9%	8.9%

YEAR

*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.
2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
2017-2022 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Librarians - Women
(2006-2022)

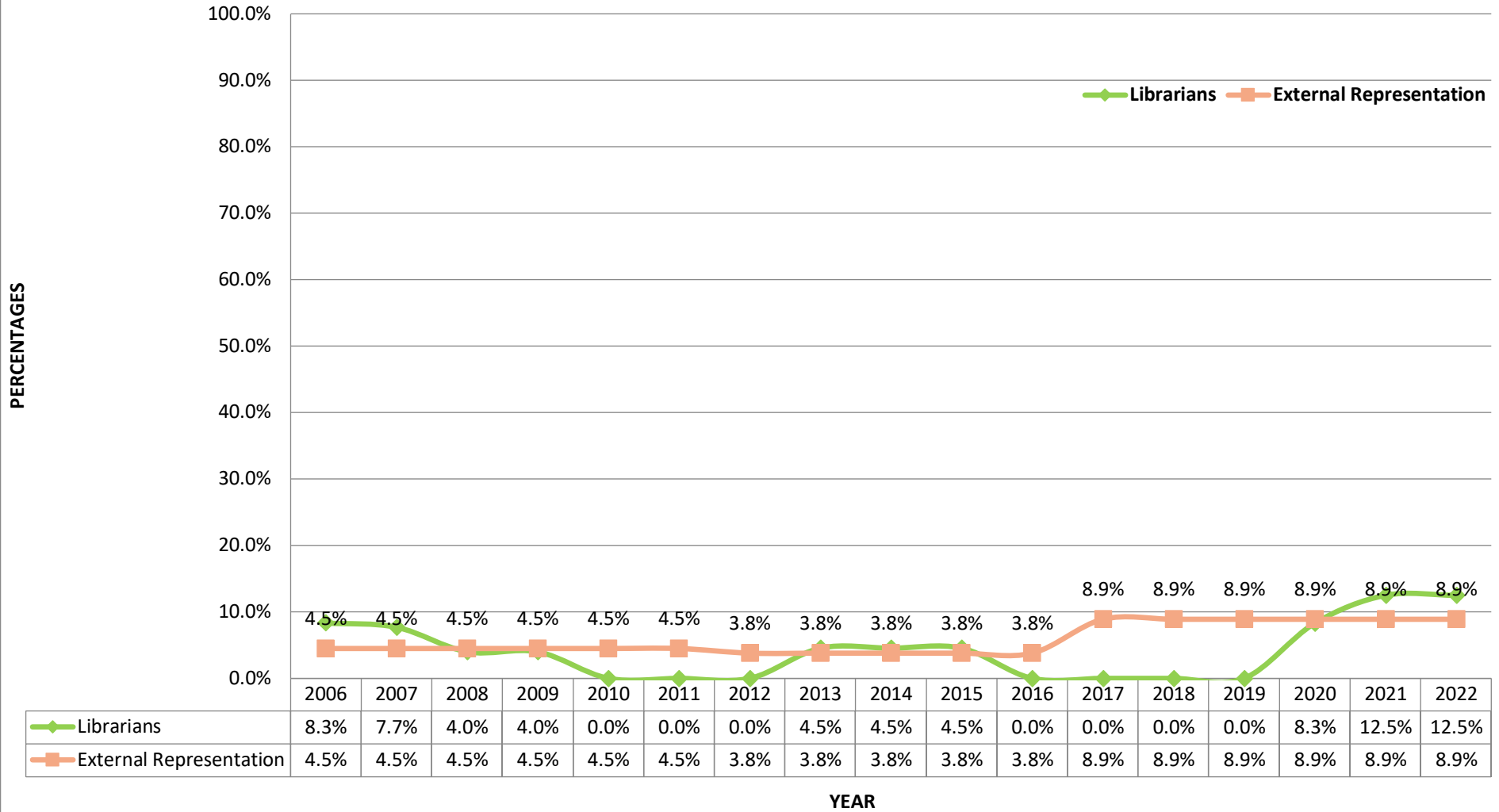| YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Librarian	62.5%	65.4%	72.0%	72.0%	77.3%	77.3%	72.7%	72.7%	72.7%	68.2%	81.8%	80.0%	77.3%	79.2%	75.0%	70.8%	70.8%
External Representation	82.8%	82.8%	82.8%	82.8%	82.8%	83.1%	83.1%	83.1%	83.1%	83.1%	81.4%	81.4%	81.4%	81.4%	81.4%	81.4%	81.4%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Indigenous/Aboriginal Peoples
(2006-2022)

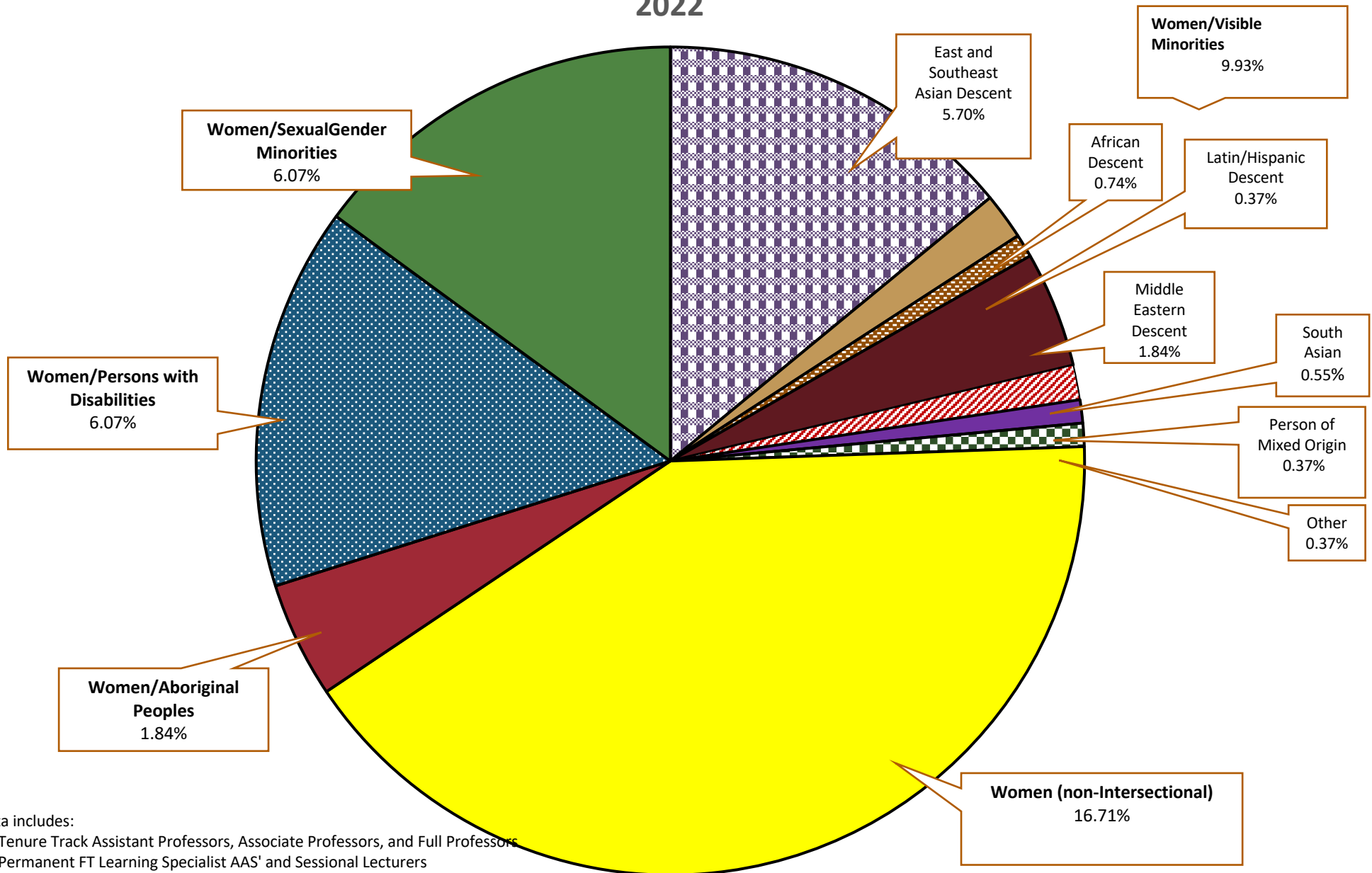|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Librarian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
External Representation	0.7%	0.7%	0.7%	0.7%	0.7%	2.0%	2.0%	2.0%	2.0%	2.0%	2.4%	2.4%	2.4%	2.4%	2.4%	2.4%	2.4%

