



**SENATE  
Minutes of Meeting**

**Date:** Friday, February 11, 2022

**Time:** 2:30pm-5:30pm

**Room:** Virtual (MS Teams)

**PRESENT:** Majid Ahmadi, Sirinart Ananvoranich, Dave Andrews, Youstina Asaad, Abeer Asif, Wissam Aoun, Chris Baillargeon, Isabelle Barrette-Ng, Clinton Beckford, Selinda Berg, Sally Bick, Tirupati Bolisetti, John Cappucci, Lorraine Chandler, Greg Chung-Yan, Cheryl Collier, Edward Cruz, Beth Daly, Darryl Danelon, Ronjon Paul Datta, Jasleen Dayal, Gordon Drake, Phil Dutton, Mitch Fields, Chris Fredette, Alex Gayowsky, Robert Gordon (Chair), Alice Grgicak-Mannion, Mitchell Hajnal, Nick Hector, Myron Hlynka, Chris Houser, Andrew Hubberstey, Jennifer Johrendt, Debbie Kane, Pedro Kantati, Jessica Kichler, Norman King, Ziad Kobti, Ruth Kuras, Phebe Lam, Diana Marion, Tiffany Martindale, Nancy Martinez Salas, Lydia Miljan, Ken Montgomery, Adam Mulcaster, Maureen Muldoon, James Oloo, Kathryn Pasquach, Adam Pillon, Jody Ralph, Steven Rehse, Helga Reidel, Linda Rohr, Antonio Rossini, Hussein Samhat, Victor Sevillano Canicio, Debbie Sheppard-LeMoine, KW Michael Siu, Julie Smit, Andrzej Sobiesiak, Kendall Soucie, Jennifer Soutter, Maureen Sterling, Bonnie Stewart, Edwin Tam, Ester Van Eek, Niel Van Engelen, Bill Van Heyst, Gabrielle Walach, Lionel Walsh, Yuntong Wang, Patricia Weir, Robert Weir, Stephen Weir, Sue Williams, Peter Zimmerman.

**ABSENT WITH REGRETS:** Reem Bahdi, Jennifer Willet.

**ABSENT:** Jalal Ahamed, Laila Albalkhi, Fazle Baki, Dave Bussiere, Jake Rondot.

**IN ATTENDANCE:** Nick Baker, Christopher Busch, Marian Doll, Vincent Georgie, Adrian Guta, Gillian Heisz, Eric Hill, Beverly Jacobs, Jaimie Kecheho, Ryan Kenney, Anna Kirby, Fardovza Kusow, Erika Kustra, Rebecca Major, Russell Nahdee, Jessica Raffoul, Renee Trombley, Rosemary Zanutto; Danny Anger (University Secretariat), Renée Wintermute (University Secretary), Alison Zilli (University Secretariat).

**1 Approval of Agenda (Unstarring agenda items)**

Item 5.2.5 was unstarred.

**MOTION: That the agenda be approved.**

Debbie Kane/Bill Van Heyst  
**CARRIED, as amended**

**2 Minutes of the meetings of January 14, 2022**

**MOTION: That the minutes of the meeting of January 14, 2022 be approved.**

Majid Ahmadi/Chris Baillargeon  
**CARRIED**

**3 Business arising from the minutes**

Nothing to report.

**4 Outstanding Business/Action Items**

Nothing to report.

## Reports/New Business

### 5.1 Program Development Committee

#### \*5.1.1 PDC Reports on University Program Reviews and Status Reports and Responses

*(See document S220211-5.1.1 for more details.)*

The document was received for information. \*

### 5.2 Academic Policy Committee

#### \*5.2.1 Information Technology Services Annual Report (2021-2022)

*(See document S220211-5.2.1 for more details.)*

The document was received for information. \*

#### 5.2.2 Centre for Teaching and Learning Annual Report (2020-2021)

*(See document S220211-5.2.2 for more details.)*

A comprehensive presentation was provided to Senators on the Centre for Teaching and Learning (CTL) activities and accomplishments over the past academic year, as well as current and future initiatives. It was noted that CTL provides leadership and expertise in pedagogy and educational technology to enhance teaching and learning and, together with the Office of Open Learning, has led and supported the campus-wide transition to online teaching and learning.

