



**SENATE
Minutes of Meeting**

Date: Friday, November 10, 2023

Time: 2:30pm-5:07pm

Room: 203 Anthony P Told Health and Education Centre

PRESENT: Ali Abdulhussein, Robert Aguirre, Kyle Ashquith, Reem Bahdi, Nick Baker, Fazle Baki, Chris Baillargeon, Isabelle Barrette-Ng, Clinton Beckford, Selinda Berg, Francesco Biondi, Judy Bornais, Meris Bray, John Cappucci, Cheryl Collier, Dora Cavallo-Medved, Darryl Danelon, Ray Darling, Harbal Deep Sidhu, Kenneth Drouillard, Phil Dutton, Megan Evans, Laurie Freeman, Nobuko Fujita, Ashley Glassburn, Robert Gordon (Chair), Kevin Granville, Kate Hadwin, Ghallia Hashem, Victoria Iannetta, Ofelia Jianu, Shetina Jones, Ruth Kuras, Erika Kustra, Joanna Luft, Michael Macdonald, Ashish Mahajan, Diana Marion, Drew Marquardt, Bruce Minaker, Ken Montgomery, Husam Morra, Kristen Morris, Maureen Muldoon, Jessica Raffoul, Suki Randhawa, Roger Reka, Walter Rischke, Karen Robson, Linda Rohr, Jake Rondot, Luis Rueda, Giuliana Salvato, Renu Sharma-Persaud, Brahmjot Singh Andrew Swan, Eric Tanlaka, Bruce Tucker, Bill Van Heyst, Lionel Walsh, Stephen Weir, Sue Williams, Xiaobu Yuan, Zuochoen Zhang.

ABSENT WITH REGRETS: Esam Abdel-Raheem, Natalie Atkin, Beth Daly, Ehab Elsaid, Shanti Johnston, Debbie Kane, Jagdish Pathak, Kathryn Pasquatch, Lauren Pupulin, Chitra Rangan, Debbie Sheppard-LeMoine, Jennifer Soutter, Nurlan Turdaliev, Niel Van Engelen.

ABSENT: Norman King, Stephanie Thomson, Andrew Ward.

IN ATTENDANCE: Jenny Atkins, Chris Busch, Diane Chittle, Beverley Hamilton, Nadia Harduar, Ryan Kenney, Anne Mullen, Helga Reidel, Allyson Skene, ; Renée Wintermute (University Secretary), Danny Anger (Senate Governance Officer) Alison Zilli (Senate Governance Officer).

1 Approval of Agenda (Unstarring agenda items)

MOTION: That the agenda be approved.

Walter Rischke/Ali Abdulhussein

CARRIED

2 Minutes of the meeting of October 6, 2023

An editorial correction was made.

MOTION: That the minutes of the meeting of October 6, 2023 be approved.

Laurie Freeman/Chris Baillargeon

CARRIED, as amended

3 Business arising from the minutes

Nothing to report.

4 Outstanding Business/Action Items

***4.1 Board of Governors In-Course Medals – Fall 2023**

(See document S231110-4.1 for more details.)

MOTION: That Senate approve the list of candidates receiving Board of Governors in-course medals.

***CARRIED**

5 Reports/New Business

5.1 Program Development Committee

5.1.1 Indigenous Question on PDC Forms Orientation/Review

(See document S231110-5.1.1 for more details.)

Members were provided with a historical overview as to how and why 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.*).

Members were informed that the focus should be on how proposers have considered incorporating Indigenous content and perspectives into their courses or programs. While noting that the modified section provides prompts to help people begin the process, it is not expected that every prompt will be answered or that every individual or area will be at the same point in the journey; they are shared as possible ways to begin answering the question. The length of the answer will vary depending on the context. There is no Pan-Indigenous perspective that can determine if the response is “correct” and no single right answer as everyone is at a different stage of the Indigenization process.

Key feedback and principles when responding to the question, and elements to look for when reviewing proposals:

- When future plans are identified, provide a little more detail to help convey that what is promised as next steps are likely to occur or provide completion dates where possible, as historically groups have made promises that were not followed through.
- 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.
- Ensure that Indigenous/Indigenization is capitalized to show respect.
- 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.
- Be mindful to not conflate Indigenization with Equity, Diversity, and Inclusion activities as this conflation negates Indigenous legal differences in Canadian society, which are upheld in the treaties, land agreements, Canadian Constitution, and Canadian Charter of Rights and Freedoms.
- Be careful with the use of the term ‘consultation’ as it has different meanings and can mean something quite specific and formal. If there were conversations, discussions, meetings, you might use those terms instead.
- The key is to demonstrate authentic and honest attempts to improve the content and curriculum where appropriate, reflection and self-education (including examples of first steps taken, readings, or workshops attended), and a plan to continue the work.

