



SENATE
Minutes of Meeting

Date: Friday, May 13, 2022

Time: 2:30pm-5:50pm

Room: Virtual (MS Teams)

PRESENT: Jalal Ahamed, Majid Ahmadi, Sirinart Ananvoranich, Dave Andrews, Chris Baillargeon, Nick Baker, Isabelle Barrette-Ng, Clinton Beckford, Selinda Berg, Sally Bick, Tirupati Bolisetti, Dave Bussiere, John Cappucci, Lorraine Chandler, Greg Chung-Yan, Cheryl Collier, Edward Cruz, Beth Daly, Phil Dutton, Mitch Fields, Alex Gayowsky, Robert Gordon (Chair), Alice Grgicak-Mannion, Mitchell Hajnal, Nick Hector, Myron Hlynka, Andrew Hubberstey, Jennifer Johrendt, Muthuleethana Kaliappan, Debbie Kane, Eddy Cruz, Norman King, Ziad Kobti, Phebe Lam, Diana Marion, Lydia Miljan, Ken Montgomery, Adam Mulcaster, Maureen Muldoon, James Oloo, Alanna Olteanu, Kathryn Pasquach, Adam Pillon, Jody Ralph, Steven Rehse, Helga Reidel, Linda Rohr, Jake Rondot, Antonio Rossini, Hussien Samhat, Victor Sevillano Canicio, Debbie Sheppard-LeMoine, Manjot Singh, Bonnie Stewart, Julie Smit, Kendall Soucie, Jennifer Soutter, Maureen Sterling, Edwin Tam, Ester Van Eek, Niel Van Engelen, Bill Van Heyst, Yuntong Wang, Lionel Walsh, Patricia Weir, Stephen Weir, Jennifer Willet, Sue Williams.

ABSENT WITH REGRETS: Andrzej Sobiesiak, Chris Fredette, Chris Houser, Jessica Kichler, KW Michael Siu, Peter Zimmerman, Reem Bahdi, Robert Weir, Ronjon Paul Datta, Ruth Kuras, Tiffany Martindale.

ABSENT: Donna Patterson, Fazle Baki, Gordon Drake, Laila Albalkhi, Lauren Pupulin, Michael Rossi, Wissam Aoun.

IN ATTENDANCE: Jennie Atkins, Chris Busch, Laura Chittle, Elizabeth Felet, Beverly Hamilton, Dennis Jackson, Beverly Jacobs, Amal Jammali, Kaye Johnson, Jaimie Kechego, Erika Kustra, Marium Tolson Murty, John Osbourne, Jessica Raffoul, Romi Saraswat, Deena Wang, Rosemary Zanutto; Danny Anger (University Secretariat), Renée Wintermute (University Secretary), Alison Zilli (University Secretariat).

Although the items were not discussed in sequential order, the minutes do reflect the agenda order of business.

1 Approval of Agenda (Unstarring agenda items)

Items 5.5.1e and 5.5.1j were unstarred.

MOTION: That the agenda be approved.

Mitch Fields/Myron Hlynka
CARRIED, as amended

2 Minutes of the meetings of April 8-11, 2022

E-Vote of April 13, 2022

MOTION: That the minutes of the meeting of April 8/11, 2022 be approved.

Jennifer Soutter/Kathryn Pasquach

A correction was made to the minutes.

CARRIED, as amended

The E-vote of April 13, 2022 was received for information.

3 Business arising from the minutes

3.1 Revisions on Senate Policy and Bylaws re Student Evaluations of Teaching (SET)
(See document S220513-3.1 for more details.)

Discussion on this item was combined with item 5.8.1. See below for more details.

4 Outstanding Business/Action Items

***4.1 Master of Materials Chemistry and Engineering – Minor Program Changes (Form C)**
(See document S220513-4.1 for more details.)

MOTION: That the admission requirements for Master of Materials Chemistry and Engineering program be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

***CARRIED**

***4.2 Chemistry and Biochemistry (Undergraduate/Graduate) – New Course Proposal (Form D)**
(See document S220513-4.2 for more details.)

MOTION: That the following course be approved:^
BIOC-8580/BIOC-4580. The Human Subject: Animal-Free Methods in Biomedical Research and Toxicology

^Subject to approval of the expenditures required.

***CARRIED**

***4.3 Bachelor of Engineering Technology (Biomedical Engineering Stream) – Major Program Change (Form B)** *(See document S220513-4.3 for more details.)*

MOTION: That the Bachelor of Engineering Technology (Biomedical Engineering Stream) be approved.^

^Subject to approval of the expenditures required.

***CARRIED**

5 Reports/New Business

5.1 Program Development Committee

***5.1.1 Program/Course Changes**

***(a) Engineering – Minor Program Changes (Form C)**
(See document S220513-5.1.1a for more details.)

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

^Subject to approval of the expenditures required.

***CARRIED**

***(b) English and Creative Writing – Minor Program Changes (Form C)**
(See document S220513-5.1.1b for more details.)

MOTION: That the degree requirements for Honours English, Honours English and Creative Writing, Combined Honours English and, Combined Honours and

Creative Writing be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

***CARRIED**

- *(c) Kinesiology (Graduate) – Minor Program Changes (Form C)**
(See document S220513-5.1.1c for more details.)

MOTION: That the Master of Human Kinetics (Sport Management Stream) and Master of Human Kinetics (Applied Human Performance Stream) be renamed Master of Human Kinetics (Sport Management and Leadership Specialization) and Master of Human Kinetics (Applied Human Performance Specialization) and that the degree requirements be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

***CARRIED**

- *(d) Kinesiology – Minor Program Changes (Form C)**
(See document S220513-5.1.1d for more details.)

MOTION: That the degree requirements for the undergraduate programs in Kinesiology be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

***CARRIED**

- (e) Mathematics and Statistics (Graduate) – Minor Program Changes (Form C)**
(See document S220513-5.1.1e for more details.)

MOTION: That the admission requirements for MSc in Mathematics and Statistics (Mathematics Field and Statistics Field), the Master of Actuarial Science (MActSc), and the PhD in Mathematics and Statistics be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Greg Chung-Yan/Kathryn Pasquach

The Department of Mathematics and Statistics was commended for including an addendum which provided details on how the area is approaching including Indigenous content, perspectives and materials into their courses and their overall curricula in a thoughtful and meaningful way.

CARRIED

- *(f) BFA in Film Production – Minor Program Changes (Form C)**
(See document S220513-5.1.1f for more details.)

MOTION: That the degree requirements for the BFA in Film Production be changed and applied retroactively to Fall 2021, in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

***CARRIED**

***(g) Sociology and Criminology – Minor Program Changes (Form C)**

(See document S220513-5.1.1g for more details.)

MOTION: That the degree requirements for Honours Criminology, Combined Honours Criminology, General Sociology, Honours Sociology, Combined Honours Sociology, Combined Honours in Sociology and Criminology, Minor in Sociology, and Minor in Anthropology be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

***CARRIED**

***(h) Visual Arts – Minor Program Changes (Form C)**

(See document S220513-5.1.1h for more details.)

MOTION: That the program requirements for the BFA in Visual Arts and the Combined BA in Visual Arts be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

***CARRIED**

***(i) Engineering – New Course Proposals (Form D)**

(See document S220513-5.1.1i for more details.)

MOTION: That the following courses be approved:^

GENG-1101. Engineering I

GENG-1102. Engineering Graphics

GENG-1201. Cornerstone Design

^Subject to approval of the expenditures required.

***CARRIED**

(j) Engineering (Graduate) – New Course Proposal (Form D)

(See document S220513-5.1.1j for more details.)

MOTION: That the following course be approved:^

GENG 8060. Strategic Entrepreneurial Management

^Subject to approval of the expenditures required.

Greg Chung-Yan/ Kathryn Pasquach

The following revision was made to the Indigenous section: ~~“A new way of learning, We~~ aim to integrate more Indigenous-related material in the course teaching content, including lectures and project assignments.”

CARRIED, as amended

(k) Communication, Media, and Film and School of Creative Arts – New Course Proposal (Form D) (See document S220513-5.1.1k for more details.)

MOTION: That the following course be approved, effective retroactively to Fall 2021:^

FILM-4105. Film Production VI

^Subject to approval of the expenditures required.

***CARRIED**

(l) Mathematics and Statistics – New Course Proposal (Form D)
(See document S220513-5.1.1l for more details.)

MOTION: That the following course be approved: ^
STAT-4700. Biostatistics

^Subject to approval of the expenditures required.

***CARRIED**

(m) Kinesiology (Graduate) – New Course Proposals (Form D)
(See document S220513-5.1.1m for more details.)

MOTION: That the following courses be approved: ^
KINE-8300. Skeletal Muscle Pathophysiology
KINE-8310. Healthy Aging
KINE-8630. RStudio for Data Science

^Subject to approval of the expenditures required.

***CARRIED**

***5.1.2 Political Science – Request for Waiver of Course Deletions**
(See document S220513-5.1.2 for more details.)

MOTION: That the Request for Waiver of Course Deletions for the following courses be approved:
POLS-2510. Classical Political Thought
POLS-3210. The Legislative Process
POLS-3240. Public Infrastructure
POLS-4640. International Political Economy

^Subject to approval of the expenditures required.

***CARRIED**

***5.1.3 Education (Graduate) – Course Learning Outcomes**
(See document S220513-5.1.3 for more details.)

The document was received for information.*

***5.1.4 Nursing (Graduate) – Course Learning Outcomes**
(See document S220513-5.1.4 for more details.)

The document was received for information.*

***5.1.5 Master of Human Kinetics in Sport Management – Program Learning Outcomes**
(See document S220513-5.1.5 for more details.)

The document was received for information.*

***5.1.6 Economics (Graduate) – Course Learning Outcomes**
(See document S220513-5.1.6 for more details.)

The document was received for information.*

***5.1.7 Economics – Articulation Agreement (Anshan Institute) – Deletion**

(See document S220513-5.1.7 for more details.)

The document was received for information.*

5.2 Academic Policy Committee

5.2.1 Office of Open Learning Annual Report (2020-2021)

(See document S220513-5.2.1 for more details.)

A comprehensive presentation was provided on the various activities and initiatives of the Office of Open Learning. The mandate of Office of Open Learning is to provide support and professional development for instructors of online, open, and hybrid learning and teaching through formal and informal development opportunities. This involves working collaboratively to design, develop, deliver, evaluate, and iterate high-quality, engaging, media-rich learning environments. In addition, the Office has played a critical role during the pandemic with supporting the transition to almost 100% online teaching and learning.

The floor was open for comments/questions.

In response to a question raised about the value of online learning as a possible solution to addressing shortage of physical space and scheduling challenges, it was noted that discussions and feedback is needed on various online delivery modes which could inform strategic planning. It was also noted that many courses have proven to be very adaptive in an online environment and continuing to build on pedagogical skills and practices for various types of learning could be an asset for the University.

5.3 Senate Governance Committee

5.3.1 Revisions to Bylaws 54 and 55 – Voluntary Withdrawal Deadline

(See document S220513-5.3.1 for more details.)

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

Patti Weir/Bill Van Heyst

The proposed revision will allow students in first-entry undergraduate programs and all graduate programs except Law to voluntarily withdraw from courses up to the last day of classes for the term as well as remove the notation of VW from the transcript. Extending the VW deadline to the last day of classes will help to alleviate stress for students deciding to drop a course.

In response to a question raised as to whether consideration was given extending the deadline to when final grades are known, it was noted that this is not a practice at other universities and it was believed that the current proposal set an appropriate deadline.

Concern was raised regarding the issue that the withdrawal will be recorded as a dropped course in the student's record but will not appear on the transcript. It was expressed that a VW is an important aspect of a student record and should be retained on their transcripts for transparency and accountability. On the other hand, it was expressed that students should have the option to determine their own academic future and not be penalized for making the decision to drop a class due to a host of possible reasons, particularly if the course is needed for applying to professional schools. From a student-centric perspective, students should not have to explain why they have VWs on their transcript. It was noted that internally, the VW would appear on the students record for student advising.

In light of the above discussion, it was agreed that this item be sent back to the Senate Governance Committee. While there was general support for extending the VW deadline to the last day of classes, Senators requested more details (including clarity on what other Universities are doing) and a stronger rationale for the removal of the VW from the transcript.

WITHDRAWN

5.4 Senate Student Caucus

Nothing to report.

5.5 Report from the Student Presidents

University of Windsor Students Alliance (UWSA)

Members were informed that the UWSA is in the process of transition the new Executive members.

Graduate Students Society (GSS)

Senators were informed that GSS is working on completing various projects with the new Executive Team. Senators were also informed that GSS is working on increasing sustainability for the Community Garden. It was also noted that GSS is working on improving their benefits plan with Green Shield.

Organization of Part-Time University Students (OPUS)

Members were informed that the executive directors of Big Brothers and Big Sisters were the special guest speakers at the webinar hosted by OPUS. Members were also informed that OPUS is hiring students for summer employment opportunities.

5.6 Report of the Academic Colleague

Nothing to report.

5.7 Report of the President

(See document S220513-5.7 for more details.)

Strategic Planning

An update on the strategic planning consultation process was provided. Next steps include virtual consultations in May for students, staff, and faculty, with topic-specific sessions running from May to July. It was also noted that there will be an evolving framework for consultation with Indigenous peoples and communities, as well as specific consultations with people from historically under-represented and marginalized communities. Broader community consultations will take place in June-July.

Searches

The following Senior Administrative Searches are in progress: Provost and Vice-President Academic Search; Vice-President, Research and Innovation; University Counsel; and, Vice-President, Equity, Diversity, and Inclusion.

Stellantis Battery Lab

Stellantis announced that they will be investing \$3.6 billion in its Canadian operations, which will create significant opportunities for research and experiential learning. The University of Windsor is working on a cross-functional strategy to develop this partnership.

Scholarship

Student Laila Albakhi in the School of Computer Science was congratulated for receiving a 3M National Student Fellowship.

Convocation

Convocation sessions will be held June 14-17th at the WFCU centre. It was noted that there are 4200 students eligible to graduate.

In response to a question raised about recognizing and honouring students who have passed away, it was noted some ideas are being considered including sending a message to the family and donating to charity in honour of the student.

In response to a question raised, it was noted that Indigenous students can choose to wear traditional regalia to a convocation ceremony. It was also noted that the University is in conversations on how to enhance recognition and inclusiveness of all cultures at graduation.

5.8 Report of the Provost

(See document S220513-5.8 for more details.)

In response to a question raised regarding the role of the Ad Hoc Advisory Group on the External Engagement for the Office of the Registrar, it was reiterated that the Advisory Group will provide oversight in terms of due diligence of process, accountability, and that areas of concern are being addressed.

5.8.1 Student Evaluations of Teaching (SET) – SET Task Force Update

Senators were provided with a historical overview of the SETs, as well as an update on the research and surveys conducted by the Task Force. The mandate of the Task Force is to review the existing Student Evaluation of Teaching questionnaire and its implementation with a goal of identifying areas for improvement based on research into best practices and to consider possible changes to the policy. Members were reminded that the overall goal of the initiative was to establish a reliable mechanism for student feedback and to provide this feedback to instructors, potentially identifying areas for improvement.

Senators were informed that the goal is to have a proposed pilot survey tool ready for Fall 2022. It was noted that the guiding principle of the Task Force is to make informed recommendations based on data and scholarly literature. To date a draft discussion paper has been written on the issues around bias and validity of the SETs, which is in the process of being updated with new literature.

Task Force surveys revealed that faculty had concerns over bias, reliability, validity, lack of timeline feedback were also raised. On the other hand, they noted that this is the only way to obtain student feedback for improving the course and teaching and like to use the data to see progress over time. Student feedback revealed that they were not influenced by their anticipated grade and they felt that their role was to evaluate instructor performance and give constructive feedback on the course, even though the majority felt that they did not see themselves influencing feedback on learning.

The floor was open for comments/questions.

A discussion ensued on the pros and cons of the Student Evaluations of Teaching (SETs). On the one hand, it was expressed that student feedback on teaching is valuable and that students' voices should not be silenced. On the other hand, it was noted that there is a body of research indicating that SET scores are an ineffective method for measuring the effectiveness of teaching and that they reflect bias and discrimination, particularly towards instructors who are members of equity-deserving groups.

Concern was also raised regarding the issue that there are some departments that rely solely on the SET scores in the RTP processes due to convenience, rather than using a more holistic

approach. In response, it was stressed that, in accordance with Senate bylaw 23, the SETs form an important part of evaluating teaching effectiveness but should not be taken alone as a complete assessment of an instructor or course as there are many factors that influence ratings.

In response to the suggestion that the SET and RTP processes be decoupled, it was noted that the difficulty in this decision is that this is the best way for students to provide feedback regarding teaching and that decoupling the SET and RTP would remove accountability for those instructors who do not show any interest in improving their courses or teaching based on feedback. In response to a suggestion that peer evaluations would be more appropriate, it was noted that these can be more problematic in terms of questions of bias, reliability, and validity than SETs.

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

Majid Ahmadi/Chris Baillargeon
CARRIED

It was noted that Faculties should have the ability to tailor the data that is collected to their specific teaching context. For example, using terms like “lecture” does not cover the pedagogy of all.

Student concern was raised regarding the issue that students need a platform to provide feedback and address concerns that they encounter in their courses. If there is consistently a negative report on the same class from year to year, then this should be a factor considered in the RTP process.

Revisions on Senate Policy and Bylaws re Student Evaluations of Teaching (SET)
(See document S220513-3.1 for more details.)

MOTION 1a: Senate Policy on Student Evaluations of Teaching (SET) and Mandatory Administration of SET, page 4 penultimate paragraph, the following language be removed “[...] Failure to administer the SET forms would skew instructor and or AAU averages and, most importantly.”

The new paragraph would read: The process of evaluating teaching, and the feedback this evaluation provided to both instructors and students, is critical to the University’s efforts to enhance the teaching /learning culture on campus. Failure to administer the SET forms would deny students a medium to express their views regarding the course.

Jennifer Soutter/Chris Baillargeon
CARRIED

MOTION 1b: Senate Policy on Student Evaluations of Teaching (SET) and Mandatory Administration of SET, on page 5, first paragraph, the following language be removed: “Where questions from the SETS form are used, the mean (average) scores need to be calculated for the respective questions.”

Jennifer Soutter/Chris Baillargeon
CARRIED

MOTION 1c: On Senate Policy on Student Evaluations of Teaching (SET) and Mandatory Administration of SET, page 7, the following language be removed: “It should be understood that student questionnaires form an important part of evaluating teaching effectiveness or a course’s value, but cannot be taken alone as a complete assessment of an instructor or course. Concerns have

been expressed that the current University of Windsor evaluation questionnaire may not be an accurate measure of a teacher's ability or of a course's value and that factors other than an instructor's teaching ability or a courses' value may influence ratings." and be replaced with the following language: SETS are prohibited to be used in any way as a criterion for faculty renewal, tenure, and promotion, except at the written request of the faculty member with that request included in their submitted portfolio. Teaching dossiers, solicited and unsolicited letters, teaching materials, peer observations, or other evidence as provided by the candidate will be used to demonstrate an instructor's teaching effectiveness.

Jennifer Soutter/Chris Baillargeon
DEFEATED

Bylaw 23, article 3.1.1 – Proposed Revision

MOTION 2: The following language "student evaluations" be removed from the paragraph and that the following statement be added at the end of the paragraph: SETS are prohibited to be used in any way as a criterion for faculty renewal, tenure, and promotion except at the written request of the faculty member with that request included in their submitted portfolio." The new paragraph will then read (language to be deleted in ~~strike through~~; language to be added in bold):

3.1.1 A candidate for renewal of contract must have competent ability as demonstrated by such instruments as ~~student evaluations~~, sample course outlines, a UCAPT teaching dossier, and other evidence as provided by the candidate. The required statement by the AAU head must contain a detailed assessment of the candidate's commitment to and ability in teaching. SETS are prohibited to be used in any way as a criterion for faculty renewal, tenure, and promotion except at the written request of the faculty member with that request included in their submitted portfolio.

Jennifer Soutter/Chris Baillargeon
DEFEATED

Renewal, Tenure, and Promotion Documents

MOTION 3: All Renewal, Tenure, and promotion documents at the AAU level, the decanal level and at UCAPT remove any and all language related to SETS.

UCAPT Rating and Evaluation Form

Delete wording "SET Reports and"

Delete 1.A) in its entirety including "Overall Evaluation of Teaching Ability and Performance."

Jennifer Soutter/Chris Baillargeon
DEFEATED

5.8.1a Optional Inclusion of Student Evaluations of teaching in RTP and Performance Review Process (See document S220513-5.8.1a for more details.)

MOTION: That faculty members be allowed to choose whether to include SET scores in RTP and performance review processes, until the submission of the final report of the SET Task Force to Senate and the implementation of the recommendations.

Patti Weir/Ken Montgomery
CARRIED

5.8.2 Enrolment Management Update

(See document S220513-5.8.2 for more details.)

The document was received for information.

5.9 Report of Vice-President, Equity, Diversity, and Inclusion

(See document S220513-5.9 for more details.)

It was noted that consultations for the EDID review have begun, with meetings with a consulting firm.

The document was received for information.

5.10 Report of Vice-President, Research and Innovation

(See document S220513-5.10 for more details.)

The document was received for information.

6 Question Period/Other Business

Ukrainian Students

Members were informed that due to the ongoing conflict in Ukraine, students at the University of Windsor are unable to return home to work and earn money for the next academic year, and their families' sources of income in Ukraine have evaporated. In light of this, a Student Emergency Bursary Fund, specifically targeted for Ukrainian students, has been set up and any donations will be greatly appreciated. Currently there are 7 students from Ukraine studying at the University.

Senate-Elected Members to the Board

Concern was raised regarding the issue that two members elected by Senate to the Board of Governors are administrators. In response, it was noted that the University of Windsor Act provides for "four members of the teaching staff elected by and from the members of the Senate" to sit as members on the Board of Governors of the University of Windsor. Teaching staff includes professors, associate professors, assistant Professors, lecturers, associates, instructors, and all others engaged in the work of teaching or giving instruction or in research.

In response to a question, it was noted that the Board is actively working to diversify its members, though the University Act currently creates membership constraints.

7 Adjournment

MOTION: That the meeting be adjourned.

Kathryn Pasquach/Patti Weir
CARRIED