YEAR

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2022 external representation is based on Statistics Canada's 2016 National Census data.
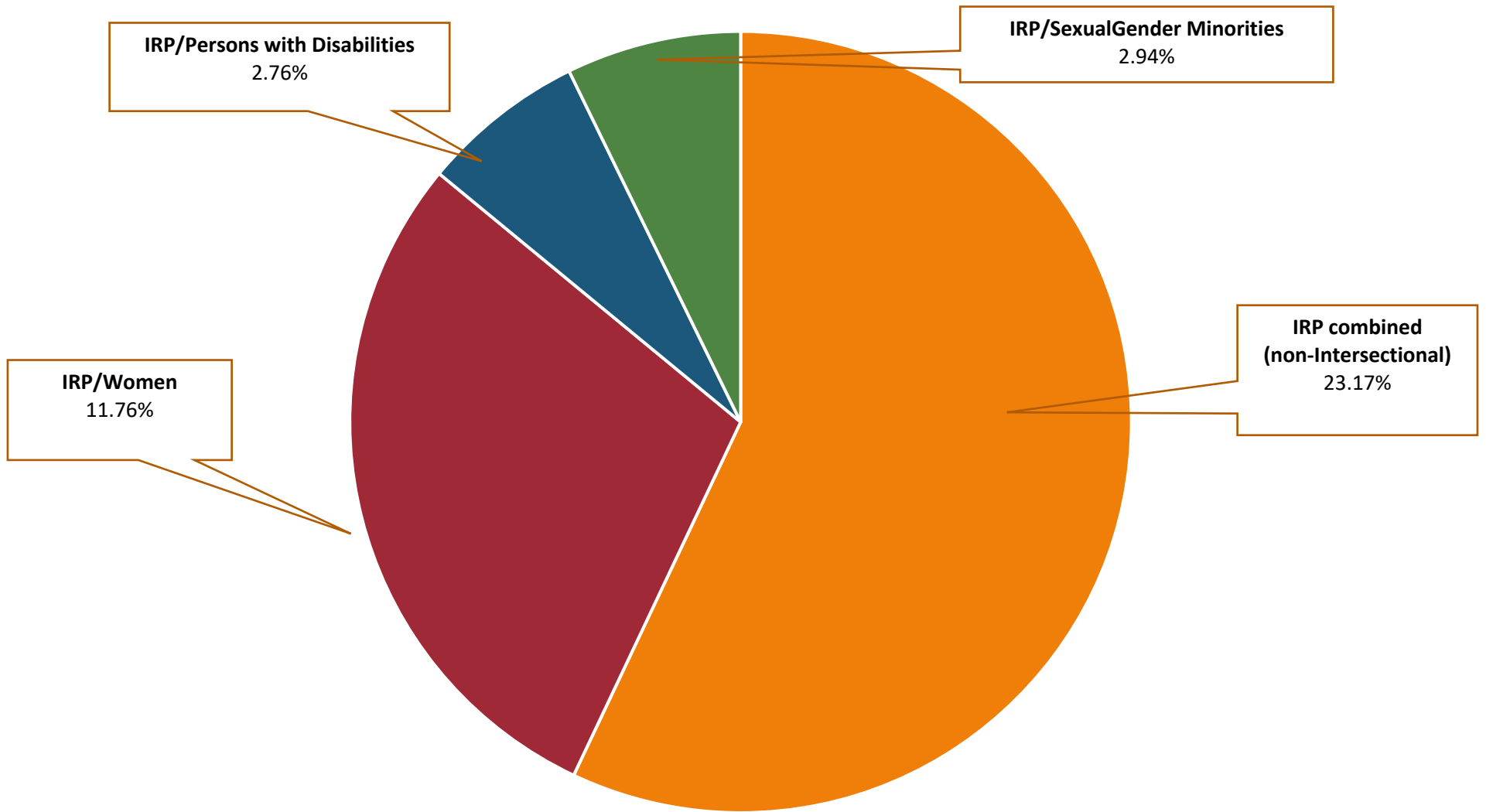
Librarians - Racialized People/Visible Minorities
(2006-2022)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Librarians	4.2%	7.7%	12.0%	16.0%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	15.0%	13.6%	12.5%	12.5%	12.5%	16.7%
External Representation	10.0%	10.0%	10.0%	10.0%	10.0%	11.9%	11.9%	11.9%	11.9%	11.9%	11.4%	11.4%	11.4%	11.4%	11.4%	11.4%	11.4%

YEAR

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Librarians (Persons with Disabilities)
2006-2022

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Librarians	8.3%	7.7%	4.0%	4.0%	0.0%	0.0%	0.0%	4.5%	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	8.3%	12.5%	12.5%
External Representation	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	3.8%	3.8%	3.8%	3.8%	3.8%	8.9%	8.9%	8.9%	8.9%	8.9%	8.9%

*2006-2011 external representation is based on the 2006 Participation and Limitation Survery (PALS) data.
2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
2017-2022 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Faculty and Librarians (Internal Representation) - Women Intersectionality 2022

East and Southeast Asian Descent
5.70%

Women/Visible Minorities
9.93%

African Descent
0.74%

Latin/Hispanic Descent
0.37%

Women/SexualGender Minorities
6.07%

Middle Eastern Descent
1.84%

South Asian
0.55%

Women/Persons with Disabilities
6.07%

Person of Mixed Origin
0.37%

Other
0.37%

Women/Aboriginal Peoples
1.84%

Women (non-Intersectional)
16.71%

Data includes:
All Tenure Track Assistant Professors, Associate Professors, and Full Professors
All Permanent FT Learning Specialist AAS' and Sessional Lecturers
All Permanent FT Librarians

Faculty and Librarians (Internal Representation)
Indigenous Peoples in combination with Racialized Peoples (IRP)
Intersectionality
2022

IRP/Persons with Disabilities
2.76%

IRP/SexualGender Minorities
2.94%

IRP combined
(non-Intersectional)
23.17%

IRP/Women
11.76%

Racialized People/Visible Minorities - Disaggretated Groups
As of December 2022
(includes assistant professors, associate professors, full professors and librarians)

	Internal Representation Racialized People/Visible Minorities Dec 2022	East and Southeast Asian Descent/Ancestry	South Asian Descent/Ancestry	African Descent/Ancestry	Latin/Hispanic Descent/Ancestry	Middle Eastern Descent/Ancestry	Person of Mixed Origin	Other
Overall	33.47%	19.64%	1.20%	3.01%	0.60%	7.62%	0.80%	0.60%
Assistant Professor	40.35%	20.18%	1.75%	3.51%	0.88%	12.28%	0.88%	0.88%
Associate Professor	26.67%	15.15%	1.21%	3.64%	0.61%	4.24%	1.21%	0.61%
Professor	37.24%	24.49%	0.51%	2.55%	0.51%	8.16%	0.51%	0.51%
Librarians	16.67%	8.33%	4.17%	0.00%	0.00%	4.17%	0.00%	0.00%

Racialized People/Visible Minorities - Disaggregated Groups

5 UPDATE ON OUTSTANDING RECOMMENDATIONS FROM 2015-2022 REPORTS

This section of the RCEE Report provides an update on the outstanding *next steps* and recommendations that were in the previous RCEE Reports for 2015-2022. It does not include items that were marked as Completed in previous reports. Within the various reports, they have been organized into 5 possible categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, Equity Items Actioned at Time of Report, and Equity Items Outside Our Mandate. Next steps are included for information purposes.

The status column provides an update as to the status of the recommendations at the time of this report. Items marked *For Consideration* are those that were considered to be fully or somewhat outside the RCEE mandate yet important to building a climate that facilitates advancement in equity, ultimately impacting recruiting. These recommendations had been put forward to be widely considered and not necessarily followed up by RCEE. The recommendations marked *Pending* are waiting for a particular action. *In Progress* indicates that, while not yet completed, action and activity are ongoing. Items marked as *Completed* do not indicate that the work in the particular area no longer needs to be continued nor that related recommendations would not appear in later reports. Rather, completed items refer to actions and steps taken to address specific recommendations within a given year. Refer to the original reports for more information on the specific context for a particular recommendation.

Item	2022 Report *Next Steps* and Recommendations	Status
	Data	
1	**RCEE recommends** that OHREA set up a cyclical practice to connect with the units on an annual basis to assist with updating and reporting with the DEAP Tool.	Completed
2	**RCEE recommends** that, notwithstanding the added consideration of 60% for the RCEE as being "serious underrepresentation," the University not lose sight of its FCP obligations to address underrepresentation when it reaches the level of "significant," which is 80% or less.	In Progress
	Enhancing Equity	
3	**RCEE recommends** that the University review reports, policies, procedures, and documents from other institutions that have been created to address the possibility of fraudulent or misleading equity-related self-identification, which may be adapted for use in recruiting practices.	In Progress
	Enhancing the Equity Infrastructure	
4	**RCEE recommends** that the University undertake an analysis pairing recruitment with retention rates of designated groups to identify potential trends and possible barriers.	For Consideration
	Equity Items Outside RCEE Mandate	
5	**RCEE recommends** that the University review the material contained in the Thriving on Campus initiative with the intention of identifying possibilities in which it can be expanded for improving the climate on campus for 2SLGBTQIA+ faculty.	In Progress

6	**RCEE recommends** that the University work with the AAUs to identify areas where workplace climate and inclusivity for 2SLGBTQIA+ faculty can be improved, while seeking ways to improve recruiting and retention.	For Consideration

Item	2021 Report *Next Steps* and Recommendations	Status
	Data	
1.	**RCEE recommends** that the University provide disaggregated data on the designated group women on an ongoing basis.	Completed
2.	**RCEE recommends** that the University enhance the definition of persons with disabilities in the University's employment equity self-identification survey and census to better align with the newly refined federal wording.	Completed
	Enhancing Equity	
3.	**RCEE recommends** that the University develop a plan to identify and rectify the systemic issues that create pay inequities.	For Consideration
4.	**RCEE recommends** that the University build upon the 2020 recommendation of identifying best practices, and takes steps to ensure equity is built into the structures so as to proactively prevent equity-based anomalies in compensation.	For Consideration
5.	**RCEE recommends** that the University work with the AAUs to engage in a process to review and identify areas with significant under-representation of women, and develop/implement a targeted recruiting process.	In Progress
6.	**RCEE recommends** that the University build on the successes of the Indigenous Scholars hiring, in order to strengthen the presence and engagement of Indigenous peoples.	For Consideration
	Enhancing the Equity Infrastructure	
7.	**RCEE recommends** that a review of employment equity standard training and best practices (e.g., EE/PAs and hiring committees) be carried out to produce an updated cohesive and coordinated process in keeping with the mandates of the Office of the Provost, the Office of Human Rights, Equity and Accessibility, and any new changes to the WUFA Collective Agreement.	Not Yet Completed
8.	**RCEE recommends** that service is included as a component in job ads and that the hiring committee gives it due consideration in the hiring process, i.e., included in the pre- and post-interview grid with rating attached.	Pending
	Equity Items Outside RCEE Mandate	
9.	**RCEE recommends** that the University ensure the Office of EDI is properly resourced in order to support the University community's ability to support current effective practices and to make necessary changes.	For Consideration

Item	2020 Report *Next Steps* and Recommendations	Status
1.	**RCEE recommends** that the University ensure that the disaggregated data are used in the various searches/appointments.	Completed
2.	**RCEE recommends** that New Faculty Orientation regularly include at least one section on anti-racism, anti-oppression, unconscious bias, et cetera.	Completed
3.	**RCEE recommends** that the University explore the impact of the pandemic on the recruiting and hiring processes.	For Consideration