The floor was open for comments/questions.

Senators expressed appreciation for the ongoing work that is being done in CTL to support Indigenization education.

It was suggested that consideration be given to including a section on Indigeneity in the Institutional Quality Assurance Process (IQAP) cyclical program review process so that efforts are undertaken and reviewed collectively and comprehensively. This may be more effective than collecting information in fragments on PDC Forms. Often if an instructor or undergraduate chair is completing a PDC form from a singular perspective the holistic approach of what is being done in the AAU may not be encapsulated. Further, if a department is not submitting a PDC form they will never be faced with answering the Indigenous question. It was expressed that this is a collective

responsibility and to accelerate this work, all of us need to start looking at how to do this work more coherently as relates to overall programming and research, as part of a larger institutional plan. It was also suggested that PDC consider the possibility of removing the Indigenous question from minor PDC forms. This adjustment would streamline the housekeeping tasks associated with program and course maintenance and prevent any potential delays, while ensuring that the areas do the work of engaging in Indigenization for their overall major curriculum reviews and new courses. Members agreed that PDC could explore these suggestions further.

Concern was raised regarding the issue that at times items have been held up from approval at Senate when the Indigenous section has been deemed not to have been appropriate or correctly completed. Senate members emphasized the importance of the challenging work of decolonizing and Indigenizing the curriculum. They also reported that the process can be confusing and discouraging to proposers who believe they have answered the question in an authentic and honest manner documenting their process of self-reflection and self-education. It was noted that, at the PDC level, questions requiring enhancement or needing a more fulsome response are returned to proposers along with constructive feedback for improvement. Typically, PDC will accept a sincere response based on the principles outlined in the presentation above. It can be confusing when this process is undertaken but then it is perceived that new and evolving expectations seem to be raised at Senate.

Further, it was noted that the intent continues to be the establishment of a framework to help mentor, educate, and foster conversation about curriculum Indigenization. This approach would better ensure that the responsibility of determining the appropriateness of responses is not solely placed on one or two individuals. It is also important that these conversations are had at an earlier stage in the program/course development process, such as at the AAU level.

5.1.2 Graduate Diploma in University Teaching New Program Proposal (Form A) and New Course Proposals (Form Ds) (See document S231110-5.1.1 for more details.)

MOTION: That Graduate Diploma in University Teaching be approved, including the following new courses: :^

CTLP-8110. Lecturing

CTLP-8120. Leading Effective Discussions

CTLP-8210. Authentic Assessment

CTLP-8220. Scholarship of Teaching and Learning

CTLP-8300. University Teaching Capstone

^Subject to approval of the expenditures required.

Lionel Walsh/Laurie Freeman

The Graduate Diploma in University Teaching (UTD) has been offered as non-degree certificate under the name University Teaching Certificate (UTC) since 2009, and has been very successful. The program will be initially offered as a Type 2 Graduate Diploma which means that students must be enrolled in a graduate program at the University to take the diploma. The Diploma will provide a value-added opportunity for graduate students who can obtain a second credential along with their primary degree. However, it was noted that there will still be opportunity for faculty members to take various courses for professional development.

CARRIED

5.2 Academic Policy Committee

***5.2.1 PhD in Social Work – Minimum Course Grade Policy** (See document S231110-5.2.1 for more details.)

MOTION: That the grade policy for the Social Work PhD program and courses be approved.^

^The Senate Policy on Grading and Calculation of Averages allows regulations of individual programs to be more stringent and in those situations the student must comply with the policies of the program.

***CARRIED**

5.2.2 Course Modalities and Definitions

(See document S231110-5.2.2 for more details.)

MOTION: That the proposal on Course Modalities and their definitions be approved.

