



SENATE
Minutes of Meeting

Date: Friday, December 10, 2021

Time: 2:30pm-6:35pm

Room: Virtual (MS Teams)

PRESENT: Jalal Ahamed, Majid Ahmadi, Laila Albalkhi, Sirinart Ananvoranich, Dave Andrews, Abeer Asif, Reem Bahdi, Fazle Baki, Chris Baillargeon, Isabelle Barrette-Ng, Selinda Berg, Tirupati Bolisetti, Dave Bussiere, John Cappucci, Greg Chung-Yan, Cheryl Collier, Eddy Cruz, Beth Daly, Darryl Danelon, Jasleen Dayal, Phil Dutton, Gordon Drake, Mitch Fields, Alex Gayowsky, Robert Gordon (Chair), Lorraine Grondin, Michelle Hajnal, Nick Hector, Myron Hlynka, Chris Houser, Andrew Hubberstey, Debbie Kane, Jessica Kichler, Ziad Kobti, Ruth Kuras, Phebe Lam, Tiffany Martindale, Maureen Muldoon, Diana Marion, Ken Montgomery, Adam Mulcaster, James Oloo, Ronjon Paul Datta, Adam Pillon, Jody Ralph, Steven Rehse, Helga Reidel, Linda Rohr, Antonio Rossini, Hussein Samhat, Debbie Sheppard-LeMoine, Mahabuba Sultana, KW Michael Siu, Julie Smit, Andrzej Sobiesiak, Kendall Soucie, Jennifer Soutter, Maureen Sterling, Bonnie Stewart, Edwin Tam, Ester Van Eek, Bill Van Heyst, Lionel Walsh, Gabrielle Walach, Yuntong Wang, Patricia Weir, Robert Weir, Stephen Weir, Jennifer Willet, Sue Williams, Peter Zimmerman.

ABSENT WITH REGRETS: Chris Fredette, Alice Grgicak-Mannion, Jennifer Johrendt, Kathryn Pasquach, Niel Van Engelen.

ABSENT: Wissam Aoun, Youstina Asaad, Pedro Kantati, Norman King, Lydia Miljan, Jake Rondot.

IN ATTENDANCE: Sandra Aversa, Caroline Alionte, Nick Baker, Clinton Beckford, Christopher Busch, Danielle Beaulieu, Richard Caron, Vincent Georgie, Beverly Hamilton, Gillian Heisz, Victoria Iannetta, Anumita Jain, Kaye Johnson, Jaimie Kecheho, Fardovza Kusow, Erika Kustra, Rebecca Major, Kristen Morris, Marium Tolson-Murtty, Marcin Pulcer, Yu Fei Qin, Renee Trombley, Renee Wulterkens, Rosemary Zanutto; Danny Anger (University Secretariat), Renée Wintermute (University Secretary), Alison Zilli (University Secretariat).

1 Approval of Agenda (Unstarring agenda items)

Add: 6.1, UWindsor 101 Course

MOTION: That the agenda be approved.

Majid Ahmadi/Chris Baillargeon
CARRIED, as amended

2 Minutes of the meetings of October 29, 2021

E-Vote of November 23, 2021

MOTION: That the minutes of the meeting of October 29, 2021 be approved.

Majid Ahmadi/Debbie Sheppard-LeMoine
CARRIED

The E-Vote of November 23, 2021 was received for information.

3 Business arising from the minutes

Nothing to report.

4 Outstanding Business/Action Items

Nothing to report.

5 Reports/New Business

5.1 Report from the Student Presidents (UWSA/GSS/OPUS)

University of Windsor Students Alliance (UWSA)

Members were informed that UWSA has been hosting a series of events to provide students with encouragement and support during the exam period. Members were also informed that students are expressing concern regarding the status of the Winter 2022 course delivery. Some students would like to remain online while others would prefer to have a larger in-person presence. A written submission has been provided by the Science Society which reflects the sentiments of some of the students on campus. This will be forwarded to Senate Student Caucus for discussion. It was noted that UWSA is proceeding with the Bus Pass for the Winter 2022 semester and working on other partnerships.

