

**SENATE**  
**Minutes of Meeting**

**Date:** Friday, June 10, 2016

**Time:** 2:30pm-5:10pm

**Room:** 203 Anthony P Toldo

**PRESENT:** Dr. Majid Ahmadi, Ms. Ghadeer Alghosein, Dr. Abdul-Fattah Asfour, Dr. Natalie Atkin, Mr. Chris Baillargeon, Mr. Nick Baker, Prof. Jeff Berryman, Dr. Pierre Boulos, Ms. Nursrat Tarin Chowdhury, Dr. Tanja Collet-Najem, Mr. Richard Corneil, Mr. Ronald D'Aguilar, Dr. Carol Davison, Dr. Lorna de Witt, Dr. Jess Dixon, Dr. Gordon Drake, Dr. Phil Dutton, Dr. Waguhi ElMaraghy, Dr. Shervin Erfani, Dr. Laurie Freeman-Gibb, Dr. Maureen Gowing, Dr. Phil Graniero, Mr. Moussa Hamadani, Dr. Karl Jirgens, Mr. Raed Kadri, Mr. Dariush Karimi, Mr. Ahmed Khalifa, Dr. Michael Khan, Dr. Muharem Kianieff, Dr. Ed King, Dr. Douglas Kneale, Dr. Ziad Kobti, Dr. Joanna Luft, Dr. Charles Macdonald, Dr. Lydia Miljan, Ms. Alice Miller, Dr. Mehdi Sangani Monfared, Ms. Kristen Morris, Dr. Gurupdes Pandher, Dr. Linda Patrick, Dr. Stephen Pender, Mr. Paul Petahtegoose, Mr. Michael Potter, Dr. Antonio Rossini, Mr. Amin Safaei, Dr. Valerie Scatamburlo-D'Annibale, Dr. Alan Scoboria, Ms. Amber Shaheen, Dr. Jill Singleton-Jackson, Dr. K. W. Michael Siu, Dr. Julie Smit, Dr. Clayton Smith, Dr. Andrzej Sobiesiak, Dr. Marijke Taks, Dr. Edwin Tam, Mr. Chase Tribble, Dr. Nurlan Turdaliev, Dr. Zhou Wang, Dr. Patricia Weir, Dr. Alan Wildeman (Chair), Mr. William Willis.

**REGRETS:** Ms. Shaista Akbar, Mr. Makram Al-Matary, Mr. Pascal Calarco, Dr. Allan Conway, Mr. Daniel Edelstein, Ms. Marilyn Farough, Dr. David Hutchinson, Ms. Vicki Jay Leung, Dr. Debbie Kane, Dr. Elena Maeva, Dr. Maureen Muldoon, Dr. Jeff Noonan, Dr. Katherine Quinsey, Dr. Victor Sevillano, Dr. Darren Stanley, Dr. Elizabeth Starr, Prof. Lionel Walsh, Dr. Chris Waters, Dr. Larry Wilson, Dr. Nancy Wright.

**ABSENT:** Dr. Norman King, Dr. Mehrdad Saif.

**IN ATTENDANCE:** Ms. Beverley Hamilton, Ms. Erika Kustra, Mr. Matthew Dunlop, Ms. Renée Wintermute (University Secretary) and Alison Zilli (University Secretariat).

*Senators observed a moment of silence in remembrance of the students, staff and faculty who passed away during the 2015-2016 academic year.*

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

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

Dr. P. Boulos/Mr. C. Baillargeon  
**CARRIED**

**2 Minutes of the meetings of May 13, 2016 be approved.**

**MOTION:** That the minutes of the meeting of May 13, 2016 be approved.

Dr. E. King/Mr. C. Baillargeon  
**CARRIED**

**3 Business arising from the minutes**

Nothing to report.