4.	**RCEE recommends** the University continue to recognize the unique pressures on junior faculty, and RCEE supports steps they are initiating, such as enabling the requests for consideration for extensions of the tenure or permanence probationary period.	Completed
5.	**RCEE recommends** that the University follow up on research and action regarding pay equity to ensure any discrepancies are identified and rectified.	Completed
6.	**RCEE recommends** that the University identify best practices to prevent equity-based anomalies in compensation.	For Consideration
7.	**RCEE recommends** that incoming faculty and librarians are made aware of the negotiating range of salary, and that faculties are consistent in offers.	For Consideration
8.	**RCEE recommends** that the University work with stakeholders, such as WUFA/SWDEAC, to explore options or best practices to proactively address racism and other forms of oppression.	Ongoing
9.	**RCEE recommends** that the University and stakeholders build professional development relationships and engage in capacity building for cultural competency, anti-bias training, et cetera.	Completed and Ongoing
Item	2019 Report *Next Steps* and Recommendations	Status
		All Recommendations from the 2019 Report have been Completed
Item	2018 Report *Next Steps* and Recommendations	Status
4.	**RCEE recommends** that the University explore the application of another program similar to PIPS or the Academic Career Award to address other areas of serious under-representation of certain designated groups in specific units, particularly women in units such as in the STEM fields.	Ongoing and For Consideration
5.	**RCEE recommends** under Next Steps that OHREA provide the Deans and Heads a list of individual Equity Assessor activities at the end of each academic year.	Pending
6.	**RCEE recommends** that the University explore the addition of academic service awards. Included would be recognition of service of Equity Assessors.	For Consideration
7.	**RCEE recommends** that, as part of its commitment to equity, the University examine the composition of its committees in order to identify patterns of inequity. For example, which faculty members are serving and where, including on high profile committees or on committees with low impact for advancement, et cetera.	For Consideration
Item	2017 Report *Next Steps* and Recommendations	Status
8.	**RCEE recommends** that the University declare the valuing of equity/diversity more prominently and clearly in job advertisements such as in the example on the website for the SPF 50 positions. Note: This refers to the candidate's knowledge and commitment to equity, and is not regarding self-identification in a designated group.	Completed

9.	**RCEE recommends** that the University ensure equity is weighted on all hiring grids.	Mostly Completed
Item	2016 Report *Next Steps* and Recommendations	Status
10.	**RCEE recommends** that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.	In Progress
Item	2015 Report *Next Steps* and Recommendations	Status
		All Recommendations from the 2015 Report have been Completed

6 Summary of Current *Next Steps* and Recommendations

This section of the RCEE Report includes *next steps* and recommendations towards enhancing equity on campus. The *next steps* and recommendations are organized within 4 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, and Equity Items Outside RCEE Mandate.

Data

No data-related recommendations in this report

Enhancing Equity

1) **RCEE recommends** that the University offer topic/practice-specific equity workshops outside the regular required training cycle for EAs and other search/appointments committee members. This can include bringing in external facilitators for extra programming from the sector to provide diversity in expertise and perspectives.

2) **RCEE recommends** that the University continue to offer, and increase supports to enhance new faculty orientation programming. In addition, the University should identify where there are gaps in offerings to enable increased resources and supports. Existing internal initiatives that can be tied into the new faculty orientation should be explored.

3) **RCEE recommends** that the University support the development of an early career faculty community of practice for networking, sharing, and succeeding in the RTP processes. This should also be explored for various equity groups. The University should explore other internal, existing initiatives that can be tied into the new faculty orientation.

Enhancing the Equity Infrastructure

4) **RCEE recommends** that units that are requesting budgetary consideration for new positions include their equity goals. Additional weight during that process should then be given to units that include a strategy for improving an AAU's equity profile.

5) **RCEE recommends** that the University create a special PD fund for Equity Assessors who are active employees to access in order to enhance their equity-related skills. This would be an investment in people to feel more confident and supported in the role.

6) **RCEE recommends** that retiree Equity Assessors have their EA hours accumulate within a formula that would reach a point in which a certain amount of money is contributed to student support in their name.

Equity Items Outside RCEE Mandate

The following items deal with issues outside RCEE's mandate, but have an impact on enhancing the equity practices of the University community, including its hiring practices. As such, the following are suggested for further exploration:

7) **RCEE recommends** that the University engage in a series of ongoing meetings with Deans and others in leadership positions on shared employment equity purpose/vision.

8) **RCEE recommends** that the University engage in a series of meetings with Deans and others in leadership positions on retention of equity groups.

9) **RCEE recommends** that the University undertake an exploration of the under-representation of women in various AAUs and explore possible approaches to address this.

RCEE Committee Members:
Kaye Johnson
Daniella Beaulieu
Pardeep K. Jasra
Vicki Jay Leung

University of Windsor
Senate Governance Committee

5.2:   **Report of the Research Ethics Board**
          (January 2023 – March 2024)

Item for: **Information**

See attached.

REPORT TO SENATE

January 1, 2023 – June 30, 2023

and

July 1, 2023 - March 31, 2024

RESEARCH ETHICS BOARD
Report to Senate

January 1, 2023 – March 31, 2024

INTRODUCTION

Ethics review and the approval of research involving human participants derives its legitimacy from the *Declaration of Helsinki*, which indicates that protocols must be submitted for consideration, comment, guidance, and approval to a research ethics committee before the study begins (WMA, Guidance 23). Nations who agree to abide by the *Declaration* can establish their own ethics framework; however, they must meet the standards established in the *Declaration*, including ethics review of protocols. As a signatory to the *Declaration*, the Canadian *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022)* complies with the principles in the *Declaration*, including the establishment of ethics review committees and their responsibilities.

The University of Windsor Research Ethics Boards (REB) and the Office of Research Ethics (ORE) operate in accordance with the *TCPS2* and the *Declaration*. The two Full Boards, and their delegated Committees, are responsible for reviewing the ethical acceptability of all research involving humans conducted within the jurisdiction of the University of Windsor or under its auspices. This includes research conducted by faculty, staff, students, and affiliates regardless of where the research takes place or whether the project is funded (TCPS2, 6.1). Research requiring REB review includes all projects involving human participants or human biological materials derived from living or deceased individuals (TCPS2, 2.1).

Relationship to the University

As noted in the TCPS2 Article 6, to ensure the integrity of the research ethics review process and to safeguard public trust in that process, the REB operates independently in its decision making and should be free of inappropriate influence, including situations of real, potential, or perceived conflicts of interest (TCPS2, 6.2). REB communications with researchers, review deliberations, and records are confidential and accessible only to REB members on a need-to-know basis. The REB is accountable to the highest body that established them for the process of research ethics review (TCPS2, 6.2) and so reports to the University of Windsor Senate on its operations. The REB Chair meets periodically together with the Chair of the ACC, and Chair of the RSC, with the Vice President, Research and Innovation.

Although the REB and ORE operate at arms-length from the University, their work provides an important contribution to the core mission of the University. Through consultation with faculty, students, and affiliated researchers on the ethical conduct of research, the REB contributes to improvements in research protocols which support ethical participant engagement and trustworthiness. Educational presentations, workshops and resources on research ethics scholarship contribute to the quality of research education for students and support the research endeavors of faculty and staff. University community engagement is strengthened through providing ethics review and acting as the Board of Record for community partners, including regional hospitals and the Windsor Essex Community Health Unit as well as responding to requests from local community organizations. The creation of the new Indigenous Review Committee is a first step in the work toward building more trustworthy and respectful relationships with our Indigenous scholars and communities. Finally, the expertise that the ORE, REB Chair and REB members bring to protocol reviews and provide to their colleagues strengthens the research community and promotes impactful research contributing to the improvement of the Windsor-Essex region, nationally, and globally.

THE OFFICE OF RESEARCH ETHICS

The TCPS2 stipulates that institutions provide appropriate administrative resources to their REBs (e.g., research ethics administration staff, a research ethics office, review resources) for the effective and efficient operation of the REB (TCPS2, 6.2). The University of Windsor ORE is staffed by a faculty member acting as Research Ethics Board Chair, a full-time Manager and a full-time Coordinator. The ORE is responsible for supporting all activities of the REB including: developing policies and procedures for operational and committee functions; managing the protocol review process from pre-submission through to file closure; scheduling Full Board and Delegated Review Committee meetings; communicating with researchers on REB requests for revisions, comments and final decisions; documentation and record-keeping; and protocol monitoring. The ORE is also responsible for providing education to the University of Windsor community on research ethics, offering consultation and guidance, conducting workshops and presentations, developing resources on research ethics, and providing expertise on local, national, and international regulations and issues on research ethics.

Office of Research Ethics Staff

Manager, Office of Research Ethics
Ms. Harmony Peach

Coordinator, Office of Research Ethics
Mrs. Mary Jane Nohra

RESEARCH ETHICS BOARDS AND DELEGATED REVIEW COMMITTEES

Protocol reviews are conducted under the TCPS2 guidance of proportionate review (TCPS2, 1C, 2.9, 6.12). The Chair of the REB determines the level of review and assigns protocols to REB Committees. Protocols considered *more than minimal risk* are reviewed by one of two Research Ethics Full Boards—Socio-Behavioral or Biomedical—which meet monthly. Protocols determined to be *minimal risk* are reviewed by the main Delegated Review Committee which is comprised of four Full Board members who are specifically assigned as delegated reviewers or a specialty Delegated Review Committee. The primary Delegated Review Committee meets at least once every week during the academic year and weekly or bi-weekly over the summer, unless the number of protocol submissions requires additional meetings. The specialty Delegated Review Committees include a Biomedical Delegated Review Committee, the Scholarship of Teaching and Learning (SoTL-E) Committee and a recently established Indigenous Research Committee.

Protocols involving secondary use of data, administrative research, protocols cleared by another REB, and other minimal-risk applications, are executively reviewed by the Chair, or the Chair and a second REB member. Determinations of exemptions from REB review under TCPS2 2.2-2.6 are determined by the REB Chair. Please see *Appendix A* for a detailed flow chart of how applications are processed, *Appendix B* for an overview of the REB Board review and responsibilities and *Appendix C* for the ORE and REB Workflow.

REB MEMBERSHIP

The REB depends upon service commitments from faculty, students, and community members to conduct its work. The TCPS2 requires that the REB be comprised of faculty members with expertise in relevant research disciplines, fields, and methodologies representative of the types of research reviewed by the REB (TCPS2, 6.4). Additional members required by the TCPS2 are: one member knowledgeable in ethics; one member knowledgeable in law; student representatives; and members from the community who are not associated with the University (TCPS2, 6.4 a-d). Full Board members serve three-year terms which are renewable. Full Board REB members do not receive any compensation and provide approximately 10-12 hours per month of service. The primary Delegated Review Committee is comprised of the Chair

plus four Full Board members who serve one-year terms, which are renewable. Delegated review members receive compensation in the form of workload relief or research grants and provide 8-15 hours per week in service throughout the year, including the summer. Members of the specialty Delegated Review Committees do not receive compensation and only meet when a relevant protocol is assigned to them for review.

The REB Chair facilitates meetings of both Socio-Behavioral and Biomedical Boards, the primary Delegated Review Committee and the Biomedical Delegated Review Committee. The Manager, Office of Research Ethics chairs the SoTL-E Committee and the Indigenous Research Committee. Members of Delegated Review Committees are all assigned to one of the two Full Boards as per the TCPS2 requirement (TCPS2, 6.12). The two Full Boards set policy for the REB, engage with the Chair on research ethics issues, and are the final arbiters on application decisions.

REB Members Full Board and Delegated Committees, January 2023-June 2024

SOCIO-BEHAVIOURAL FULL BOARD

Dr. Scott Martyn, Chair January 1, 2023-June 30, 2023
Dr. Suzanne McMurphy, Chair, July 1, 2023—June 30, 2024
Ms. Harmony Peach, Manager, Office Research Ethics

Ms. Elise Bosson, M.S.W., R.S.W.
Full Board Socio-Behavioural; Community Representative

Dr. Laura Chittle
Full Board Socio-Behavioural, SoTL-E; Centre for Teaching and Learning

Dr. Marc Frey
Full Board Socio-Behavioural, Full Board Biomedical; WECHU representative, community representative

Dr. Glynis George
Full Board Socio-Behavioural; Sociology, Anthropology, and Criminology, Faculty Member

Ms. Kristen Hales
Full Board Socio-Behavioural; Legal Representative

Ms. Megan Kalbfleisch
Full Board Socio-Behavioural; Student Representative

Dr. Calvin Langton
Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

Dr. Rosanne Menna
Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

Dr. Carlin Miller
Full Board Socio-Behavioural; Delegated Review Committee, Psychology, Faculty Member

Ms. Fallon Mitchell
Full Board Socio-Behavioural; Kinesiology, Student Representative

Ms. Samantha Monk
Full Board Socio-Behavioural; Student Representative

Mr. Jesse Myers
Full Board Socio-Behavioural; Student Representative

Mr. Russell Nahdee
Full Board Socio-Behavioural; Indigenous Research Committee; Office of Open Leaning

Dr. Kathy Pfaff
Full Board Socio-Behavioural; Nursing, Faculty Member

Dr. Katherine Rudzinski
Full Board Socio-Behavioural, Delegated Review Committee; Social Work, Post Doctoral Fellow

Dr. Francine Schlosser
Full Board Socio-Behavioural; Odette Research Chair

Mr. Mason Shepphard
Full Board Socio-Behavioural; Student Representative

Dr. Allyson Skene, CTL
Full Board Socio-Behavioural, SoTL-E; Centre for Teaching and Learning

Dr. Maureen Sterling
Full Board Socio-Behavioural; Business, Faculty Member

Dr. Vasanthi Venkatesh
Full Board Socio-Behavioural; Law, Faculty Member

BIOMEDICAL FULL BOARD

Dr. Scott Martyn, Chair January 1, 2023-June 30, 2023
Dr. Suzanne McMurphy, Chair, July 1, 2023—June 30, 2024
Ms. Harmony Peach, Manager, Office Research Ethics

Dr. Stephen Bartol
Full Board Biomedical; Community Representative

Mr. Victor Eghujovbo
Full Board Biomedical; Student Representative

Dr. Shelley Evans
Full Board Biomedical; Faculty Member

Dr. Catherine Febria
Full Board Biomedical; GLIER, Faculty Member

Dr. Marc Frey
Full Board Socio-Behavioural, Full Board Biomedical; WECHU representative, community representative

Dr. Adrian Guta
Full Board Biomedical and Delegated Review Committee; Social Work, Faculty Member

Ms. Maja Jelich
Full Board Biomedical; Student Representative

Dr. Philip Karpowicz
Full Board Biomedical; Biology, Faculty Member

Dr. Jessica Kichler
Full Board Biomedical; Psychology, Faculty Member

Dr. Matthew Krause
Full Board Biomedical; Delegated Biomedical Committee, Research Safety Committee Representative; Kinesiology, Faculty Member

Dr. Wallace Liang
Full Board Biomedical; WRH Representative, Medical and Community Representative

Dr. Saverpierre Maggio
Full Board Biomedical; Windsor Regional Hospital/Legal Representative

Ms. Sherri Lynne Menard
Full Board Biomedical; Health and Safety Representative

Ms. Karen Metcalfe
Full Board Biomedical; Associate Director WE-Spark

Ms. Krista Naccarato
Full Board Biomedical; Vice Chair; WRH Representative, Community Representative

Ms. Samira Narimannejad
Full Board Biomedical; Student Representative

Dr. Siyaram Pandey
Full Board Socio-Behavioural; Full Board Biomedical; Chemistry & Biochemistry, Faculty Member

Ms. Elnaz Akhavan Rezaee
Full Board Biomedical; Student Representative

Ms. Nadia Roopnarine
Full Board Biomedical; Student Representative

Dr. Jennifer Voth
Full Board Biomedical; HDGH Representative; Community Representative

Mr. Andrew Ward
Full Board Biomedical; Student Representative

DELEGATED REVIEW COMMITTEE

Dr. Scott Martyn, Chair January 1, 2023-June 30, 2023
Dr. Suzanne McMurphy, Chair, July 1, 2023—June 30, 2024

Dr. Adrian Guta
Full Board Biomedical and Delegated Review Committee; Social Work, Faculty Member

Dr. Calvin Langton
Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

Dr. Rosanne Menna
Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

Dr. Katherine Rudzinski
Full Board Socio-Behavioural, Delegated Review Committee; Social Work, Post Doctoral Fellow

SCHOLARSHIP OF TEACHING AND LEARNING AND EDUCATION (SOTL-E) REVIEW COMMITTEE

Ms. Harmony Peach, Manager, Office Research Ethics, Chair

Dr. Allyson Skene, CTL
Full Board Socio-Behavioural, SoTL-E; Centre for Teaching and Learning

Dr. Clayton Smith
Education, Faculty Member

Dr. Christopher Greig
Education, Faculty Member

Ms. Ashlyne O'Neil
Full Board Socio-Behavioural, SoTL-E; Office of Open Learning

Dr. Laura Chittle
Full Board Socio-Behavioural, SoTL-E; Centre for Teaching and Learning

BIOMEDICAL DELEGATED REVIEW COMMITTEE

Dr. Suzanne McMurphy, Chair, July 1, 2023—June 30, 2024

Dr. Christopher Abeare
Psychology, Faculty Member

Dr. Anthony Bain
Full Board Biomedical; Human Kinetics, Faculty Member

Mr. Victor Eghujovbo
Engineering, Student Representative

Dr. Matthew Krause
Full Board Biomedical; Human Kinetics, Faculty Member

Dr. Cheri McGowan
Human Kinetics, Faculty Member

INDIGENOUS REVIEW COMMITTEE

Ms. Harmony Peach, Manager, Office Research Ethics, Chair

Dr. Catherine Febria
Full Board Biomedical; GLIER, Faculty Member

Ms. Jaimie Kechego
Centre for Teaching and Learning Field of Indigenization

Mr. Russell Nahdee
Full Board Socio-Behavioural; Office of Open Learning

Ms. Naomi Williams
Doctoral Student, Social Work

REGIONAL BOARD OF RECORD AND COLLABORATION WITH WINDSOR REGIONAL HOSPITAL

The University of Windsor REB is under contract with several institutional partners as their Board of Record to review, clear, and provide oversight of the ethical acceptability of research being conducted by their staff or taking place under their auspices. The REB operates as the Board of Record for Erie Shores Healthcare, Hôtel-Dieu Grace Healthcare (HDGH) and Windsor-Essex County Health Unit (WECHU). The REB provides research ethics guidance to community organizations on research ethics issues but provides ethical review and clearance only under contract; the REB establishes short-term contracts with community organizations for individual projects.

The University of Windsor REB and Windsor Regional Hospital (WRH) REB collaborate to streamline ethics review for research which falls under both jurisdictions. To foster this ongoing collaboration, Dr. Wally Liang, Dr. Saverpierre Maggio, and Krista Naccarato, are members of the University of Windsor Full Biomedical Board as WRH representatives and Dr. Suzanne McMurphy is a member of the WRH REB. The REB is currently exploring a Memorandum of Understanding with WRH to establish reciprocity for clearing applications for secondary use of WRH patient and medical data and human tissue research protocols.

Single Institutional Review Board with US Universities and International Research

The University of Windsor REB acts as the Single Institutional Board of Record (sIRB) for the University of Michigan and the University of Nebraska for projects being conducted by University of Windsor researchers. Since 2019, the US regulations under US 45 CFR 46 allow for a single IRB to be the Board of Record with multi-jurisdictional studies. As the sIRB, the University of Windsor operates under the US regulatory guidelines to approve and oversee the ethical acceptability of specific research projects conducted by the University of Windsor researchers. This is a significant service to University of Windsor researchers as it means that applications and oversight are under one ethics review committee and researchers do not need to duplicate applications, requests to revise, and reporting across ethics committees in two countries.

To provide this level of support to the University of Windsor researchers, the REB Chair must have a background in reviewing applications under US 45 CFR 46, the Federal Policy on Protection of Human Subjects (Common Rule) and remain familiar with interpretations of these regulations under the Office of Human Research Protection (OHRP). It is also beneficial if the REB Chair is familiar with international research guidelines and their interpretation and application, including World Medical Association guidelines under CIOMS, UK BERA, GDPR requirements and generally within the International Compilation of Human Research Standards (https://www.hhs.gov/ohrp/international/compilation-human-research-standards/index.html) to support University of Windsor researchers conducting international projects.

REB PROTOCOL REVIEW ACTIVITY January 1, 2023—December 31, 2023, and January 1-March 31, 2024

Protocol reviews and monitoring are the activities of the REB which require the most amount of REB labour. Each new file submitted to the REB requires approximately 10-20 hours from point of submission to clearance. This includes: initial processing for file completeness and assessment of readiness for review; assignment to review committee; committee members' individual time to review the protocol; time in committee review; sending comments and communicating with researchers; reviewing researchers' response to comments, protocol modifications, and determining clearance; data entry and file processing. Pre-submission consultations with researchers can vary from several minutes to several hours and over multiple time periods depending upon the complexity of the protocol. Please see *Appendices A, B and C* for visual overviews of application review processes, Boards and committees by type of application, and a detailed flow chart of REB and ORE workflow.