Graduate Students Society (GSS)

Senators were informed that GSS is working on the Campus Community Garden sustainability program in preparation for the winter. Senators were also informed that GSS is working on a large renovation project to increase sustainability on campus and reduce the student carbon footprint. It was noted that GSS has been working with the GA/TA Union to make sure that all students are provided with up-to-date information pertaining to transitioning back to in-person research.

Organization of Part-Time University Students (OPUS)

Members were informed that OPUS hosted its annual awards ceremony virtually and hosted a hybrid version of the annual potluck. Gift cards were provided to students and OPUS continues to support the UPass.

5.2 Report of the President

(See document S2112029-5.2 for more details.)

Senate Meetings

In exploring options for moving Senate meetings to a hybrid delivery model starting Winter 2022, it was found capacity limits and technology infrastructure continue to constrain the delivery of effective hybrid Senate meetings. As well, a survey of 14 Ontario Universities revealed that they all plan to remain virtual through the 2021-22 academic year. In light of this, it was determined that Senate will remain fully online for the remainder of the academic year.

Senate Meeting Scorecard

Members were reminded that a Fall 2021 Senate Meeting Scorecard will be sent to all Senators for feedback after the meeting. It was noted that constructive feedback is greatly appreciated to support continual improvement.

Searches

The following searches are forthcoming and/or in-progress: Vice-President, Finance and Operations (F2021), Associate Vice- President External (W2022), Provost and Vice-President Academic (W2022), Vice-President Research and Innovation (W2022), and Vice-President Equity, Diversity, and Inclusion (F2022). It was noted that a consultation process has been established to explore campus perspectives on how the Vice-President, Research and Innovation role should evolve in its next term.

Indigenous Curriculum Consultation

Senators were informed that Dr. Rebecca Major will be leading the development of processes for Indigenous curriculum consultation commencing Winter 2022.

Strategic Planning

Members were reminded that work on strategic planning is progressing well. An outline of the process and timeline was provided to Senators with the goal of having an initial draft of the Strategic Plan document for review in May/June.

The floor was open for comment/question.

In response to a question raised, it was clarified that the University has always been following the Ministry of Health guidelines, as well as any additional local health guidelines, and continues to work closely with the Windsor-Essex County Health Unit regarding the Reopening Ontario Act.

5.3 Report of the Vice-President, Equity, Diversity, and Inclusion (EDI)

5.3.1 Report of the Anti-Black Racism Task Force

(See document S211210-5.3.1 for more details.)

Senators were provided with a comprehensive overview of the Anti-Black Racism Task Force Final Report. The report included 42 recommendations as well as a list of the current efforts and actions that are being done at the University of Windsor to address anti-Black racism. The following Key Themes created a framework for the recommendations: 1) Restructure the Office of Student Experience; 2) Redress Student Policy; 3) Black-Centric Inclusivity and Safe Space Expectations; 4) Restructuring of the Office of Human Rights, Equity, and Accessibility (OHREA); 5) Respect and Value Campus Afrocentric Initiatives; 6) Data Collection and Analysis; 7) Proportionate Representation of Racialized Employees; 8) Promotion of Black Studies, Education, and Training; 9) Specialized Services and Supports; and, 10) Equity Audit of Lancer Athletic. Next steps will include campus-wide communications in February of the Implementation Framework followed by implementation of the recommendations. Members were informed that Anti-Racism and Anti-Black Racism initiatives will be embedded in the University's strategic planning efforts.

The floor was open for comments/questions.

The Task Force was commended for all its the hard work and its comprehensive report. It was acknowledged that this would have been an extremely challenging report to write given the emotional investment needed. Gratitude was extended to all participants that were involved in this process.