Over the past year, the CTL hosted 146 courses, programs, and workshops which drew in more than 5700 participants (1656 unique individuals). CTL also continued to conduct hundreds of individual consultations on topics such as curriculum development, learning outcomes, teaching dossiers, and research. Through the Co-op and Ignite program, the Office has hired approximately 30 part-time students. Senators were informed that COVID-19 support has included: BB Café virtual drop-in support, online training videos, online sprint sessions, virtual consultations, 16 Wiki pages, and ongoing workshops.

In support of Anti-Black Racism initiatives, CTL established the first Anti-Racism Pedagogies Teaching Leadership Chair in Canada with the Office of the President. In support of Indigenizing curriculum and pedagogy, CTL has hosted Indigenization workshops and has partnered with the Aboriginal Education Centre to develop online resources.

The floor was open for comments/questions.

In response to a question raised about the University's expiring contract with Blackboard and the consultation process pertaining to transitioning to a new Learning Management System (LMS) (since Blackboard will no longer allow institutions to self-host as of December 31, 2022), it was noted that an online survey was circulated to the campus community and there will be opportunities to provide input through interviews and focus groups, as well as a chance to test alternatives and provide feedback. During the LMS Review period there will be no interruption in the use of Blackboard and, following the consultation, the LMS Review Team will report back to the campus community with implementation to occur through 2023. Blackboard could still be the chosen product chosen, if the Review Team decides to host in the cloud and if they determine that it is the best product.

The Centre for Teaching and Learning was commended on the exceptional level of support provided especially during these challenging times on the transition to online teaching and learning. The document was received for information.

**\*5.2.3 Faculty of Arts, Humanities and Social Sciences – Revision to Dean’s Honor Roll**  
(See document S220211-5.2.3 for more details.)

The document was received for information. \*

**5.2.4 Policies on Student Awards and Scholarships**

**a) Definition of Full-time for Undergraduate Scholarship and Bursary Administration**

(See document S220211-5.2.4a for more details.)

**MOTION: That the Policy on the Definition of “Full-time” for Undergraduate Scholarship and Bursary Administration be approved.**

Adam Mulcaster/Jennifer Soutter

The proposed policy aligns the University’s definition of full-time studies for undergraduate scholarship and bursary administration with the OSAP definition of full-time which is 60% or more of a full course load or 40% or more of a full course load for students with a documented disability.

In response to a question raised about whether provisions were in place for students during the pandemic, it was noted that the accommodations in these three proposals were being made for students who were experiencing challenges so that they did not have to be go through an extensive appeal process during such a vulnerable time. It was then determined that standardizing and formalizing these policies for the long-term would be beneficial to student support and retention. It was also noted that there is a still a formal appeal process for students who may have extenuating circumstances.

**CARRIED**

**b) Continuous Terms of Eligibility for Student Awards**

(See document S220211-5.2.4b for more details.)

**MOTION: That the Policy on Continuous Terms of Eligibility for Student Awards be approved.**

Adam Mulcaster/Jennifer Soutter

The proposed policy will allow students to maintain their eligibility for the scholarship if they need to take a term off or if they drop below the minimum course load in a semester for personal reasons. Students will be allowed a maximum of 2 such occurrences before losing a period of eligibility.

**CARRIED**

**c) Renewable Scholarship Eligibility for Concurrent Education Students**

(See document S220211-5.2.4c for more details.)

**MOTION: That the Policy on Renewable Scholarship Eligibility for Concurrent Education Students be approved.**

Adam Mulcaster/Jennifer Soutter

The policy clarifies that students who have two periods of eligibility remaining, and who are completing a general concurrent education degree, may receive their final two terms of eligibility in their final year while registered in their education career.

**CARRIED**

## 5.2.5 Revisions to Policies on English Language Proficiency Requirements

*(See document S220211-5.2.5 for more details.)*

**MOTION: That the Policy on Undergraduate English Language Proficiency Requirement and the Policy on Graduate English Language Proficiency Requirement be merged and that the resulting Policy on English Language Proficiency Requirement be approved.**

Chris Fredette/Debbie Kane

In response to a question raised as to how the threshold was determined and what the consultation process was for the proposed policy change, it was noted that this was based on comparison of what is being done at other Ontario universities as well as consultation with Associate Deans/Deans and approval by the Faculty of Graduate Studies Council and the Academic Policy Committee.