Isabelle Barrette-Ng /Fazle Baki

Senators were provided with an overview of the proposed definitions for course modalities. Course modality definitions are important as they impact student course selection, space planning, enrolment/retention, and provide students with information on course requirements and commitments to set them up for success as they select and register for courses. The proposal specifies that the program would be responsible for covering the costs of the remote proctored exam if it is off campus. The intent is to ensure that students are aware of the modality when they register for a course.

Concern was raised regarding the issue that courses may be recorded for review by learners as needed. It was expressed that this may not be appropriate depending on the topic or nature of the discussion (i.e., spiritual or personal reflection, etc.). Considering this it was agreed that the phrase: “may be recorded” be removed from the Synchronous Online and Remote Synchronous Online course definitions. Also, there is a Senate Policy on Recording Lectures that addresses the topic of recording lectures to which students would need to comply.

It was noted that an additional definition may be needed for the Faculty of Nursing as Nursing has synchronous and asynchronous learning with its satellite campus, but also requires that assessments and evaluations be completed in-person. It was also noted that the terminology “studio” be added to the definitions to be more inclusive of courses that are being taught in the arts, such as drama.

In light of the new Accessibility for Ontarians with Disabilities Act (AODA) guidelines, it was agreed that the proposed course modalities be reviewed by OHREA to ensure compliance.

It was reiterated that the proposed Policy does not speak to how the modalities/teaching loads are assigned, as this is determined at the decanal/departmental level.

In light of the feedback, it was agreed that the proposal be send back to Academic Policy Committee for further revisions.

WITHDRAWN

5.3 Senate Governance Committee

Nothing to report.

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 was busy organizing and participating in a wide range of engaging and

entertaining activities for students, such as the X NLE Choppa Halloween concert which was a tremendous success with approximately 2500 tickets sold, and the opportunity to see an NHL hockey game in Detroit. On November 14-15, students will be casting their votes for the UWSA by-elections. The UWSA is actively seeking volunteers for the Walk Safe program, a free service available to all students, faculty, and employees at the University of Windsor. Additionally, the UWSA is collaborating with the Office of Operations to launch the Safe Haven Lancer app. A reminder was given that the Food Pantry is the sole food security resource on campus for students and is in constant need of donations to support hundreds of students in need.

Graduate Students Society (GSS)

Members were informed that GSS is in discussion with the Leddy Library regarding how they will support graduate students. Members were also informed that GSS and the Student Centre hosted a viewing of the cricket world cup match between India and Pakistan, which was well attended.

Organization of Part-Time University Students (OPUS)

Members were informed that the OPUS annual awards banquet was successful and that the free pizza Fridays continue to be well attended. It was noted that there is a need for a food drive to better support students in need, especially during the holidays. It was also noted that interested students participated in the National Day of Action on the Nov 8th where students were lobbying for post-secondary education that is free and accessible to all.

5.6 Report of the Academic Colleague

(See document S231110-5.6 for more details.)

Members were informed that the issue of ensuring safety on campus for 2SLGBTQIA+ communities was a topic of discussion at the meeting of Academic Colleagues, with colleagues sharing both positive and negative experiences on their campuses. During the discussion, much emphasis was placed on employing inclusive terminology to enhance individuals' comfort in their identity.

The document was received for information.

5.7 Report of the President

(See document S231110-5.7 for more details.)

The President provided an overview of various events and activities on campus. Such events included the Opening of the University of Windsor Law School, with architectural enhancements that facilitate diverse learning approaches, integrate of Indigenous features, and create an overall welcoming and positive environment. Other important events included Treaty Recognition Week (November 5-11th), which honours the importance of treaties and National Indigenous Veterans Day, which honours and recognizes Indigenous people who fought for Canada in the First and Second World Wars; Fall Open House and the Ontario Universities Fair; and the upcoming Lancer Care week (November 13-17th), which will focus on the mental health and wellness of the University Community.

Senators were informed that the Blue Ribbon Panel (established by the government to provide advice and recommendations for keeping the post-secondary education sector financially stable and providing the best student experience) has completed their consultations and the report will soon be released. Recommendations are expected to touch on potential tuition growth, base adjustments, efficiencies, and consolidations.

Senators were also informed that Information Technology Services will now be reporting to the Vice-President, Finance and Operations which will enable the Provost's office to focus on its key mission of academic pursuits and initiatives.

Progress is being made on the cascading Strategic Plans, with updates to come over the course of the academic year.

5.7.1 Carbon Neutral Master Plan

(See document S231110-5.7.1 for more details.)