In response to a question raised, it was noted that the University needs to be more intentional, targeted and strategic when recruiting for positions in order to diversity the applicant pool and attract more racialized and Indigenous candidates.

In response to a concern raised about setting diversity quotas and proportional representation, it was noted that the 50/30 challenge reviews senior leadership and Board positions in terms of diversity and inclusion and is about ensuring diversity and representation of perspectives, cultures, people, and ideas. The University needs to ensure that there is diversity on all committees.

5.3 Report of Academic Colleague

The Academic Colleagues met this past week and have been discussing the topic of Indigenization of the curriculum. Some universities have an Indigenous Content Requirement (ICR), requiring all graduating students to take one or more mandatory courses with Indigenous content during their degree program while other universities are embedding Indigenous content and history into the curriculum and courses (*i.e.*, principals of reconciliation, decolonization, resistant to colonization, *etc.*). It was noted that Indigenous Initiatives positions are becoming more common at universities across Canada.

Senators were informed that a roundtable discussion was held regarding the different approaches that institutions are implementing for returning to campus. It was noted that some institutions have a lot more flexibility than others, allowing instructors the choice to be online or in-person, depending on the health unit requirements in their area.

5.4 Senate Student Caucus

Members were informed that a video promoting the Senate Student Caucus as well as a link to the Student Feedback Form video has been posted on Instagram and Facebook. Students can also continue to submit any concerns or questions via the feedback form on the Office of Student Experience website.

It was noted that some concerns have been raised by students pertaining to the hyflex delivery model. Some students are content with the model, while others find that instructors are having issues dividing the focus between in-person and online groups. It was also noted that concerns had been raised regarding Senate Bylaw violations in courses, which were subsequently addressed. Students are concerned about not being able to record lectures once in-person classes resume. Currently many instructors allow students to record their lectures or record them themselves for the students to use as learning tools.

5.5 Program Development Committee

5.6 Program Development Committee

5.6.1 Indigenous Question – PDC Forms

(See document S211210-5.6.1 for more details.)

Members were provided with a brief historical overview as to how the Indigenous question was added to the PDC Forms. Members were also reminded that in May 2021, PDC approved a modification to the question in response to concerns raised regarding proposers not having the resources or the know-how to answer this question in a thoughtful, informative, and respectful manner. The guiding principle was to provide Indigenous resources and approaches to assist proposers in answering the question (*i.e.*, educational resources, Indigenous community outreach, literature, *etc.*).

At the last Senate meeting, a discussion ensued pertaining to how proposers are, and should be, responding to the Indigenous question on PDC forms, as well as how to assess these responses. Concern was expressed that there is little consistency or direction on how to respond to the question or on how responses will be assessed.

Some additional clarification from conversations that might be helpful to proposers are:

- to consider the course/program from an Indigenous lens.
- be careful to avoid wording where Indigenous people are represented as a marginalized group, a group that will be studied, or positioned as a problem.
- if you have engaged in processes to self-educate, share some of them (what are the first steps, example, reading to reposition world views)
- when future plans are identified, provide a little more detail to help convey that what is promised as next steps are likely to occur, as historically groups have made promises that were not followed through. (For example, if there is a plan that Indigenous Knowledge Keepers will be hired, it helps to make it tangible such as a general timeline, or plan.)
- it is generally better to avoid using the same answer for each application. Where possible, modify the answer for the specific context of the course or program. There is a concern that a blanket approach will result in regurgitation or lack of reflection and self-education.
- there may be cases where programs are using a common approach, provide that context to explain the approach
- Watch for language - for example ensure that Indigenous/Indigenization is capitalized to show respect.