In response to a question raised about whether this policy applied to French-speaking students coming from secondary schools in Ontario, it was noted that this is only applicable to students who have not been in an English-speaking institution or country, and do not have Grade 12U English or its equivalent.

The policy sets the minimum standard. If there is a need to have higher language requirement for certain programs, then there is flexibility for program areas to have this approved.

**CARRIED**

## 5.3 Senate Governance Committee

### 5.3.1 Senate Meeting Scorecard – Results from Fall 2021 Meetings

*(See document S220211-5.3.1 for more details.)*

Members were informed that the overall feedback from Senators was that presentations, and meetings were generally too long and, there was some concern over the content of some discussion which may inhibit participation of others. It was expressed that there is a need to balance what should be reported at Senate versus what can be communicated through other means. Moving forward, strategies to address the length of the meetings, including changing the agenda order so that the presentations and reports are after Senate business and written VP updates are provided in the Senate package.

It was agreed that there should still be time allotted for open discussions, questions, constructive brainstorming/debate on key strategic issues that impact the University.

### \*5.3.2 Senate Standing Committee Membership

*(See document S220211-5.3.2 for more details.)*

**MOTION: That the following Senate Standing Committee memberships be approved:  
Lori Buchanan – Faculty of Graduate Studies– Senate Governance Committee**

**\*CARRIED**

## 5.4 Senate Student Caucus

It was noted that students have expressed concerns regarding course delivery options, managing the expectations of instructors, academic integrity issues and, not having sufficient time to complete assignments. Instructors were encouraged to contact the Centre for Teaching and Learning if they need assistance in creating assessments that minimize cheating and to ensure that students are provided with enough time to complete their assignments.

## 5.5 Report from the Student Presidents

### University of Windsor Students Alliance (UWSA)

Members were informed that the UWSA is currently working on updating governing policy documents to bring them in line with the current standards and to better reflect the needs of students. In addition, the UWSA is launching their TD insurance Affinity program and working on promotions to encourage students to participate. Members were also informed that the UWSA is working with the Office of Student Experience on ways to create new services for students and on advocacy initiatives with various other offices. (*i.e.*, Women and Girls in Science, Safer Internet Day, *etc.*)

### Graduate Students Society (GSS)

Senators were informed that GSS is working on increasing their supplemental benefit plan and developing events to welcome international graduate students to campus. GSS has also partnered with various graduate and research offices across Ontario and Canada to address mentor strategies to develop more robust knowledge on how to mentor students. In addition, GSS is working on a financial transparency program and has just been approved for two Canada Works student grants to help with this initiative.

### Organization of Part-Time University Students (OPUS)

Members were informed that OPUS hosted a successful virtual Annual Social on February 10, 2022. Members were also informed that OPUS is working on hosting various awareness webinars for students. It was also noted that the student unions are currently working on finalizing the latest Student Centre Management agreement.

## 5.6 Report of the Academic Colleague

Nothing to report.

## 5.7 Report of the President

*(See document S220211-5.7 for more details.)*

### Border Blockade and Protest

It was noted that at this point, the protest remains peaceful, and the security risk is low. Campus Community Police (CCP) is in regular communication with the WPS and OPP on site and there are extra police patrolling the day and evening to ensure safety.

Concern was raised regarding the institutional communication and response pertaining to the protests particularly for racialized groups, international students, and the science community (*i.e.*, vaccination vs anti-vaccination opinions). In response, it was noted that the University has been in constant communication with the police on messaging and making sure that they are aware of the evolving situation. It was also noted that this is an extremely difficult situation given that the protests are getting closer to campus. The University's focus is on the health and safety of students, staff, and faculty (*i.e.*, police escorts to vehicles, *etc.*). It was stressed that communication about mental health resources should be highlighted, and the campus should be provided with resources/direction as to where they can express any protest-related questions/concerns.

### Strategic Planning

It was noted that a survey pertaining to the vision, mission, and values of the University will be circulated on February 25<sup>th</sup>, 2022. This will be followed by an Employee Engagement Survey, campus consultations, off-campus community consultations, and a consultation on the draft strategic plan. Written submissions can be provided at [stratplanning@uwindsor.ca](mailto:stratplanning@uwindsor.ca).

