



NOTICE OF MEETING

There will be a meeting of the
Senate Governance Committee (SGC)
Wednesday, October 22, 2025, 2:00-4:00pm
LOCATION: Room 209 Assumption Hall or MS Teams

AGENDA

- 1 Approval of Agenda
- 2 Approval of the minutes of the meeting of May 14, 2025
 - Approval
SGC250514M
 - E-Votes of May 26, 2025, July 30, 2025, September 3, 2025,
September 24, 2025, and September 30, 2025
 - Information
SGC250526E
SGC250730E
SGC250903E
SGC250924E
SGC250930E
- 3 Business arising from the minutes
- 4 Outstanding Business
- 5 Reports/New Business
 - 5.1 Senate Governance Committee Mandate
 - McMurtry-Information
SGC251022-5.1
 - 5.2 Senate Meeting Scorecard – Results from Winter/Spring 2025
 - McMurtry-Information
SGC251022-5.2
 - 5.3 Senate and Standing Committees Diversity Report
 - McMurtry-Information
SGC251022-5.3
- 6 Question Period/Other Business
- 7 Adjournment

Please carefully review the ‘starred’ (*) agenda items. As per the June 3, 2004, Senate resolution, starred’ items will not be discussed during a scheduled meeting unless a member specifically requests that a ‘starred’ agenda item be ‘unstarred’, and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain ‘starred’ (*) will be deemed approved or received.

**University of Windsor
Senate Governance Committee**

5.1: Senate Governance Committee (SGC) Mandate

Item for: **Information**

The Mandate of the Senate Governance Committee, as set out in Senate Bylaw 3, is to advise Senate on academic governance matters including bylaws, policies, Senate committee membership, and matters not within the jurisdiction of a Senate standing committee; and to approve recipients for honorary degrees, and distinguished university professor and professor emeriti appointments.

Starred Items: As per the June 3, 2004, Senate meeting, 'starred' item will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

Excerpt from Senate Bylaw 3:

Senate Governance Committee

1.2.3.1 Membership (The total membership is twenty)

- President (Chair).
- Provost and Vice-President, Academic (or designate).
- Vice-President, People, Equity, and Inclusion (or designate)
- twelve faculty members, at least half of whom shall be members of the Senate, as follows:
 - one faculty member from each of the Faculties of Business Administration, Education, Engineering, Law, Human Kinetics, Nursing, Science, and Graduate Studies.
 - two faculty members from the Faculty of Arts, Humanities and Social Sciences, one to be selected from Social Science disciplines and one to be selected from Arts/Humanities disciplines.
 - one faculty member at large
 - one librarian.
- five students, one graduate, one part-time undergraduate, two full-time undergraduates.

1.2.3.2 Terms of Office: two years for faculty/sessional lecturer and librarian members, one year for students. Terms shall be staggered so that one-half of the faculty members are elected each year.

1.2.3.3 Terms of Reference: The Senate Governance Committee will advise Senate on academic governance matters including bylaws, policies and Senate committee membership. Specifically, it is responsible for:

1.2.3.3.1 advising Senate on academic governance for the furthering of the objectives of the University;

1.2.3.3.2 considering issues not within the jurisdiction of a Senate standing committee.

1.2.3.3.3 recommending areas for inquiry or investigation to the Senate and its Committees, as appropriate;

1.2.3.3.4 recommending to Senate candidates to serve on the standing committees of Senate. A report from the Equity Assessor serving on the Committee during deliberations shall confirm whether the Committee used its best efforts to ensure that all Senate standing committees have fair representation with respect to designated group membership and discipline;

- 1.2.3.3.5 establishing a Special Appointments Sub-Committee composed of the President (or designate), the Provost and Vice-President, Academic, the Vice-President, Research and Innovation, four senior faculty representatives from different disciplines one student representative and a non-voting Equity Assessor, to recommend to the Senate Governance Committee Honorary Degree recipients and Special Appointments. In the case of selection of Honorary Degree recipients one member of the Board of Governors shall be added to the Sub-committee; in the case of selection of Distinguished University Professors, two senior members of the teaching staff of other universities selected by the Senate Governance Committee shall be added to the sub-committee. The President shall chair the subcommittee. Where the President's designate is serving, the subcommittee shall be co-chaired by the Provost and Vice-President Academic and the Vice-President, Research and Innovation.
- 1.2.3.3.6 review the distribution and size of the Senate membership, in accordance with Bylaw 1.

**University of Windsor
Senate Governance Committee**

5.2: Senate Meeting Scorecard – Results from 2024-2025 Academic Year Meetings

Item for: **Discussion**

Actions:

1. Review results of 2024-2025 Senate meetings scorecard
2. Summarize key findings for Senate
3. Propose recommendations to Senate for changes/improvements (as required)

Senate Meetings Evaluation –2024-2025 Scorecard

Response rate: 38/77 (49.4%)

Q1 - Senate Meeting Attendance for the 2024-2025 Academic Year

#	Question	%	Count
5	I was present for most (>50%) of the meetings in 2024-2025.	47.37%	18
4	I was present for all of the meetings in 2024-2025.	36.84%	14
7	I was not able to participate in any of the meetings for this period.	7.89%	3
6	I was present for some (<50%) of the meetings in 2024-2025.	7.89%	3
	Total	100%	38

Q2 - Senate Meeting Evaluation for the 2024-2025 Academic Year

#	Question	Strongly Agree		Agree		Somewhat Agree		Disagree		Strongly Disagree		Total
1	Materials: Agendas and supporting documents were made available five calendar days prior to the meetings to allow sufficient time to prepare; documents, presentations, and decisions requested were clear and easy to understand, providing enough information and context to enable the Senate to discharge its responsibilities.	78.79%	26	21.21%	7	0.00%	0	0.00%	0	0.00%	0	33
2	Presentations: Those presenting during the meetings were prepared and effective, and information was appropriate, interesting and relevant.	57.58%	19	27.27%	9	15.15%	5	0.00%	0	0.00%	0	33
3	Participation: All Senate members were encouraged to participate.	48.48%	16	33.33%	11	12.12%	4	6.06%	2	0.00%	0	33
4	Participation: The level of participation and contribution from members was appropriate.	27.27%	9	36.36%	12	30.30%	10	6.06%	2	0.00%	0	33
5	Senate Role: Senate performed its governance role (i.e., focused on the mission of the University, academic strategic directions, programs, and policies; and discussion and decision-making supported the best interest of the University) and did not become overly involved in operational issues.	45.45%	15	39.39%	13	9.09%	3	6.06%	2	0.00%	0	33
6	Leadership: The structure and leadership (Chair) of Senate meetings encouraged thoughtful and respectful discussion; time for discussion/debate was adequate – all sides were heard and decisions reached, as appropriate.	57.58%	19	18.18%	6	15.15%	5	6.06%	2	3.03%	1	33

Q3 - If you answered, "Somewhat Agree", "Disagree", or "Strongly Disagree", please explain. This will provide context as results are reviewed and enable improvements to be made.

Sometimes presentations from administration representatives were long and difficult to follow or at times were on topics I struggled to understand were necessary to take up valuable time of Senators

I only indicated "somewhat agree" regarding level of participation. Not much to be done about it, perhaps, but some people find a way to comment on nearly every issue and personally add 10% or more to meeting time.

Broader senate engagement can improve -- only very select people now speak.

Some presentations and feedback were needlessly lengthy. Not the fault of the President, but rather the Senators that would not let an issue go even once it had been addressed.

I think we saw a slightly more collegial approach from most senators this year. The chair reminded senators of the rules, and my sense is that they were followed more closely, with some substantive debates possible in a more collegial manner (though some grandstanding still exists, and some of our guests, particularly from the administrative side of the house were treated disrespectfully)

Some reports could have been more complete, some senators could have been more polite.

Not sure all sides were "encouraged" to share. Sometimes not enough time was made for alternative points of view. Sometimes some members were given too much time and were not held to respectable standards

While members are all invited to comment, and many members do speak, the focus of the meetings appears to be on finishing as quickly as possible rather than permitting substantive or thoughtful comment or robust debate. While I certainly respect the challenges of keeping a group of academics on topic and to the point, "decisions" tend to be presented as forgone conclusions, and the pace and brusqueness of the meetings creates a climate in which raising questions or concerns is viewed as "troublemaking". Because of this, significant issues in academic governance are not even broached, which in turn makes it difficult for Senate to fully able to discharge its duties to support the best interest of the University.

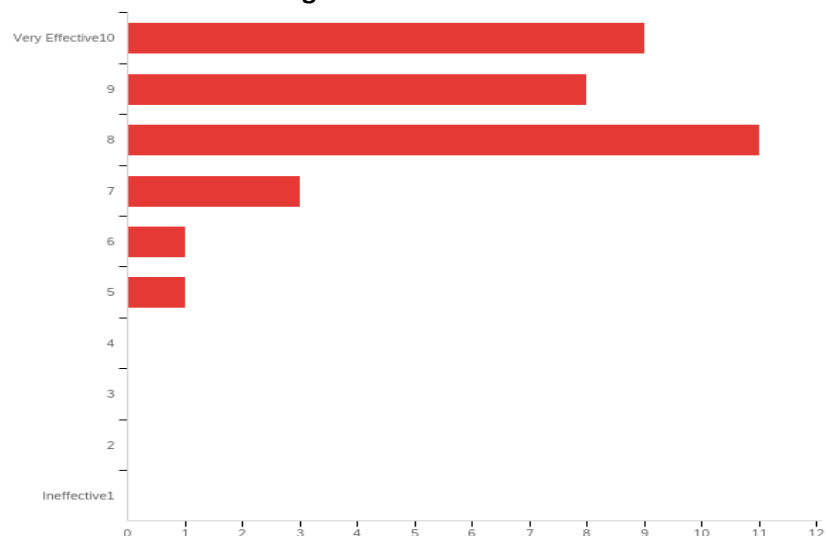
Some senators take more time than needed to opine on a topic, instead of making a succinct point, and were given too many opportunities to speak on the same topic.

Most senators are passive; some even disengaged. I don't understand why they bother attending if they are not going to participate.

I found most of the meetings insistently superficial, insipid, cheer-leading, and found little of substance with which to bother.

As Chair of Senate, the President controls the floor. This means that he always has the last word in any discussion. That can be problematic.

Q4 - Overall Senate Meeting Assessment for the 2024-2025 Academic Year



Q5 - If you answered "7" or lower, please explain. This will provide context as results are reviewed and enable improvements to be made.

At times, discussions went on too long on subjects of marginal importance while discussions of important matters were shorter.

As above. While I must admit that I appreciate that Senate always ends early, the overwhelming focus on efficiency detracts from the ability to even raise, let alone address important considerations and concerns.

See above.

The senate was not consulted on important matters, specifically related to IT decisions and how they affect academics.

Q6 - What did you find to be of most value?

Working with colleagues across campus to address important issues related to university governance

Updates, especially on budget, personnel, etc. Generally having communication about the larger picture is helpful.

Discussions on key academic aspects

Transparency of decision-making and kindness/effectiveness of the Chair. Thank you to Rob for his exceptional leadership in managing tough discussions.

Well organized.

Having the materials organized in advance.

The continued work to make operations of the University transparent to senators is appreciated. Communication of the significant challenges we face was effective in my opinion.

The opportunity to move on governance in a (mostly) polite and engaging way.

President's updates

I'm not sure I understand what this question is asking. Senate itself is valuable, as it is the mechanism for collegial governance and ensuring academic policy and other related issues are examined through multiple perspectives.

Great opportunity for collegial conversations and also great information sharing

Reports and presentations

Detailed to every part

Usually the big presenters like Gillian; and the yearly presentations from units like CTL, etc.

Thoughtful discussion of issues before voting so I better understand implications, I might not be aware of.

Collegial discussions: open space to share concerns faced in this current context

When relevant guests were brought in from outside Senate to provide information and answer questions.

The detailed agenda/minute package sent out, various reports, and discussion.

Some of the more pointed discussions, often in BAM or the final items on the agenda, were occasionally enlivening.

Reports

Senate provides an excellent window into the workings of the University as a whole. Being able to learn and understand about departments and issues outside of my own small world is very helpful.

The involvement of everyone

Q7 - What could have been done differently to make the meetings a more effective use of time?

Shorter agenda's or better focus. There are a large number of administrators and non full time faculty on Senate. It seems full time tenure track faculty should have a greater presence in my view.

A couple of deeper discussion items for a conversation and thinking as a collective

Nothing.

Time agenda items to avoid endless discussions.

While I understand the primary role of senate as a governance body, approving policy etc, it is also the peak academic body and I would like to see senate play a more active role in discussing and addressing (or at least, applying collective brainpower towards) some of the wicked problems we face as an institution, rather than passively absorbing what we are told. Similar to the senate info sessions, perhaps including a significant topic for debate and discussion in each or a few senate meetings that we can collectively work on would help to move us towards common goals. In survival mode, we need to leverage all the resources we have, and our collective brains are an area we are not currently using effectively.

There was some unnecessary back and forth with some senators feeling they need to express their opinion to every topic discussed. The chair controls the situation quite well, but the repetition weakens the process. Some of said senators are no longer active and the last several meetings were more productive.

I think it would be helpful if Senators were encouraged to speak, not just the few dominant voices, but a broader participation. One strategy to effect this would be to consider ways to make the meetings more accessible. Currently, the meetings reward and give voice to a very specific personality type (or position), while obscuring diverse perspectives and approaches.

N/A -- I like how written reports were implemented this year. Allows Senate to focus on questions/discussion instead of information delivery

Limit speaking time to 2 min, and only twice on any issue.

Everything was good

Star and un-star agendas as per current policy for discussion and/or move offline for more detailed discussion to keep meeting moving along.

Just about anything, really: the meetings were also dead boring.

In my opinion, there is nothing more to be done

Q8 - Are there any other comments or questions you would like to share?

Accessibility for hearing challenged has fallen behind at this meeting. I have a hard time hearing people speaking in low voice. I realize I am now suffering from hearing loss, however despite using hearing aids I still have a hard time hearing people speaking clearly. We used to have a sound system with microphones on every table, I am surprised why they were removed. I like this issue of hearing accessibility addressed because those of us with hearing loss struggle in this room. Thank you

I'm a little dismayed at the lack of attention to substantive teaching practice issues. We spend a lot of time making very minor tweaks to existing policies, or approving changes to programs in a rubber stamp way, but we have nowhere in the institution where strategic teaching and program improvement as an institution is addressed. Our teaching and learning leadership do good work, but vision, ambition, and boldness are not their strength...everything is focused on trying to maintain exactly what we have always done, and in my opinion, the relevance, effectiveness, and quality of many of our programs has either declined or is questionable, and we see the public reaction to this. We are in a time that needs bold leadership, vision, and ambition, not status quo and I see no one willing to demonstrate that leadership. To bring it back to the question, I see senate as one place where we may be able to seed strategic visions of a better future for the institution, to discuss novel and bold ideas openly. Strategically coupling this with work at the heads and directors and President's strategic forum may help to move us all towards a new vision (or to develop that vision practically) - i just feel we underutilize senate's potential on supporting change management

Use of PowerPoint slides for reports is positive.

Would be nice to hear from the affiliated colleges from time to time

Thank you for your hard work organizing and facilitating the meetings.

The office of the Senate Secretariat is very knowledgeable about issues and process. I appreciate their work.

The moderation has been helpful so that the engagement has been more balanced. Thank you for all the work that has been done to enhance Senate.

I found the meetings were chaired well, and this year more than others, presentations were succinct and focused.

Can you arrange another tour of Rodzik Hall closer to construction completion date? Thank you in advance.

I know Rob is out but, like all presidents, he [his successor] needs to speak only on occasion, not in every answer to every query.

Too many Senators sit and read email, search the web and noodle around on the internet when they should be paying attention to the meetings. I sat behind someone who was shopping for clothes during a Senate meeting.

**University of Windsor
Senate**

5.3: Senate and Senate Standing Committee Diversity Report (2025-2026)

Item for: **Information**

Forwarded by: **University Secretariat**

The 50/30 Challenge, to which the University is a signatory, is an initiative between the Government of Canada, business, and diversity organizations to increase diversity groups in organizations' boards and senior management positions. The goal is to achieve 50% women and 30% other equity deserving groups (i.e., racialized persons, Indigenous peoples, persons with disabilities and, members of the 2SLGBTQIA+ community).

To assess progress in achieving this goal, the following survey questions are sent to members of Senate and its Standing Committees annually: 1) Do you self-identify as a member of a designated group?; 2) Do you identify as an Indigenous person; 3) Do you identify as a person with a disability?; 4) Do you identify as a LGBTQIA2S+?; [LGBTQIA2S+ includes persons who identify as lesbian, gay, bisexual, transgender, queer, intersex, asexual, two-spirited, non-binary, or other sexual/gender identity]; 6) Do you identify as a racialized person?["Racialized persons" means persons other than Indigenous peoples, who are non-Caucasian in race or non-white in colour]; 7) Do you identify as a woman?["Women-identified persons" means persons who identify as a woman.]; and 8) I do not wish to self-identify.

	Current Voting Members	Survey Responses	Self-Identified as member of designated group	50/30 Challenge		Did not wish to self-identify
				50% Women-identified Persons	30% other designated group members	
Senate	81 (of 86)	57	39	35%	32%	7
Academic Policy Committee	17 (of 17)	12	11	47%	35%	0
Program Development Committee	18 (of 20)	11	8	33%	17%	1
Senate Governance Committee	19 (of 20)	13	8	26%	21%	1
Senate Student Caucus	19 (of 22)	10	8	26%	37%	0

Updated: as of October 7, 2025

Note: The number of designated group members may not equal the number of individuals who self-identified, as individuals may have self-identified under more than one category.

A total of 69 (of 106) members of Senate and/or its Standing Committees completed the survey:

- 12 respondents self-identified as members of designated groups other than woman.
- 14 respondents self-identified as women plus as members of a designated group other than woman.
- 21 respondents self-identified as women only.
- 15 respondents stated that they did not self-identify as members of designated groups.
- 7 respondents stated that they did not wish to self-identify.

The response rate continues to be low, despite sending reminders over the summer. It is difficult to know or be able to report that the University is meeting the federal 50/30 challenge (of which it is a signatory), without active participation by all members.