With regard to the question of how responses should be assessed, it was agreed that, while a framework/structure for consultation is being developed, the focus at this time will be on how proposers have considered incorporating Indigenous content and perspectives and indications of self-education. While noting that the modified section provides prompts to help people begin the process, it is not expected that every prompt will be answered; they are shared as possible ways to begin answering the question. The length of the answer will vary depending on the context with a focus on: an authentic and honest attempt to improve the content and curriculum; self-reflection and self-education, with a plan to continue modifications as more is learned (since no one will be perfect, and more is being learned regularly).

Moving forward, a framework/structure for consultation will be developed, through the Provost's office. The structure will stipulate differing levels of engagement required based on the nature of the curricular change being proposed.

***5.6.2 Program/Course Changes**

***a) Human Kinetics – Degree Completion Program (Form C1)**

(See document S211210-5.6.2a for more details.)

MOTION: That the Bachelor of Human Kinetics (Honours Kinesiology-Movement Science) for Graduates of St. Clair College's 2-year Fitness and Health Promotion Program be approved.^

^Subject to approval of the expenditures required.

CARRIED*

***b) Mathematics and Statistics – Minor Program Change (Form C)**

(See document S211210-5.6.2b for more details.)

MOTION: That the requirements for Minor in Statistics be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

CARRIED*

***c) Music – Minor Program Change (Form C)**

(See document S211210-5.6.2c for more details.)

MOTION: That the Music Program Regulations be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

CARRIED*

***d) Philosophy – Minor Program Change (Form C)**

(See document S211210-5.6.2d for more details.)

MOTION: That the degree requirements for Honours Philosophy and Combined Honours Philosophy programs be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

CARRIED*

***e) General Science – Minor Program Change (Form C)**

(See document S211210-5.6.2e for more details.)

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

^Subject to approval of the expenditures required.

CARRIED*

***f) Chemistry and Biochemistry – New Course Proposals (Form D)**

(See document S211210-5.6.2f for more details.)

**MOTION: That the following courses be approved:^
CHEM-3510. Heavy Metal Easy Listening.
CHEM-4599. Applications of Inorganic Spectroscopy**

^Subject to approval of the expenditures required.

CARRIED*

***g) Philosophy – New Course Proposal (Form D)**

(See document S211210-5.6.2g for more details.)

**MOTION: That the following courses be approved:^
PHIL-1350. Culture, Health, and Social Justice on Turtle Island**

^Subject to approval of the expenditures required.

CARRIED*

5.6.3 Honours Certificate in Physics – New Program Proposal (Form A)

(See document S211210-5.6.3 for more details.)

MOTION: That the Honours Certificate in Physics be approved. ^

^Subject to approval of the expenditures required.

Greg Chung-Yan/Patti Weir

CARRIED

5.6.4 Interdisciplinary Health Sciences – Major Program Change – (Form B)

(See document S211210-5.6.4 for more details.)

MOTION: That the Interdisciplinary Health Science Stream be approved for the Honours Biomedical Science, Honours Biology and Honours Psychology programs, as outlined in the program/course changes forms.^

^Subject to approval of the expenditures required.

Greg Chung-Yan/Philip Dutton

The Departments of Biomedical Science, Psychology, and Biological Sciences are proposing this new stream within their degree programs so that students will have the opportunity to complete an interdisciplinary health science stream in conjunction with their declared major.

In response to a question raised, it was noted that interested areas across the campus may seek to add the Interdisciplinary Health Science stream to their degree programs in the future, as they deem appropriate.

CARRIED

- *a) Interdisciplinary Health Sciences – New Course Proposals (Form D)**
(See document S211210-5.6.4a for more details.)

MOTION: That the following courses be approved:
IHSC-1000. Foundations in Interdisciplinary Health Sciences
IHSC-3000. Health Promotion and Translation
IHSC-4000. Capstone Project

^Subject to approval of the expenditures required.

CARRIED*

- *5.6.5 Department of Sociology, Anthropology and Criminology – Proposed Name Change**
(See document S211210-5.6.5 for more details.)

MOTION: That the Department of Sociology, Anthropology and Criminology be renamed the
Department of Sociology and Criminology.

CARRIED*

***5.6.6 Learning Outcomes**

- *a) Dramatic Art – Program Learning Outcomes**
(See document S211210-5.6.6a for more details.)

The document was received for information.*

- *b) Chemistry and Biochemistry – Program Learning Outcomes**
(See document S211210-5.6.6b for more details.)

The document was received for information.*

- *c) Mathematics and Statistics – Course Learning Outcomes**
(See document S211210-5.6.6c for more details.)

The document was received for information.*

- *d) Psychology – Course Learning Outcomes**
(See document S211210-5.6.6d for more details.)

The document was received for information.*

5.7 Academic Policy Committee

- 5.7.1 Proposed Policy on Timing of Assessments for Asynchronous Online Courses**
(See document S211210-5.7.1 for more details.)

MOTION: That the proposed Policy on Timing of Assessments for Asynchronous Online Courses be approved.

Chris Houser/Phil Dutton

Senators were reminded that the proposed policy was established to ensure that asynchronous online courses also have asynchronous online exams, to ensure flexibility for student with varying other commitments such as work, or care-giving and other family responsibilities. A discussion ensued.

Concern was raised regarding the policy allowing for too much flexibility and there were significant concerns with the Appendix. There was also concern that if the course is taught online (off-campus), then there no option to have a mandatory in-person exam on campus (*i.e.*, Academic Integrity issues). Questions relating to data on the number of asynchronous courses, and student success rate in such courses, as well as the need to provide additional supports for faculty, were raised. It was suggested that the Appendix with the definitions be removed from the Policy. It was also suggested that the report be augmented to include data on asynchronous courses.

It was noted that if the University is going to permit unvaccinated students to attend the university online then there needs to be provisions for them to write exams off campus. It was also noted that there should be provisions for all online students to write off-campus exams. (*i.e.*, international students, domestic students learning from Canada, *etc.*)

In response to a question raised about residency requirements, it was clarified that residency requirements refer to the number of required courses that students are required to complete at the University regardless of whether they are taken online or in-person.

It was agreed that this item be sent back to Academic Policy Committee.

WITHDRAWN

***5.7.2 Revision to Policy on Standing Required for Continuation in Programs and For Graduation**
(*See document S211210-5.7.2 for more details.*)

MOTION: That the proposed revisions to the Policy on Standing Required for Continuation in Programs and For Graduation be approved.

CARRIED*

5.7.3 Revision to Policy on Advanced Standing and Credit Transfer (Undergraduate) – Addition of Competency-Based Learning (*See document S211210-5.7.3 for more details.*)

MOTION: That the proposed revisions to the Policy on Advanced Standing and Credit Transfer (Undergraduate) be approved.

Lorraine Chandler/Darryl Danelon

The proposed policy revision will provide a pathway for Deans to grant course credit for equivalent university-level knowledge gained outside traditional academic course work. It was noted that Competency-Based Learning is a common practice across many universities in Canada. Examples of Competency-Based Learning could include professional experience, volunteering, independent study, hobbies, *etc.*

Senators were reminded that the University used to have a Prior Learning Assessment and Recognition (PLAR) policy, but it was discontinued due to lack of use by the Faculties as it was challenging and cumbersome to implement.

In response to a question raised, it was noted that each Faculty that chooses to opt into this will be able to establish criteria that should include assessment methods such as standardized tests, challenge examinations, performance evaluations, interviews, portfolio assessment, *etc.*

In response to a question raised regarding what the process is for an applicant that may have a background in two disciplines (*i.e.*, science and business), it was noted that consideration fall to the Dean of the Faculty offering the course for which equivalency is being sought.

In response to a question, it was noted that individual Faculties will establish how they determine “competency”; whether from a functional approach (UK and Australia model) or a more holistic approach (European model).

In response to a question was raised, it was noted that the number of equivalencies granted through the competency-based provision is limited by the residency requirements. All students must meet the residency requirements in order to obtain a UWindsor degree.