### 300 Ouellette Ave

It was noted that the University took possession of 300 Ouellette Ave on February 1<sup>st</sup> and space planning and consultation is unfolding under the leadership of Computer Science and the Faculty of Science. This will provide an opportunity to work with the City of Windsor in developing a Technology Innovation Hub.

In response to a question raised about the process and decision-making for purchasing the 300 Ouellette building, it was noted that this proposal went to Resource Allocation Committee and the Board of Governors for approval. The School of Computer Science needed space to house over 500 course-based Masters' students which will bring in significant revenue to the University. They are also working on creating a new high demand Masters program in Data Science which will benefit from having a downtown presence. Currently there are other existing leases in the building which will remain until the end of their lease. However, it was noted that vacant space can also provide opportunities for new tenants, synergies and collaborations with the University.

#### Vice President Finance and Operations

Senators were informed that Gillian Heisz has been appointed to the position of Vice President, Finance and Operations.

#### Mental Health

A mental health day has been provided for all full and part-time employees to be used before April 30, 2022. It was also noted that the University is working on creating an institutional Mental Health and Wellness Action Plan to provide greater support for faculty and staff mental health and wellness, alongside the existing student mental health and wellness plan.

#### **5.7.1 Senior Advisor to the President on Indigenous Relations and Outreach – Priorities**

*(See document S220211-5.7.1 for more details.)*

Members were informed that the Senior Advisor to the President on Indigenous Relations and Outreach has a two-year mandate to implement the TRC's Calls to Action. This will involve: 1) finalizing the structure and responsibilities of a permanent Indigenous leadership role at the executive level; 2) improving relationships with Indigenous students, faculty, staff, communities and organizations; 3) guiding the development of new Indigenous space on campus; 4) collaborating on the development of respectful and sustainable decision-making and consultation processes related to Indigenous matters; 5) helping the University chart its path as it begins to take more comprehensive action towards Indigenousization and decolonization; and, 6) embedding Indigenous knowledges into the University's culture. It was stressed that supports for Indigenous staff and faculty will focus on wholistic well-being and gatherings will ensure cultural safety. Over the four weeks in this position, the Senior Advisor has identified several factors that have an impact on Indigenous staff, faculty, and student recruitment. Moving forward, the Senior Advisor will be working on outreach to build trust and improve Indigenous relationships.

The floor was open for comments/questions.

In response to a question raised regarding expectations of the campus community in support of these initiatives and Indigenousization, it was noted that as per the Truth and Reconciliation report, there is a responsibility for all members of the institution to learn about decolonization through education and training. Decolonization is an extensive process that will take time and reflection as it will mean confronting current practices that have influenced education and shifting ways of thinking, learning, and knowing.

It was suggested that the development of Indigenous scholarships be considered for many programs across the University. It was also suggested that Indigenous role models be identified to help with Indigenousization guidance and education across the program areas.

In response to a question raised, it was noted that the Senior Advisor will be reporting regularly to Senate and Board of Governors to share any challenges, successes, and future initiatives. It was

further noted that ensuring cultural safety for all members of the Indigenous community will be of foremost importance.

The document was received for information.

## **5.8 Report of the Provost**

*(See document S220211-5.8 for more details.)*

In response to a question raised, it was noted that the Deans are meeting weekly to understand the changes in the collective agreement that effect workloads, *etc.*

The document was received for information.

### **5.8.1 COVID-19 – Update**

Members were informed that the University is closely monitoring the return to campus life which is going well. However, it was noted that there are still some challenges related to building access which the University is working to resolve. (*i.e.*, students having issues with their Uwin Cards, fewer access doors, narrow hallways, long line-ups, no ambassadors at night labs, *etc.*).

Members were reminded that the goal for Summer 2022 is to continue to move towards a full face-to-face return to campus. However, members were also reminded that the University is still operating under the Post-Secondary Education Health Measures framework released by the Ministry of Colleges and Universities (MCU) in August 2021. Any changes to this framework will affect various pandemic policies and practices.

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

Beth Daly/Chris Baillargeon  
**CARRIED**

### **5.8.2 Academic and Other Supports for Students Transitioning Back to Face-to-Face Learning**

*(See document S220211-5.8.2 for more details.)*

Senators were provided with an overview of the various supports that are available for students who are transitioning back to face-to-face learning. The University is working to ensure that there is sufficient academic, mental health, and wellness supports on campus for Fall 2022. It was noted that student success and support will be targeted to Years 1 and 2 with orientation programs, mentoring programs, student-led initiatives, a workshop series, website resources, *etc.* Members were informed that a campaign has been launched to bring the Lancer community together through kindness, healing, and courage (*i.e.*, 30 +30 Days of Kindness, Healing Memorial, Wall of Courage, *etc.*) *(See full report for more details.)*

The document was received for information.

### **5.8.3 Enrolment Management Update**

*(See document S220211-5.8.3 for more details.)*

Members were provided with an overview of Fall 2022 undergraduate applications. While applicant numbers are lower for Fall 2022, the number of offers is up by 11% compared to last year. It was noted that on the graduate side, the application portal is still open for most programs and areas are in the process of adjudicating applications. It was also noted that interest in international cohort-based Masters programs remains strong.

Senators were informed that Spring Open House will be held March 5, 2022 in-person and online to allow for maximum engagement of prospective international and domestic students. It was noted that prospective students will have the chance to gather information about the University and city, see the campus and accommodations, and meet current students and staff.

The Strategic Marketing Fund has been very successful with many innovative initiatives undertaken by Faculties to recruit domestic undergraduate domestic students.

The floor was open for comments/questions.

Concern was raised regarding the way that the University encourages prospective students to find the program that is “right” for them by selecting the personality traits that best describe them, rather than their intellectual interest. It was expressed that there is no correlation between personality traits and career choice. In response, it noted that the program listing webpage<sup>1</sup> is modelled after Holland’s Theory of Career Choice, which is based on the following six personality types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional). This provides a general guidance for students who may be unsure of which program direction is best for them and has been well-received by students. There are also other ways that students can explore programs on the website such as directly exploring academic programs or by career, interest, or passion.

In response to a question raised about international student demographics, it was noted that there has been an increase in diversification due to having regional managers in different countries. Regarding China, there are significant challenges resulting in a decline of students, but India continues to be robust in student recruitment.

A question was raised regarding how Activity Based Budgeting (ABB) relates to the recruitment sector (*i.e.*, What is the accountability mechanism in place for shortfalls or not meeting the projected number of applicants, *etc.*). In response, it was noted that criteria and thresholds will be an important part of the process when developing accountability frameworks with shared service units. This is forthcoming.

It was expressed that under the past budget structure the Faculty of Arts, Humanities, and Social Sciences is always starting in a deficit position which could compromise programs and jeopardize the University’s status of being a “comprehensive” university. In response it was noted that this will be reviewed and addressed under the new ABB model.

### **5.8.3 Report of Vice-President, Equity, Diversity, and Inclusion**

*(See document S220211-5.8.3 for more details.)*

Senators were reminded that, at the last few Senate meetings, the VPEDI reported on the University’s signing of the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities* which commits to eliminating systemic anti-Black racism and promoting Black flourishing. Given this, a question was raised regarding how the institution will ensure that faculty, staff, and students are provided with opportunities to flourish in governance, research, teaching and learning, and community engagement. In response it was noted that the institution will need to examine structures, policies, and establish practices that will lead to diversity across the institution. It will also take some time and strong decision-making to achieve this in all aspects of hiring and the governance structure.

The document was received for information.

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<sup>1</sup> <https://future.uwindsor.ca/program-listing#programs>



## 5.10 Report of Vice-President, Research, and Innovation

*(See document S220211-5.10 for more details.)*

The document was received for information.

## 6 Question Period/Other Business

### Faculty of Science (Indigenization)

In response to a question raised regarding the status of hiring an Indigenous Knowledge Keeper to help with Indigenization in the Faculty of Science and for the Master of Science in Translational Health Science program, it was noted that after much internal and external consultation the job ad has been completed and will be open for applications in the next few months.

It was suggested that anyone going through the interview process should be referred to the Aboriginal Education Council (AEC) to help with the vetting process (*i.e.*, claim to Indigenous status).

## 7 Adjournment

**MOTION: That the meeting be adjourned.**

Kathryn Pasquach/Debbie Kane

**CARRIED**