A presentation was provided to Senators on the proposed Carbon Neutrality Plan for the University of Windsor. Evolving over the past 15 months through a series of meetings and discussions, the objective is to achieve carbon neutrality by 2050, with 45% reduction from the pre-COVID baseline by 2030. The first strategy focuses on conservation, addressing our existing footprint by improving it through re-commissioning activities. This involves examining old building envelopes and HVAC systems that may be nearing the end of their life cycle, particularly in the face of changing weather conditions. It was also noted that deferred maintenance and upgrades will be reviewed. Other strategies include transitioning to new, clean energy sources and electrifying boilers, and implementing renewable generation, such as solar panels. These efforts align with the University's commitment to environmental sustainability and will contribute significantly to its goal of carbon neutrality.

Members were supportive of the plan, emphasizing the importance of leveraging campus resources and expertise to advance this initiative.

5.8 Report of the Provost

(See document S231110-5.8 for more details.)

Members were informed that the success of the Ontario University Fair and Fall Open House events were a testament to the commitment all faculty, staff, and students who dedicated their time and effort in recruitment activities. Senators were informed that the Master of Sport Management and Leadership program was recently ranked by Sport Business, as being not only the best in Canada, but among the best in the world. Senators were also informed that Willow Key, currently a MA student in History, recently won an Architectural Conservancy Ontario NextGen Award, which recognizes an individual early in their career for outstanding contributions to the field.

It was noted that the search for the next Dean of the Faculty of Science will soon be reviewing candidates in preparation for first-round interviews. The search has attracted a diverse group of semi-finalists from across the country. It was also noted that the Search committee for the Associate Vice-President, Academic has been formed, an ad has been placed, and interview questions and the evaluation grid will soon be developed. In response to a question raised, it was noted feedback on the survey for the AVPA position has, and will continue to guide all aspects of the process, including the advertisement and position profile, evaluation grid, and interview questions.

5.8.1 Enrolment Management Update

(See document S231110-5.8.1 for more details.)

The document was received for information.

5.8.2 Generative AI in Teaching and Learning

(See document S231110-5.8.2 for more details.)

Senators were provided with an update on Generative AI in Teaching and Learning. It was noted that the current landscape of Generative AI continues to evolve quickly with tools exhibiting capabilities that are unbelievably superior to those from just a few months back. These tools have evolved to become contextual and discipline-specific, signifying a paradigm shift. It was noted that ongoing conversations with colleagues has highlighted the collective challenge of preparing

students for a technologically-sophisticated future. It was also noted that AI tools often reflect dominant Western ideals. But efforts are aimed at incorporating Indigenous perspectives into this technological landscape, emphasizing the importance of diverse and inclusive development. The shift to AI tools that now internet access is particularly important as this evolution enables real-time access to the internet, open data systems, and a vast array of publications. This interconnectedness enhances their adaptability and widens the scope of information they can process.

It was noted that graduates will be expected to know how to use generative AI tools, ethically and responsibly. Universities have a responsibility to ensure they are prepared for this as they enter the workforce. Consideration should be given to developing a Generative AI Working Group to assist in developing guidelines for educators on the use of AI in education.

MOTION: That the meeting go beyond 5:00pm.

Chris Baillargeon/Walter Rischke
CARRIED

5.9 Report of Vice-President, People, Equity, and Inclusion
(See document S231006-5.9 for more details.)

The document was received for information.

5.10 Report of Vice-President, Research, and Innovation
(See document S231110-5.10 for more details.)

The document was received for information.

5.11 Renewal of President's Term of Office *(in camera)*
[Non-Senators and the President left the meeting.]

The Provost assumed the role of Acting Chair and invited the Chair of the Board of Governors to speak to the item. Senators were reminded that Senate Bylaw 15 requires consultation with Senate prior to recommending to the Board the renewal or non-renewal of the President's term of office. This is to be done not more than two years nor less than one year prior to the end of the President's term of office.

Motion: That the Senate meeting move in camera.

Chris Baillargeon/Walter Rischke
CARRIED

An in camera discussion ensued.

MOTION: That the Senate meeting move out of in camera

Phil Dutton/Chris Baillargeon
CARRIED

6 Question Period/Other Business
Nothing to report.

7 Adjournment

MOTION: To adjourn.

Drew Marquardt/Judy Bornais
CARRIED