CARRIED

MOTION: That the meeting be extended beyond 5:00pm.

Edwin Tam/Chris Baillargeon

CARRIED

5.7.4 Experiential Learning Annual Report (2020-2021)

(See document S211210-5.7.4 for more details.)

It was suggested that Indigenization and Anti-Black racism outreach activities be included in future reports.

The document was received for information.

5.8 Senate Governance Committee

***5.8.1 Senate Standing Committee Membership**

(See document S211210-5.8.1 for more details.)

MOTION: That the following Senate Standing Committee membership be approved:

Kelly Kennedy – Faculty Nursing – Program Development Committee

CARRIED*

5.8.2 Proposed Revisions to Bylaw 1

(See document S211210-5.8.2 for more details.)

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

Lorraine Chandler/Beth Daly

The proposed revision is to include the Vice-President Equity Diversity and Inclusion as a member of Senate which will also introduce a new Senate member-at-large. There will be no change to the number of students due to Senate Bylaw 1 provisions (1:3).

In response to a question raised, it was noted that this will be a permanent position governed by a new Senate bylaw.

CARRIED

5.8.3 Proposed Revisions to Bylaws 54 and 55

(See document S211210-5.8.3 for more details.)

MOTION: That the proposed revisions to Bylaws 54 and Bylaw 55 be approved.

Bill Van Heyst /Majid Ahmadi

The proposed revisions clearly state that instructors cannot schedule any form of assessment scheduled or due, on days identified as break days such as reading weeks, holidays, or days that the University is officially closed. In response to a question raised, it was noted that the official Academic Dates are those published by the Office of the Registrar.

In response to a question raised about the days between the last day of classes and the beginning of the exam period, it was confirmed that no assignments should be given or due on these days, given that these are break days. For clarification, the Registrar label these last days as “break days” in the list of important academic dates.

The proposed revisions also clarify that for asynchronous online courses, the 3-hour block scheduled for the exam will be used to determining whether a student has 3 or more consecutive exams in 24 hours or in a calendar day, regardless of the total duration of the asynchronous online examination.

CARRIED

5.9 Report of the Provost

Dr. Erika Kustra was recognized for receiving the Distinguished Educational Developer Career Award from the Educational Developers Caucus and Dr. Mitra Mirhassani was recognized for receiving the Donald S. Wood Leadership Award from the Automotive Parts Manufacturer’s Association.

5.9.1 COVID-19 – Update

Members were reminded that the University is operating under the Post-Secondary Education Health Measures framework released by the Ministry of Colleges and Universities (MCU), effective September 7, 2021. Members were also reminded that the goal for Winter 2022 is to continue to move towards a full return to campus life. The current plan is to have a minimum of 50% of classes offered face-to-face with minimum 50% room capacity. The University will be exploring additional safety measures such as having seating charts in face-to-face classrooms to facilitate identification of close contacts, if required.

The floor was open for comments/questions.

A lengthy discussion ensued on the pros and cons of face-to-face instruction vs online. On the one hand, it was expressed that meeting face-to-face would be ideal for many instructors and students who are struggling with the online environment (*i.e.*, higher workloads, lack of social interaction, not feeling fully engaged, *etc.*). On the other hand, it was expressed that there are many people who will not be comfortable or able to attend in-person classes for variety of reasons (*i.e.*, health status, child/elder care, *etc.*). In addition, they may be thriving in an online environment. However, faculty-student engagement is critical whether students are in-person or online. The experience varies from person-to-person, so there are many diverse opinions. It was noted that the value of online learning needs to be intentionally evaluated to provide some online options for all students every year.

In response to a question raised, it was noted that office space is not considered to be instructional space under the Ministry guidelines. It was further noted that Health and Safety would need to review and evaluate any instructional space.

Concern was raised about the Safe Lancer App being used to monitor vaccination status when for example, over 100 students need to get access into one classroom. In response it was noted that students will need to be actively monitored entering and exiting as part of the University’s obligation under the post-secondary framework. Additional tools are being explored to allow opening of additional entrances.

In response to a question raised about scanning QR codes, it was noted that a paper copy of a vaccination can be printed with a QR code to be scanned.

Concern was expressed regarding the issue that instructors have no digital control over recording of lectures in an online environment which is problematic as students could be sharing intellectual property. In response, it was noted that, from a student's perspective, allowing recording of lectures is pedagogically helpful and used as an additional study/learning tool to enhance the student experience.

In response to a question raised about air quality, it was noted that the University is working on improving overall ventilation on campus (*i.e.*, fresh air exchange, CO2 monitors, highest quality filters, *etc.*)

5.9.2 The University's Budget Model and Fall 2021 Enrolment

(See document S211210-5.9.2 for more details.)

An extensive presentation was provided on locating and reviewing financial and enrolment information on the University's website, as part I of providing Senate with budget and enrolment information. A presentation will be provided in January 2022 on the budget model and Fall enrolment. Senators were informed that a large amount of data is available pertaining to enrolment, budgets, accountability reports and survey reports. They can all be accessed online through the Office of Institutional Analysis¹ and the Finance Department². Bylaws and Policies can be found on the central policies database website³. The Strategic Plan process can be found on the Office of President's website.⁴

5.9.3 Enrolment Management Update

(See document S211210-5.9.3 for more details.)

Members were informed that one of the current objectives of Enrolment Management is to establish a holistic international enrolment management strategy (IEM). This includes an intensive recruitment activity, refining the admissions process and outcomes, working on enhancing international student support infrastructure, and continue to develop new enrolment pathways for international students. It was also noted that a \$1 million dollar investment was made to support the recruitment of new undergraduate students (for Fall 2022) or increase retention rates of current undergraduate students. In terms of retention the University will be working on enrolment intelligence retention research.

The floor was open for comments/questions.

In response to a question raised about the \$1 million dollar investment it was noted that these funds are earmarked for Faculty-driven initiatives, as identified by the Deans.

Concern was raised regarding the lack of promotional materials for the University of Windsor. In response it was noted that there have been significant investments in branding and external advertising exceeding multi-million dollar amounts.

Given that there is little up-take for bursaries/scholarships offered through the Office of Student Awards and Financial Aid specifically geared to students in the GTA, it was suggested that

¹ <https://www.uwindsor.ca/institutional-analysis/>

² <https://www.uwindsor.ca/finance/345/uwinspace-finance>

³ <https://lawlibrary.uwindsor.ca/Presto/home/home.aspx>

⁴ <https://www.uwindsor.ca/president/326/aspire-together-tomorrow>

consideration be given to exploring the option of offering travel bursaries to make it more feasible and attractive for them to visit Windsor.

5.10 Report of Vice-President, Research, and Innovation

Members were provided with highlights of the research revenue over the past ten years. It was noted that overall, Tri-Council funding has seen significant increases in all areas which include NSERC, SSHRC and CIHR. It was noted that a large proportion of recent research revenue growth has been COVID-19 related.

Gratitude was extended to Dr. Suzanne McMurphy who will be stepping down as Research Ethic Board Chair after a long tenure. The University is looking on identifying the next chair in the new year.

6 Question Period/Other Business

UWindsor 101 Course

Concern was raised regarding the issue that the proposed online *UWindsor 101: First Year Transition* course did not come to Senate for approval. In response, it was clarified that this was erroneously advertised as a course. It is a non-credit resource available for students to supplement the existing transitioning program. The goal of the program is to provide additional support to enhance student success, retention, and graduation. The transition resources were funded via e-campus Ontario.

7 Adjournment

MOTION: That the meeting be adjourned.

Chris Baillargeon/Jennifer Soutter
CARRIED