#### **4 Outstanding Business/Action Items**

##### **4.1 Candidates for Degrees, Diplomas and Certificates**

*(See document Sa160610-4.1 for more details.)*

**MOTION #1: To approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Education.**

Dr. P. Dutton/Ms. A. Miller

**CARRIED**

**MOTION #2: To approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Human Kinetics.**

Dr. J. Dixon/Dr. M. Khan

**CARRIED**

**MOTION #3: To approve the slate of candidates for the Spring 2016 Convocation in the Centre for Inter-Faculty Programs.**

Ms. G. Alghosein /Dr. L. Miljan

**CARRIED**

**MOTION #4: To approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Science.**

Dr. G. Drake/Dr. C. Macdonald

**CARRIED**

**MOTION #5: To approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Arts Humanities and Social Sciences.**

Dr. A. Rossini/Mr. M. Hamadani

**CARRIED**

**MOTION #6: To approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Engineering.**

Dr. A. Sobiesiak/Dr. M. Ahmadi

**CARRIED**

**MOTION #7: To approve the slate of candidates for the Spring 2016 Convocation in the Odette School of Business.**

Mr. C. Baillargeon/Mr. N. Baker

**CARRIED**

**MOTION #8: To approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Nursing.**

Dr. L. Patrick/Dr. L. Freeman-Gibb

**CARRIED**

**MOTION #9: To approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Law.**

Mr. R.J. D'Aguilar/Dr. M. Kianieff

**CARRIED**

**MOTION #10: To approve the list of candidates receiving Board of Governors medals for Graduating/In-Course student awards.**

Dr. L. Miljan/Mr. M. Potter

**CARRIED**

**MOTION #11: To approve the candidates for the President's Medal and the Governor General's Silver Medal award.**

Dr. C. Smith/Dr. M. Sangani Monfared  
**CARRIED**

**MOTION #12: To approve the addendum for the Spring 2016 Convocation.**

Dr. A. Rossini/Dr. E. King  
**CARRIED**

**MOTION #13: That the Dean of the Faculty concerned in consultation with the Registrar be empowered to approve the names of candidates whose notification of completion of the requirements for their degrees arrived too late for the Senate meeting.**

Dr. W. Elmaraghy/Dr. C. Macdonald  
**CARRIED**

## **5 Reports/New Business**

### **5.1 Report from the Student Presidents (UWSA, OPUS, GSS)**

#### University of Windsor Students Alliance (UWSA)

It was noted that members of UWSA participated at the Canadian Federation of Students (CFS) National General Meeting in Gatineau. The meeting provided an opportunity for students from across the country to work together towards a common vision for students. It was also noted that the UWSA is in the process of finalizing details for the University Bus Pass, implementing the Bike Share program and establishing the new Lancer lounge. In addition, UWSA would like to bring forward a proposal to encourage instructors to include information on mental health resources on their course syllabi.

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

It was noted that OPUS participated in Head Start which provides incoming first-year students with helpful information and resources to assist with their transition into University. It was also noted that OPUS is having their annual Spring Open House on June 21<sup>st</sup> and 23<sup>rd</sup> for students who are interested in attending the University of Windsor on a part-time basis.

#### Graduate Students Society (GSS)

It was noted that the annual GSS Soccer Tournament is set for July 16<sup>th</sup>, 2016. It was also noted that GSS is working with UWSA on the details pertaining to the University Bus Pass.

### **5.2 Report of the President**

#### Funding Formula

Members were reminded that the Ministry of Advanced Education and Skills Development (formerly MTCU) is still in the process of developing the new university funding formula. It was noted that the government is looking at a formula that will benefit areas that may not have consistent demographic growth.

It was noted that a recent news publication projected that by the year 2020, 70% of the world's population will own a Smartphone, which could broaden the way that education is acquired.

#### **5.2.1 Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education – Report** *(See document Sa160610-5.2.1 for more details.)*

Members were provided with an overview of the discussions of the Senate Working Group which

was created at the meeting in November 2015. It was noted that the *Truth and Reconciliation Commission* report and the 13 principles of Indigenous education have been used as a foundation for discussion. The Working Group was comprised of Dr. Nancy Wright, as chair, Mr. Russell Nahdee, Ms. Kaye Johnson, Dr. Alan Wright, Prof. Lionel Walsh, