



SENATE
Minutes of Meeting

Date: Friday, June 10, 2022

Time: 2:30pm-6:10pm

Room: Virtual (MS Teams)

PRESENT: Jalal Ahamed, Wissam Aoun, Reem Bahdi, Nick Baker, Fazle Baki, Isabelle Barrette-Ng, Selinda Berg, Sally Bick, Tirupati Boliseti, Dave Bussiere, John Cappucci, Lorraine Chandler, Greg Chung-Yan, Edward Cruz, Ronjon Paul Datta, Beth Daly, Gordon Drake, Phil Dutton, Chris Fredette, Alex Gayowsky, Robert Gordon (Chair), Alice Grgicak-Mannion, Nick Hector, Myron Hlynka, Chris Houser, Andrew Hubberstey, Anumita Jain, Jennifer Johrendt, Debbie Kane, Jessica Kichler, Muthuleethana Kaliappan, Ziad Kobti, Phebe Lam, Diana Marion, Lydia Miljan, Tiffany Martindale, Ken Montgomery, Maureen Muldoon, James Oloo, Alanna Olteanu, Kathryn Pasquach, Jody Ralph, Helga Reidel, Linda Rohr, Jake Rondot, 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, Yuntong Wang, Patricia Weir, Robert Weir, Stephen Weir, Jennifer Willet, Sue Williams, Peter Zimmerman.

ABSENT WITH REGRETS: Adam Mulcaster, Cheryl Collier, Chris Baillargeon, Clinton Beckford, Dave Andrews, Lauren Puplin, Lionel Walsh, Majid Ahmadi, Manjot Singh, Mitchell Hajnal, Mitch Fields, Ruth Kuras, Sirinart Ananvoranich, Steven Rehse.

ABSENT: Adam Pillon, Donna Patterson, Michael Rossi, Norman King.

IN ATTENDANCE: Jennie Atkins, Meris Bray, Chris Busch, Vincent Georgie, Kaye Johnson, Ryan Kenney, Erika Kustra, Fardovza Kusow, Yu Fei Qin, Rebecca Major, Rosemary Zannutto; Danny Anger (University Secretariat), Renée Wintermute (University Secretary), Alison Zilli (University Secretariat).

1 Approval of Agenda (Unstarring agenda items)

Items 5.1.2c and 5.1.2h were unstarred.

MOTION: That the agenda be approved.

Bill Van Heyst/Myron Hlynka
CARRIED, as amended

2 Minutes of the meetings of May 13, 2022

MOTION: That the minutes of the meeting of May 13, 2022 be approved.

Debbie Sheppard-LeMoine/Myron Hlynka
CARRIED

3 Business arising from the minutes

Nothing to report.

4 Outstanding Business/Action Items

4.1 Candidates for Degrees, Diplomas and Certificates – Spring 2022

(See document S220610-4.1 for more details.)

MOTION #1: That the slate of candidates for the Spring 2022 Convocation in the Faculty of Arts, Humanities, and Social Sciences be approved.

Ester Van Eek/Debbie Kane

CARRIED

MOTION #2: That the slate of candidates for the Spring 2022 Convocation in the Faculty of Education be approved.

Ken Montgomery/Bonnie Stewart

CARRIED

MOTION #3: That the slate of candidates for the Spring 2022 Convocation in the Faculty of Engineering be approved.

Bill Van Heyst/Andrzej Sobiesiak

CARRIED

MOTION #4: That the slate of candidates for the Spring 2022 Convocation in the Odette School of Business be approved.

Fazle Baki/Dave Bussiere

CARRIED

MOTION #5: That the slate of candidates for the Spring 2022 Convocation in the Faculty of Science be approved.

Julie Smit/Ziad Kobti

CARRIED

MOTION #6: That the slate of candidates for the Spring 2022 Convocation in the Faculty of Human Kinetics be approved.

Linda Rohr/Edward Cruz

CARRIED

MOTION #7: That the slate of candidates for the Spring 2022 Convocation in the Faculty of Nursing be approved.

Debbie Sheppard-LeMoine/Alice Grgicak-Mannion

CARRIED

MOTION #8: That the slate of candidates for the Spring 2022 Convocation in the Faculty of Law be approved.

Edward Cruz/Reem Badhi

CARRIED

MOTION #9: That the candidates for the Board of Governors' medals, the President's Medal, and the Governor General's Silver Medal be approved; and that the Dean of the Faculty concerned, in consultation with the Office of Student Awards and Financial Aid, be empowered to approve the names of award recipients whose final grades arrived too late for the Senate meeting.

Chris Houser/Sue Williams

CARRIED

MOTION #10: That the addendum for the Spring 2022 Convocation be approved.

Jennifer Johrendt/Myron Hynka

CARRIED

MOTION #11: That the Dean of the Faculty concerned in consultation with the Registrar be empowered to approve the names of any award recipients and the names of any candidates whose notification of completion of the requirements for their degrees arrived too late for the Senate meeting.

Edward Cruz /Debbie Sheppard-LeMoine

CARRIED

5 Reports/New Business

5.1 Program Development Committee

Special recognition and thanks were extended to Greg Chung-Yan who is completing his term as Chair of PDC.

***5.1.1 PDC Reports on University Program Reviews (Bachelor of Engineering Technology and Education) (See document S220610-5.1.1 for more details.)**

The document was received for information.*

***5.1.2 Program/Course Changes**

Feedback was provided on the response to the Indigenous section for the changes made to the to the course KINE-3060 Obesity and Eating Disorders [which was included in the PDC package for information]. (See document PDC220516-5.13 for more details). It was noted that although there may be a correlation between obesity and diabetes in Indigenous communities, it does not mean that Indigenous people(s) should be the subject of study (*i.e.*, victimized). A more constructive approach to talking about obesity (through a decolonized lens) could be by shifting the focus to “healing” and looking at food sovereignty. Many Indigenous communities lack access to traditional food sources (partly due to colonial policies impacting natural environment) and many Indigenous communities are in remote areas and lack access to affordable healthy food sources which is also a significant issue that affects overall health.

The feedback was appreciated and will be brought back to Human Kinetics for discussion/educational purposes.

***(a) School of the Environment – Minor Program Changes (Form C)**

(See document S220610-5.1.2a for more details.)

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

^Subject to approval of the expenditures required.

***CARRIED**

***(b) Political Science – Minor Program Changes (Form C)**

(See document S220610-5.1.2b for more details.)

MOTION 1: That the requirements for Certificate in Law and Politics and the Certificate in Public Administration be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

***CARRIED**

MOTION 2: That the Certificate in Border Management and International Trade be discontinued.^

^Subject to approval of the expenditures required.

***CARRIED**

MOTION 3: That the General and Honours Political Science for Hebei Law and Politics College Graduates – Degree Completion Pathway be discontinued.^

^Subject to approval of the expenditures required.

***CARRIED**

(c) Political Science – New Course Proposal (Form D)

(See document S220610-5.1.2c for more details.)

**MOTION: That the following course be approved:^
POLS-2065. The Post-Communist Transformations**

^Subject to approval of the expenditures required.

Greg Chung-Yan/Myron Hlynka

Concern was raised regarding reference in the calendar description to relationships with other countries where there are First Nations communities. It was noted that, when discussing international relations, it should be recognized that Indigenous peoples are not constrained by the same borders. This would provide a good opportunity for applying an Indigenous lens to the course materials.

In response, it was noted that the feedback was appreciated and will be brought back to Political Science for discussion/educational purposes.

***CARRIED**

***(d) School of the Environment – New Course Proposals (Form D)**

(See document S220610-5.1.2d for more details.)

**MOTION: That the following courses be approved:^
ESCI-2410. Coastal Geomorphology
ESTU-3600. Coastal Management**

^Subject to approval of the expenditures required.

***CARRIED**

***(e) Mathematics and Statistics (Graduate) – New Course Proposal (Form D)**

(See document S220610-5.1.2e for more details.)

**MOTION: That the following courses be approved:^
STAT-8700. Biostatistics**

^Subject to approval of the expenditures required.

***CARRIED**

- * (f) Social Work (Graduate) – New Course Proposals (Form D)**
(See document S220610-5.1.2f for more details.)

MOTION: That the following courses be approved: ^
SWRK-8630. Challenges in Child Welfare
SWRK-8631. Challenges in Health and Gerontology

^Subject to approval of the expenditures required.

***CARRIED**

- * (g) Master of Social Work – Minor Program Changes (Form C)**
(See document S220610-5.1.2g for more details.)

MOTION: That the degree requirements for Master of Social Work be changed in accordance with the program/course change forms. ^

^Subject to approval of the expenditures required.

***CARRIED**

- (h) Kinesiology – New Course Proposal (Form D)**
(See document S220610-5.1.2h for more details.)

MOTION: That the following courses be approved: ^
KINE-4410. Sport in America

^Subject to approval of the expenditures required.

Kathryn Pasquach/Linda Rohr

This course was mistakenly unstarred.

CARRIED

- *5.1.3 Social Work (Graduate) – Learning Outcomes**
(See document S220610-5.1.3 for more details.)

The document was received for information.*

- *5.1.4 LLC – Request for Waiver of Course Deletions**
(See document S220610-5.1.4 for more details.)

The document was received for information.*

5.2 Academic Policy Committee

Special recognition and thanks were extended to Antonio Rossini who is completing his term as Chair of APC.

- *5.2.1 Office of Student Experience Annual report (2020-2021)**
(See document S220610-5.2.1 for more details.)

The document was received for information.*

5.3 Senate Governance Committee

5.3.1 Revisions to Bylaws 54 and 55 – Voluntary Withdrawal Deadline

(See document S220610-5.3.1 for more details.)

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

Patti Weir/Beth Daly

Senators were reminded that 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. This comes at no financial cost to the institution, and it does not impact the instruction of the course. This provision has been in place during the two-year pandemic. Following the discussion at the last Senate meeting, it was agreed that the VW notation will remain on the student's transcript. A discussion ensued.

On the one hand, concern was raised regarding the issue that students should not be provided with an extensive time to withdraw from a course as it takes accountability away from the student and may reflect poorly on the University. Concern was also expressed regarding the impact that this may have on averages, academic standing decisions, and on instruction.

On the other hand, it was expressed that extending the VW until the last day of classes will help alleviate stress and anxiety for students deciding whether to drop a course. It is important to empower students to take control of their own education by giving them the tools to make their decisions about their own education. This will provide students with a greater proportion of their grade to make a more informed decision. (*i.e.*, more than 20%). Students who decide to withdraw will often have to re-take the course at their own financial expense and so this decision is taken very seriously.

In response to a question raised regarding whether this change will have an impact on "times for completion", it was noted that the research based VW behaviour during the COVID-19 Emergency Academic Plan timeframe indicated that there are approximately the same number of students withdrawing from courses, but they are spread out over a longer duration of time.

It was noted that there are two important indicators around teaching performance and teaching effectiveness: 1) the (unusual) pattern of voluntary withdrawals and, 2) aggregate Student Evaluation of Teaching (SET) scores. Considering this, the following questions were raised: 1) How does the University intend to disentangle SET scores from late VWs, given that the SETs are administered in the two weeks of classes? and, 2) How does the University intend to capture and mitigate those effects? It was argued that these questions and the implications of having students complete SET scores when they may be considering a VW warrant greater discussion. Some members argued that the report and recommendations of the SET Task Force are needed to inform this discussion and urged the Task Force to increase its efforts to complete its work.

Although these concerns and issues were not raised during the alternate grading policy, it was expressed by some Senators that the University should not normalize extraordinary measures taken in an emergency period. On the other hand, there may be best practices and lessons learned that emerge from such measures that should be implemented long term.

WITHDRAWN

5.3.2 Senate Meeting Scorecard – Results for Winter/Spring 2022 Meetings

(See document S220610-5.3.2 for more details.)

A summary of the feedback from the Scorecard was provided. It was noted that additional Monday meetings will be scheduled (as continuations of the Friday meetings) in each month as placeholders and consideration will be given to establishing a code of conduct and guidelines for Senate meetings and Senators.

The item was received for information.

***5.3.3 Senate Membership (2022-2023)**

(See document S220610-5.3.3 for more details.)

The item was received for information. *

***5.3.4 Senate Standing Committees Membership (2022-2023)**

(See document S220610-5.3.4 for more details.)

MOTION: That the Senate Standing Committees Membership for 2022-2023 be approved.

***CARRIED**

5.4 Senate Student Caucus

Nothing to report.

5.5 Report from the Student Presidents

University of Windsor Students Alliance (UWSA)

Senators were informed that UWSA has been busy establishing its goals for the year and getting the preliminary steps in place for various upcoming events such as, Head Start, Welcome Week, and Homecoming Music Festival. UWSA has also been working on several advocacy initiatives, especially since it is Pride month. Training has been completed for all UWSA Board members and Executives and the first official board meeting will be in July. It was also noted that the health and dental plan and U-Pass have been finalized.

Graduate Students Society (GSS)

Nothing to report.

Organization of Part-Time University Students (OPUS)

Senators were informed that the OPUS newsletter has been released and that OPUS is in the process of working on Open House and Head Start coming up in late June and early July.

5.6 Report of the Academic Colleague

Members were informed that the Academic Colleagues met on May 10th and had a conversation about decolonization of academia. It was stressed that “consultation” is not simply consulting with one individual. It is a very wide-ranging conversation, including community members and many individuals really looking hard at the issue. Members were also informed that there was a lot of discussion about election strategy and institutional autonomy.

5.7 Report of the President

(See document S220610-5.7 for more details.)

Senators were provided with a series of updates from the President. It was noted that, in May 2022, the University of Windsor was selected to be part of the Auditor General (AG) value for money audit. This is part of the AG's Financial Management and Governance in Ontario Universities plan. It was noted that four universities were selected and will be covered together in a single report in late 2022.

Members were informed that strategic planning consultations continue, with plans for consultations with Indigenous peoples as well as planning for facilitated discussions on equity, diversity, inclusion, and anti-racism. Members were reminded that the portal is open for written submissions.

It was noted that the following Senior Administrative Searches are in progress: Provost and Vice-President Academic, Vice-President Research and Innovation, Legal Counsel and Chief Legal Officer, and Vice-President (Equity, Diversity, and Inclusion).

Members were informed that that planning is underway for the National Day for Truth and Reconciliation and that a University of Windsor Elders' Council is being developed by Dr. Beverly Jacobs, Senior Advisor to the President on Indigenous Relations and Outreach. Members were also informed that the University of Windsor Aboriginal Education Centre and the St. Clair College Indigenous Student Services hosted the first Annual Alumni and Student Powwow which was a tremendous success. Gratitude was extended to Kathryn Pasquach for her leadership with this event.

The floor was open for comments/questions.

In response to a question raised regarding whether there are activities planned at the AAU-level in the strategic planning process, it was noted that this suggestion will be brought back to the Steering Committee for further discussion.

In response to a question raised regarding whether the AG report will have an impact on the strategic planning process, it was noted that this will depend on what is identified in terms of successes and challenges by the AG report.

It was noted that Canterbury College and Canada Elder College are putting together a Distinguished Indigenous Series which will provide an opportunity for creating synergies.

In response to a question raised about the mask mandate, it was noted that the Mask Policy was updated effective June 6th with masks no longer be mandatory upon building entry or in areas where two metres of physical distancing from other individuals can be maintained. However, wearing a mask is still strongly recommended. Masks will be required for all graduands, volunteers, and University employees during Spring Convocation, but graduands will have the opportunity to remove their mask for a photo.

5.8 Report of the Provost

Pronouns 101

Senators were informed that a research project was established to create resources about pronouns and why it is important to recognize them in the academic sphere. It was noted that pronouns will now be available for self-identification on the UWinsite. Students may express their pronouns to their own level of comfort. These are then available for class lists, via Blackboard, and to service areas to ensure appropriate gendering of students when interacting with them. Educators and service providers were informed that it is important to learn about the importance of pronouns to the 2SLGBTQ+ community.

5.8.1 Indigenous Engagement Framework for Curriculum Development (PDC Forms)

(See document S220610-5.8.1 for more details.)

Senators were reminded that Rebecca Major is leading the development of processes for an Indigenous curriculum consultation framework and that the University started a policy approach with guidance from Aboriginal Education Council following Universities Canadas “13 Principles” after the Truth and Reconciliation Commission’s Report.

The following issues were identified: 1) The University of Windsor needs a mechanism in place to engage Indigenous scholars and knowledge holders in a consultation process because currently there is no formal process that exists. 2) How much change is happening? We need a triage process based on expectations; 3) How do we get people engaged in the process? We need a pathway; and 4) Policy language needs to be more inclusive to consider both Indigenous and non-Indigenous colleagues answering the questions.

An educational component will be essential, in order to ensure that people are first educated about the impacts of colonialism. Educators need to be aware of the legal understanding constitutionally and the special status of Indigenous peoples. Also, educators will need to understand how Indigenous knowledge systems are different from Western ways of knowing. In addition, they will need ways to include voice (this can be a relationship journey and include practical elements that can be implemented in a thoughtful way).

“Positionality” will be key: educators should consider how to teach materials in a way that is relational, generating assignments and exercises where students need to be reflexive, making sure teaching styles are integrative, and being creative in bringing in Indigenous Voice. It is not about trying to teach Indigenous knowledge like an Indigenous person. It is about finding different ways that subjects can be approached in the classroom.

Next steps in developing an Indigenous engagement framework for curriculum development include: the development of resources (tool kits and staff resources) for learning, engaging, and exploring what it means to incorporate Indigenous pedagogy, which is well underway; and establishing a consultation process that is supported by a knowledge table and faculty and which will involve a triage process for depth of consultation required. This consultation process needs to be thoughtfully created through co-production and will take time to develop. An interim process may include more ad hoc consultations. However, regardless of the process in place, members were reminded that exploring what meaningful engagement looks like should be established before curriculum creation.

5.8.2 Enrolment Management Update

(See document S220610-5.8.2 for more details.)

A brief enrolment management update was provided. The floor was open for comments and questions.

Concern was raised regarding the issue that although students are interested in attending the University, this is not translating into enrolments at the undergraduate level. However, it was noted that enrolment in international course-based masters programs has increased dramatically raising the question of whether course-based masters students are being used as backfill for lower undergraduate enrolment numbers. In response, it was noted that the University continues to work on diversification efforts. It was also noted that there are significant increases in applications across many programs. The goal is to meet the enrolment targets articulated by the Deans and to establish strategies to address this issue. A discussion ensued pertaining to activity-based budgeting, enrolment targets, and creative programming to attract students.

In response to a question raised about whether consolidating domestic and international recruitment under one office has created a structural recruitment issue, it was clarified that the majority of recruitment is targeted at domestic students as international recruitment is undertaken by a third party on our behalf.

Given that Indigenous students are a potential growing demographic for recruitment, it was suggested that an update be provided in a future report.

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

Kathryn Pasquach/Maureen Sterling
CARRIED

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

(See document S220610-5.9 for more details.)

The document was received for information.

5.10 Report of Vice-President, Research and Innovation

(See document S220610-5.10 for more details.)

The document was received for information.

6 Question Period/Other Business

6.1 Report to Senate on RTP Process

(See document S220610-6.1 for more details.)

MOTION: That the University Committee on Academic Promotion and Tenure (UCAPT) report to Senate in the Fall and Spring, through the Senate Governance Committee (SGC), an aggregated update on the Renewal, Tenure, and Promotion (RTP) process for the current academic year. Respecting the required confidentiality, the report shall include, as appropriate:

- 1. Information concerning: revisions to UCAPT and AAU (Academic Administrative Unit) RTP content (e.g., to reflect Equity, Diversity, Inclusion, and Decolonizing [EDID] initiatives); dates on mandatory training sessions for Deans, Heads and Directors including list of attendees, relevant supports (e.g., faculty RTP ombudsperson), a performance assessment of personnel critical to the RTP process (e.g. heads, directors, and deans); and any issues identified, together with a plan for redress;**
- 2. UCAPT identified Equity, Diversity, Inclusion, and Decolonizing (EDID) data to control for equity and parity;**
- 3. Gross number of faculty submitting applications at each stage in the RTP process, with final outcomes as currently available;**
- 4. Processing times between identified critical action points at each stage of the RTP process;**
- 5. Results from an anonymous “Faculty Evaluation of Process” (FEP) survey to be offered to all faculty that have undergone a UCAPT process during the academic year;**
- 6. Any other such relevant items as prioritized by the President, UCAPT, Vice-President EDI, or the SGC.**
- 7. Recommendations for Senate Bylaw revision identified as necessary.**

Ronjon Paul Datta/Maureen Sterling

Given that the impact of the renewal, tenure, and promotion process on faculty and their career progression, and that their experiences of the process are quite diverse (ranging from positive to

negative), Senators were in support of these recommendations in a continued effort to increase transparency.

CARRIED

6.2 Report on Enrolment, Recruitment, and Faculty Complement

(See document S220610-6.2 for more details.)

MOTION: Whereas the Senate is the body of governance uniquely responsible for the fulfillment, stewardship, and maintenance of the academic mission of the Institution, be it resolved that the Senate receive a presentation of academic health, including the five-year historical trends and future projections for (i) enrolment targets and outcomes, (ii) recruitment practices and investments, and (iii) faculty complement associated with program delivery including (iv) the identification of any program that relies on a single permanent member of the instructional community that would otherwise be discontinued or collapsed.

Jennifer Soutter/Chris Fredette

In response to a clarification sought regarding what would constitute a program, it was noted this includes single major and double major degrees, but does not include certificates (8-10 courses) or minors (6 courses).

CARRIED

7 Adjournment

MOTION: To adjourn

Jennifer Soutter/Ronjon Paul Datta

CARRIED