Table 1A: New Applications by Level of Review
January 1, 2023-December 31, 2023

Socio-Behavioural Board	2
Delegated	110
Executive	65
Biomedical	6
SoTL-E	13
Withdrawn	8
Total	**204**

Table 1B: New Applications by Level of Review
January 1, 2024-March 31, 2024

Socio-Behavioural Board	2
Delegated	32
Executive	16
Biomedical	4
SoTL-E	3
Withdrawn	1
Total	**58**

Table 2A: New Applications by Principal Investigator Type
January 1, 2023-December 31, 2023

Administrative	7
Faculty	65
Doctoral	34
Master's	39
Undergraduate	17
Institutional Partners	10
sIRB	2
Other Universities and/or Organizations	30
Total	**204**

Table 2A: New Applications by Principal Investigator Type

Table 2A: New Applications by Principal Investigator Type
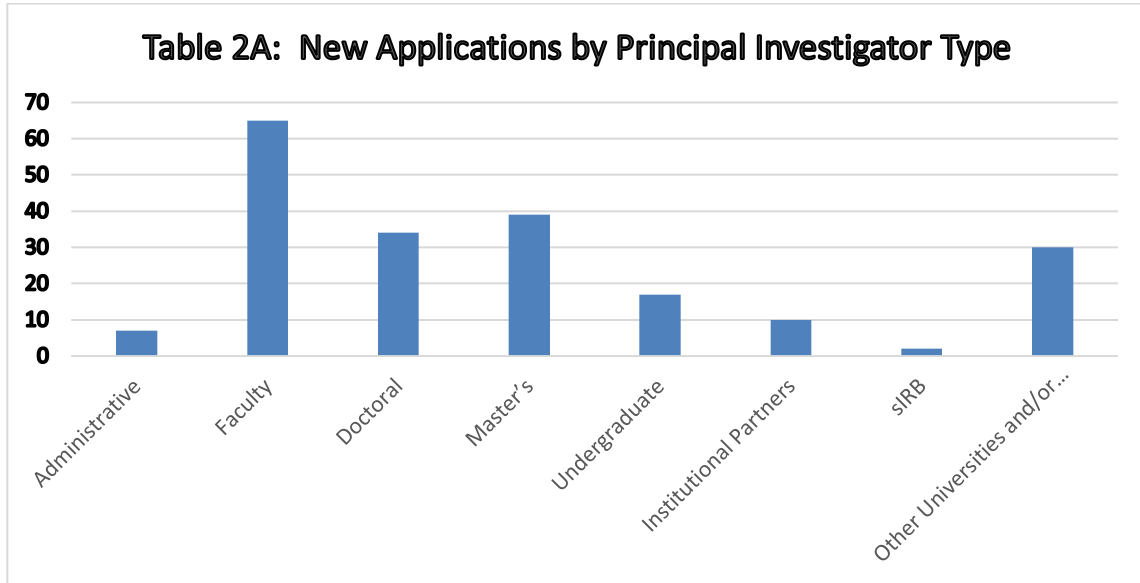
Table 2B: New Applications by Principal Investigator Type
January 1, 2024-March 31, 2024

Administrative	1
Faculty	21
Doctoral	12
Master's	10
Undergraduate	4
Institutional Partners	4
Other Universities and/or Organizations	5
sIRB	1
Total	**58**

Table 2B: New Applications by Principal Investigator Type
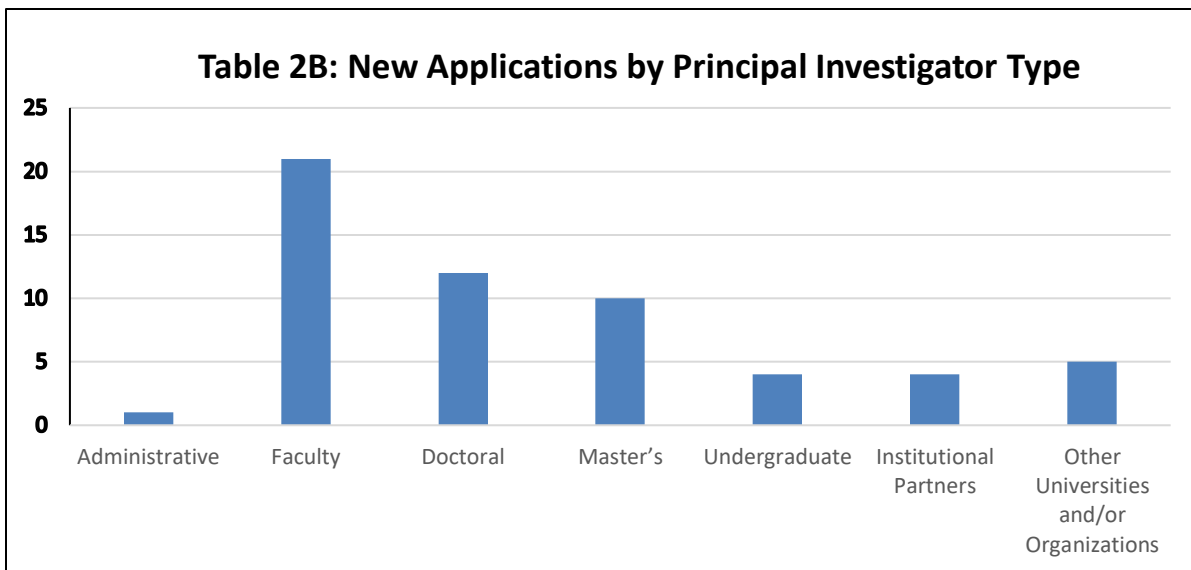
Table 3A: New Applications by Faculty Unit
 January 1, 2023-December 31, 2023

Faculty of Education	24
Faculty Of Arts, Humanities, and Social Sciences	65
Faculty of Engineering	9
Faculty of Human Kinetics	23
Faculty of Law	4
Faculty of Nursing	4
Faculty of Science	15
Leddy Library	1
Odette School of Business	7
Office of Enrolment Management	1
Office of the Provost & Vice President Academic	5
Other (Includes Open Learning)	20
External (Non-UWindsor)	26
Total	**204**

Graph 3A: New Applications by Faculty Unit

Legend:
- Faculty of Education
- Faculty Of Arts, Humanities, and Social Sciences
- Faculty of Engineering
- Faculty of Human Kinetics
- Faculty of Law
- Faculty of Nursing
- Faculty of Science
- Odette School of Business

Page 12 of 21
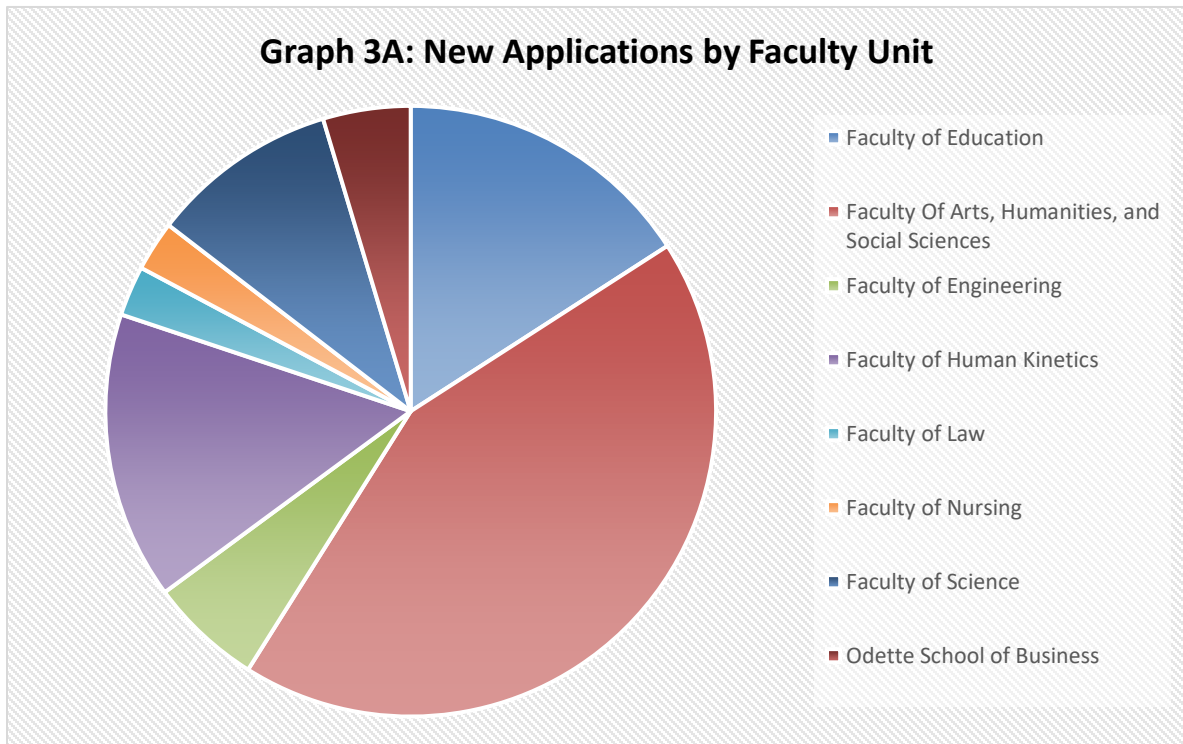
Table 3B: New Applications by Faculty Unit
   January 1, 2024-March 31, 2024

Faculty of Education	11
Faculty Of Arts, Humanities, and Social Sciences	18
Faculty of Engineering	6
Faculty of Human Kinetics	8
Faculty of Law	1
Faculty of Nursing	2
Faculty of Science	4
Office of the Provost & Vice President Academic	1
External (Non-UWindsor)	7
Total	**58**

3B: New Applications by Faculty Unit

- Faculty of Education
- Faculty Of Arts, Humanities, and Social Sciences
- Faculty of Engineering
- Faculty of Human Kinetics
- Faculty of Law
- Faculty of Nursing
- Faculty of Science
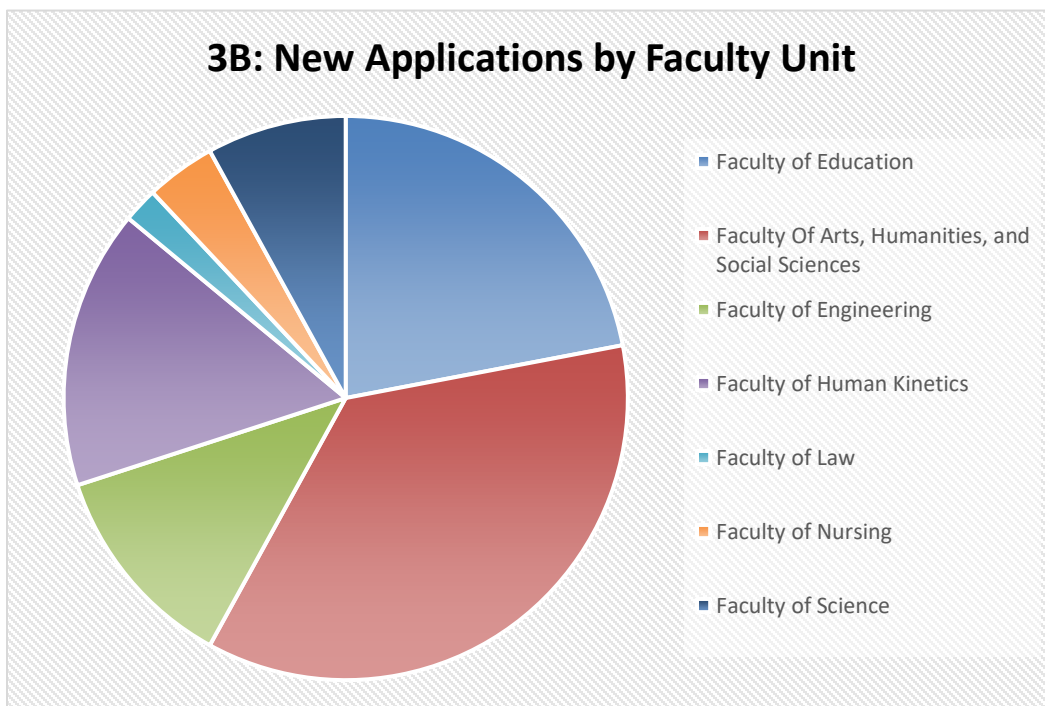
Tables 1, 2 and 3, and the corresponding graphs, illustrate the activity of the REB by level of review, principal investigator type, and by academic Faculty. In keeping with the TCPS2 principle of proportionate review (TCPS2, Chapter 1C, Article 2.9, Article 6.12), Table 1 shows that most protocols are reviewed by a Delegated Review Committee or as an executive review by the Chair alone or together with another REB member. Table 2 and the corresponding graph illustrate that the majority of protocols over the academic year are faculty-based research projects, followed by student applications, primarily master's theses and doctoral dissertation projects. Institutional partner applications are from organizations in which the REB is considered the Board of Record and is contracted for ethical review and protocol oversight services as well as consultation and guidance on research ethics issues, including Erie Shores Healthcare, Hôtel-Dieu Grace Hospital, the Windsor-Essex County Health Unit and community organizations as requested. 'Other' applications refer to external researchers who are seeking to conduct research at the University of Windsor and are typically cleared at another REB and executively reviewed by the REB Chair. Table 3 illustrates that most applications come from FAHSS affiliated researchers, with Faculty of Education and HK researchers having the second highest applications followed closely by the Faculty of Science and Faculty of Engineering.

Post Clearance Review Activity

After protocols are cleared, four additional areas of protocol activity are monitored by the REB. These include: requests to revise an existing protocol; unanticipated or adverse events; annual progress reports, and final reports. Post clearance requests to revise reviews can require one to several hours each of the ORE and REB Chair's time depending upon the number and complexity of the requests. Unanticipated and adverse events range in severity and occur infrequently, but when they do occur, they often require several hours for the REB Chair to review, communicate and/or meet with the researcher, sometimes communication with participants, file documentation, clearance, and follow-up. Progress reports and final reports require less time as these tend to be straightforward descriptions of project process or conclusion.

Table 4: Protocols requiring modifications, adverse events, and other monitoring
January 1, 2023-December 31, 2023

Files closed	130
Final Reports	136
Progress Reports	156
Requests to revise*	149
Unanticipated/Adverse Events	10
Cleared	**195**

* Number of protocol files in which revisions were requested. The total number of revisions reviewed and cleared is much higher as researchers can submit multiple revisions.

Table 4: Protocols requiring modifications, adverse events, and other monitoring
January 1, 2024-March 31, 2024

Files closed	8
Final Reports	8
Progress Reports	14
Requests to revise*	39
Unanticipated/Adverse Events	6
Cleared	**48**

* Number of protocol files in which revisions were requested. The total number of revisions reviewed and cleared is much higher as researchers can submit multiple revisions.

RESEARCH ETHICS EDUCATION, PRESENTATIONS, AND CONSULTATION

In addition to assessing the ethical acceptability of research through application reviews and post-review oversight, the REB and Office of Research Ethics is instructed under the TCPS2 and *Declaration of Helsinki* to provide research ethics education, guidance and consultation services to faculty, staff, students, community partners and others as requested (TCPS2, 6.2 and *Declaration* Guideline 23).

Consultation

The REB Chair and ORE Manager provide on-going consultations to the campus community, researchers, and Windsor-Essex community about various aspects of the REB application process, application content, requests for guidance on research ethics issues and other research ethics questions. Consultations requests are made through the ethics mailbox, some are sent directly to the REB Chair's or ORE Manager's personal email, and Teams chat requests. A Bookings site is available on the REB website where meetings can be scheduled with the REB Chair during the day, evenings, and weekends. Since July 1, 2023, the REB Chair has had over 52 meetings scheduled through the Bookings site and 50 additional consultation meetings and the ORE Manager has had 62 consultation requests since July 1, 2023. Jointly, the REB Chair and the ORE Manager have responded to 173 consultation communications in the Ethics mailbox over the same time period.

Application content support at the pre-review stage is primarily available from the ORE Manager. These consultations can be requested by researchers prior to submission or if an application has been determined to require revisions prior to being allocated to Board or Committee review. The ORE Manager has provided 36 pre-review meetings since July 1, 2023.

Post-review consultations on Board/Committee review comments, project revisions, guidance on research ethics issues during project implementation, research integrity questions, adverse event consultations and other questions are handled by the REB Chair. The REB Chair has provided approximately 67 post-review meetings and guidance requests since July 1, 2023.

EXPANDED EDUCATIONAL RESOURCES IN RESEARCH ETHICS – EDUCATION WORKSHOPS AND PRESENTATIONS

Indigenous Research Review Committee

The REB, under the guidance of the Chair, has advanced its efforts towards Indigenization and decolonization of the review process by establishing an Indigenous Research Review Committee. The Committee is made of members who bring Indigenous voices and Indigenous-specific knowledges and leadership which is moving the REB towards appropriate sensitivity to cultural and community rights, roles and responsibilities across all research projects. The Committee provides research review of Indigenous research projects and provides guidance to the Socio-Behavioural and Biomedical Boards with Committee representation on each Board. The ORE Manager chairs this new Committee and together with the members, will be developing resources for the research community.

REB AND ORE EFFORTS FOR IMPROVEMENT

Environmental Scan of Canadian University REBs as Part of Needs Assessment for the ORE

Despite the increased number of applications and responsibilities under the TCPS2, the Office of Research Ethics/Research Ethics Board with its 2 full-time staff and 1 part-time REB Chair who is also a full-time faculty member, remains one of the smallest ORE/REBs in the country. A scan of Canadian university REBs highlights the need for additional support as other comprehensive institutions, such as Brock University, University of Guelph, and Concordia University have 4 staff, while larger institutions such as Western University and the University of British Columbia have 14 and 19 staff respectively. Based on available data, the known staffing levels of the Canadian University REBs are as follows:
- Windsor: 2 Staff
- Brock, Guelph, Concordia: 4 Staff
- Manitoba, Victoria: 5 Staff
- McGill, Alberta: 6 Staff
- McMaster, York: 7 Staff
- Toronto, New Brunswick, Dalhousie: 8 Staff
- Waterloo: 9 Staff
- Calgary, Regina: 10 Staff
- Ottawa: 11 Staff
- Western: 14 Staff
- UBC: 19 Staff

Identifying Bottlenecks and Areas for Streamlining the Application and Review process

The REB Chair and ORE have identified several areas for streamlining and bottlenecks which cause delays in the application and review process. These bottlenecks include: review time for managing poorly written applications; applications with insufficient content for review; time for editing comments on lengthy and complex reviews—often related to the quality and content of the application; and managing the review process and research oversight while also providing consultation, education and support to the research community. The amount of work required to manage all the activities involved in the administration of the ethics review process, education and consultation, and post review monitoring by the ORE and by the REB Chair, requires that the Chair work weekends, during all vacations and holidays, and, depending upon the volume of work, necessitates ORE staff work evenings and weekends as well.

To portion the workload, the REB and ORE have modified the consultation process so that the ORE Manager provides consultation and support at the pre-review stage and the Chair provides support at the post review stage. To address the bottlenecks related to quality of applications and impact on review time, the REB Chair has increased their availability for consultation to include evenings and weekends. These consultations provide support for the improvement of application content, and to lesson reviewer time, but require the REB Chair and ORE staff to work more and longer hours. The introduction of the workshop series by the REB Chair is another initiative to address bottlenecks related to application quality and content as well as providing additional time for consultation.

The application forms were another area identified as needing improvement to address bottlenecks. The Main Application form has undergone several updates including additional items required to ensure compliance with the most recent version of the TCPS2. A Tissue and Fluids Form has been created for researchers who conduct research using these biological materials, which streamlines services to researchers who require approval from several institutions and/or require Research Safety Committee approval. The Human Somatic Cell Line Exemption form continues to help researchers who utilize immortalized cell lines to navigate the Research Safety Committee process more quickly when there is overlap between RSC and the REB. Updates to the Institutional Quality Assurance Process (IQAP) form which provide consistency across campus are under currently under review.

Collaboration with WE-SPARK on Educational Resources and Training through CITI

The REB has effectively transitioned its membership in Network to Networks (N2), a national alliance which supports collaboration across provinces in clinical research, to WE-SPARK. As noted in the previous Senate Report, The Canadian Collaborative Institutional Training Initiative (CITI) courses are still available for free to the University of Windsor research community and institutional partners; the move to provide these trainings under WE-SPARK expands these offerings to their members and the broader research community including biomedical sciences. The CITI courses include not only research ethics with human participants, but also information on all research guidelines in Canada and the US including Health Canada guidelines for clinical trials, drug and device trials, Food and Drug Administration in the US and International Conference on Harmonization (ICH) Guidelines for Good Clinical Practice. The REB and WE-SPARK collaboration and transitioning the CITI training oversight improves the process of access, increases the opportunity to develop CITI certificates across biomedical and clinical research, as well as fosters additional collaboration between institutional partners and the University of Windsor through WE-SPARK.

Updated US IRB Registration and Federal Wide Assurance Certification

The REB has updated its registration as a recognized Institutional Review Board (IRB) with the US Office of Human Research Protection. This allows the University of Windsor REB to act as an IRB for research conducted in the US, projects conducted in collaboration with US researchers, and as a single IRB of Record. The Federal Wide Assurance Certification is necessary for any federally funded project in the US and supports collaboration with funded research in the US and researchers at the University of Windsor. The University of Windsor REB is currently the Single Board of Record for several research projects being conducted by University of Windsor affiliated researchers in the US as noted above.

LOOKING FORWARD 2024-2025

Funding for educational support

The Secretariat on Responsible Conduct of Research (SRCR), in conjunction with the Panel on Research Ethics (PRE) and the Panel on Responsible Conduct of Research (PRCR), administer a grant program to support events that complement their mandate to promote research ethics and the responsible conduct of research. The ORE is eligible to seek funding for at least one educational conference.

Decolonization and Indigenization

The ORE and REB, under the guidance of the Chair, will continue to seek out additional means of decolonizing and Indigenizing research ethics review through ongoing consultation and communication with Indigenous leaders, Elders and Knowledge Keepers. The REB will seek out additional support to be able to expand its efforts toward an independent Indigenous ethics review process.

Review of the Research Ethics Committees (RECs)

TCPS2, 2022 included strengthened guidelines for the type of reviews that can be conducted at the department level RECs limiting oversight to research activities related specifically to pedagogical purposes (TCPS2 6.12). The REB Chair has initiated communications with the REC Chairs on campus to discuss the development of common forms, shared operating procedures, and standard reporting practices to the University REB. The ORE will also explore annual training for all REC members on campus as suggested in the last Senate report. The ORE will also explore mechanisms for communicating with the RECs on changes in ethics guidelines, updates in review practices as well as other support as needed.

File Management and Quality Assurance (New Database?)

The on-line platform used by the ORE/REB, ORIS, RSC (and ACC) for research file management (eRSO) continues to underserve the Office of Research Ethics and does not provide the file management or reporting capabilities necessary for the ORE. The eRSO platform is not designed for research ethics administration and this limitation, combined with insufficient training supplied by the vendor, continues to present challenges. Last year, the ORE Manager worked in collaboration with the Research Systems and Metrics Coordinator to address the limitations for systems reporting. Their solutions have improved internal benchmarking capabilities, but substantial limitations still exist. As noted in previous Senate reports, the database was not structured correctly at its inception and so the data being entered were not captured appropriately. Further, the current eRSO platform does not provide the capacity for producing aggregate or detailed reports and only allows for data entry that may be manipulated outside of the database, meaning that the ORE staff must duplicate the information entered in the database in two, sometimes three different systems in order to oversee systems flow and management, provide monitoring reports and track protocol progress, revisions and communications. The limitations of the eRSO system and need for duplication of information significantly increases ORE staff burden. Finally, the eRSO platform does not provide the ability to communicate with researchers regarding compliance, so the ORE is not able to send requests or reminders to researchers when progress and final reports are due, increasing the rate of non-compliance.

Recently, a committee was formed to explore other database options; the ORE Manager is a member of the committee representing the ORE and REB. We are hopeful that a new platform and database system will be identified that will be applicable to research ethics administration, responsive to ORE management and reporting needs, and allow for researchers to submit their applications through an online portal. This will reduce the administrative burden including duplication of work and create greater transparency and more effective communications between the ORE, REB and the research community.

On behalf of the University of Windsor Research Ethics Board, this report is respectfully submitted.

APPENDICES

Appendix A: Office of Research Ethics Detailed Application Review Flow Chart
Appendix B: Research Ethics Board Review by Application Type and Responsibility
Appendix C: Overview of ORE and REB Structure and Workflow

Office of Research Ethics (ORE) Detailed Application Review Flowchart

Appendix A

Researcher(s) May Seek Pre-Submission Consultation

Application for Ethical Review Submitted to the ORE

Research Ethics Coordinator Performs Pre-Screening Review for Component Completeness Readiness Assessment

Consultation with Researchers if Necessary; Await/Receive Documentation from Researcher(s)

Executive Review e.g., Secondary Use of Data, Chair Determines if Clearance can be Given; Clears; Clearance Letter Generated and Sent

Component Completed Application sent to Pre-review with ORE Manager and/or REB Chair for Ethical Completeness, Readiness for Full Review, Risk Level Determination and Appropriate Board Selection for Full Review ("Triage")

Chair Determines Exempt from Review per TCPS2; Exemption Notification Sent to Researcher(s)

Consultation with Researchers if Necessary; Await Documentation and/or Revisions/Resubmission from Researcher(s)

Completed Application is Determined Minimal Risk

Completed Application is Determined Above Minimal Risk and/or Involves Research with Vulnerable Populations or is Minimal or Above Minimal Risk and Biomedically Related

Application Scheduled with Appropriate Delegated Committee and/or Consultant for Full Review

Within Committee's or Chair's Purview to Send to Full SB Board

Application Scheduled with Socio-Behavioural (SB) or Biomedical Board for Full Review

Committee Members Assess/Review Application; Minutes Taken/Compiled by Coordinator; Submitted to Manager for edits, Chair for Final Edits; Chair Finalizes Minutes

Within Board's Purview to Seek Consultation with Researcher(s); Scheduled for Next Full Board Meeting then, Review Process Continues.

Appropriate Full Board Assess/Review Application; Minutes Taken/Compiled by Coordinator; Submitted to Manager for edits and Chair for Final Edits; Chair Finalizes Minutes

Administrative Assistant Sends Finalized Comments to Researcher(s)

Coordinator Sends Finalized Comments to Researcher(s)

Researcher(s) May Seek Consultation with Chair and/or Manager, ORE

Clearance Given Chair Finalizes Review; Clearance Letter Generated through eRSO

Researcher(s) May Seek Consultation with Chair and/or Manager, ORE

Comments/Revisions Returned by Researcher(s) and Decisions are Made by Chair

Full Board Review Needed

Clarification Required

Comments/Revisions Returned by Researcher(s) and Decisions are Made by Boards and/or Chair if Delegated

Resubmission Required

Return to Full Board for Review

Further Decisions are Made by Chair and/or Board(s) Pending Clarifications, Resubmissions, Full Board Review; Additional Consultations Booked with Researchers if Needed; Final Researcher Corrections Reviewed/Approved by Board(s) and/or Chair; Clearance Letter Generated through eRSO.

Research Ethics Board and Committee Review by Application Type and Responsibility

Delegated Authority from the Full Board

Full Review Boards

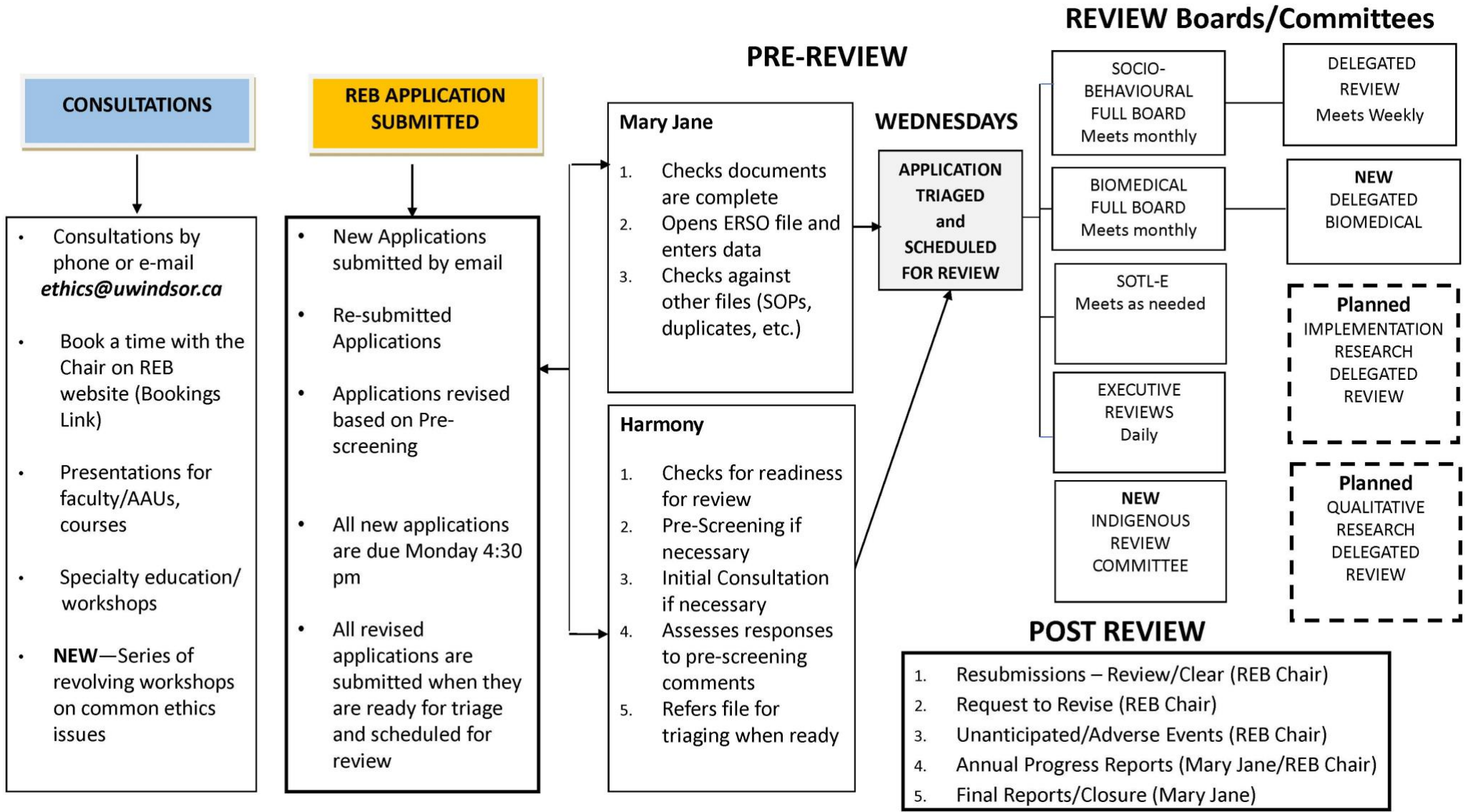| **Chair**	**Delegated Board (Weekly)**	**Biomedical Delegated Review (Per Demand)**	**REB for Scholarship of Teaching, Learning and Education (SoTL-E) (Per Demand)**	**Indigenous Research Committee (Per Demand)**	**Socio-Behavioral Board (Monthly)**	**Biomedical Board (Monthly)**
Executive Reviews	**Chair + 2 Board Members**	**Specialty Members**	**Specialty Members**	**Specialty Members**	**Chair + Full Board members (minimum 5)**	**Chair + Specialty Board members (minimum 5)**
Protocol modifications and final clearance	Reviews all minimal risk protocols	Reviews Biomedical and Biomechanical research which is minimal risk	Reviews faculty and student course- based research, scholarship of teaching and learning research projects	Review Indigenous Research, provides guidance to REB Review Boards	Reviews more than minimal risk or specialty protocols	Review clinical trials protocols, medical research, and genetic and other human tissue research
Administrative reviews;	Majority of application reviews occur with this Committee				Provides policy direction and planning for REB	Provides policy direction on biomedical research for REB
Secondary use of data;						
Requests from external researchers						
Multi-jurisdictional research						

*Note: The Full Board can ask for specialty expert consultations and form ad hoc advisory committees as required.

Overview of ORE and REB Structure and Workflow

APPENDIX C

CONSULTATIONS

- Consultations by phone or e-mail *ethics@uwindsor.ca*
- Book a time with the Chair on REB website (Bookings Link)
- Presentations for faculty/AAUs, courses
- Specialty education/ workshops
- **NEW**—Series of revolving workshops on common ethics issues

REB APPLICATION SUBMITTED

- New Applications submitted by email
- Re-submitted Applications
- Applications revised based on Pre-screening
- All new applications are due Monday 4:30 pm
- All revised applications are submitted when they are ready for triage and scheduled for review

PRE-REVIEW

Mary Jane

1. Checks documents are complete
2. Opens ERSO file and enters data
3. Checks against other files (SOPs, duplicates, etc.)

Harmony

1. Checks for readiness for review
2. Pre-Screening if necessary
3. Initial Consultation if necessary
4. Assesses responses to pre-screening comments
5. Refers file for triaging when ready

WEDNESDAYS

APPLICATION TRIAGED and SCHEDULED FOR REVIEW

REVIEW Boards/Committees

- SOCIO-BEHAVIOURAL FULL BOARD Meets monthly
- BIOMEDICAL FULL BOARD Meets monthly
- SOTL-E Meets as needed
- EXECUTIVE REVIEWS Daily
- NEW INDIGENOUS REVIEW COMMITTEE

- DELEGATED REVIEW Meets Weekly
- **NEW** DELEGATED BIOMEDICAL
- **Planned** IMPLEMENTATION RESEARCH DELEGATED REVIEW
- **Planned** QUALITATIVE RESEARCH DELEGATED REVIEW

POST REVIEW

1. Resubmissions – Review/Clear (REB Chair)
2. Request to Revise (REB Chair)
3. Unanticipated/Adverse Events (REB Chair)
4. Annual Progress Reports (Mary Jane/REB Chair)
5. Final Reports/Closure (Mary Jane)

University of Windsor
Senate Governance Committee

5.3: **Proposed Revisions to Bylaws 10, 22, 54**

Item for: **Approval**

Forwarded by: **SGC Bylaw Review Subcommittee**

MOTION 1: **That the proposed revisions to Senate Bylaw 10 be approved.**

Proposed Revisions to the Bylaw 10:
[changes are in bold and strikethrough]

2.2 Search Committee

2.2.1 In each Faculty there shall be a Search Committee for the appointment of a Dean.

2.2.1.1 With the exception of the Faculty of Human Kinetics, the Search Committee shall be composed of the Provost and Vice-President, Academic, chair, three to six regular faculty members (per bylaw 20, 1.1(ii))/sessional lecturers representing the areas, interests and disciplines of the Faculty and elected from and by the regular faculty members/sessional lecturers within the Faculty; an Employment Equity/Procedures Assessor (EE/PA) [non-voting and from a different Faculty]; **one staff member elected from and by all full-time staff members within the Faculty; and,** student representatives, the number to be determined by dividing the number of faculty members/sessional lecturers with voting privileges on the committee by three and rounding to the nearest whole number (in accordance with Bylaw 3, 1.1). In the case of the Faculty of Graduate Studies, the faculty members/sessional lecturers shall be elected by and from the Faculty of Graduate Studies Coordinating Council.

2.2.1.2 In the Faculty of Human Kinetics, the Search Committee shall be composed of the Provost and Vice-President, Academic, chair; three to four regular faculty members (per bylaw 20, 1.1(ii))/sessional lecturers representing the areas, interests and disciplines of the Faculty and elected from and by the regular faculty members/sessional lecturers within the Faculty; an Employment Equity/Procedures Assessor (EE/PA) [non-voting and from a different Faculty]; student representatives, the number to be determined by dividing the number of members with voting privileges on the committee by three and rounding to the nearest whole number (in accordance with Bylaw 3, 1.1); and two members elected by all full time employees from the Division of Athletics and Recreational Services. Such member(s) shall be elected from among the following: Athletics Director, Associate Director(s), ancillary academic staff coaching members, and team leaders.

2.2.1.3 The students shall be elected from and by the student members of the Faculty Coordinating Council or, in the case of a Faculty that has no departments, the Faculty. In the Faculty of Graduate Studies, the students shall be elected from and by the student members of the Graduate Studies Council.

2.2.1.4 Where appropriate, staff, professional or community participation shall be determined by the Search Committee and shall be limited to a maximum of two members.

[…]

Rationale:

- Although decanal appointments are academic appointments, they do oversee operational matters within the Faculty, which impacts staff. This change ensures there is staff representation on decanal search committees, rather than leaving it to the Search Committee to determine whether to include staff.

MOTION 2:   **That the proposed revisions to Senate Bylaw 22 be approved.**

Proposed Revisions to the Bylaw 22:
[changes are in bold and strikethrough]

[…]

     5.2.4   All communications between all the referees (both potential and actual) and the AAU Head shall be in writing and copies of all such communications shall be submitted by the Chair of the AAU RTP Committee to the UCAPT.

     5.2.5   All communications between the candidate and the AAU RTP Committee or UCAPT shall be through the Chair of the respective Committee. There shall be no communication between a candidate and individual committee members in relation to their file.

Rationale:

- As stated in the bylaw (6.1-6.2), all meetings and proceedings of RTP Committee meetings are strictly confidential. RTP/RPP Committee members are not to disclose information on any file under review to anyone, including candidates. RTP/RPP Committee members and UCAPT have asked that it be explicitly stated that communications between the candidate and the RTP/RPP Committee or UCAPT be only through the chairs of the respective committees.

MOTION 3:   **That the proposed revisions to Senate Bylaw 54 be approved.**

Proposed Revisions to Bylaw 54:
[changes are in bold and strikethrough]

2.1   By the first day of each course, the Instructor must provide students with a course outline (hard copy or electronic) which includes precise information concerning the following:
     […]
     2.1.8   information or restrictions regarding the use of generative AI in the course.

     2.1.~~8~~**9**   information regarding the University's mental health resources.

     2.1.~~9~~**10** and any other matters mandated by University, Senate, or Faculty Policy.

Rationale:

- Course syllabi should clearly inform the student of whether and how the use of generative AI may be used in course work and assignments. This will vary from course to course and from instructor to instructor.
- See attached for samples of course syllabus wording, which will be posted on the CTL website, in the Learning-Centred Syllabus and Bylaw Checklist, and the central policies database website.

Sample Syllabus Statements on the Use of Generative AI
[not exhaustive list]

Use Prohibited

Example 1:
In this course, use of any generative AI system (including, but not limited to ChatGPT) is considered an unauthorized aid that may provide an unearned advantage, and therefore may not be used in the creation of work submitted for grades or as part of any assignment in this class. Use of generative AI systems in graded assignments for this course is considered academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 2:
Generative AI tools, such as ChatGPT, are considered unauthorized aids in this course. Use of generative AI is not permitted in any stages of the [writing process, creative process, image creation process] on any assignment in this course. Use in this way will be considered academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 3:
The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class will be considered a violation of the University's Student Code of Conduct, since the work is not completely your own, and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 4:
The use of generative artificial intelligence tools is strictly prohibited in all assignments in this course, unless explicitly stated otherwise by the instructor. This includes ChatGPT, DALL-E, Github Co-pilot, and other artificial intelligence tools. Use of unauthorized aids constitutes academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

Some Permitted Uses

Example 1:
Students may use generative AI in this course in accordance with the guidelines outlined for each assessment, so long as the use of generative AI is acknowledged and cited following citation instructions given in the course outline and/or assignment instructions. Use of generative AI outside assessment guidelines or without citation will constitute academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity. It is the student's responsibility to be clear on the limitations for each assessment, the expectations for citation, and to do so appropriately.

Example 2:
Generative Artificial Intelligence (AI) models, such as ChatGPT, may be used for any assignment in this course with appropriate acknowledgement and citation. Examples of citing AI language models are available at: libguides.umn.edu/chatgpt [or provide an alternative reference appropriate for your class]. You are responsible for fact-checking statements composed by AI language models. Failure to acknowledge or cite GAI use will constitute academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 3:
Students may use generative AI for [composing, editing, translating, outlining, brainstorming, revising, etc.] their work throughout this course, so long as the use of these tools is acknowledged and cited following citation instructions given in the course outline and/or assignment instructions. Use of generative AI outside the stated use of [composing, editing, translating, outlining, brainstorming, revising, etc.], or without citation/acknowledgement constitutes academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity. It is the student's responsibility to be clear on the limitations and expectations for use and to do so appropriately.

Example 4:
Generative artificial intelligence (AI) models, such as ChatGPT, may be used for [assignment types A, B & C] with appropriate citation/acknowledgement, but not for [assignment types D, E & F]. If you are in doubt as to whether your plan for using AI is considered appropriate in this course, I encourage you to discuss your ideas with me. Examples of citing AI language models are available at: libguides.umn.edu/chatgpt [or provide an alternative reference appropriate for your class]. You are responsible for fact checking statements composed by AI language models. Failure to acknowledge or cite generative AI use will constitute academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 5:
You may use the following specific AI tools in completing assignments for this course [list tools] with appropriate acknowledgement and citation. No other generative AI tools or technologies are permitted for assessed work. If you are unclear about the use of AI tools or applications for coursework, please speak with me as soon as possible.

Example 6:
Students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately, and checked for accuracy.

Unrestricted use

Example 1:
Students may use generative AI throughout this course in whatever way enhances their learning; no special documentation or citation is required, however it is good practice to be transparent about where generative AI is used in your work and how.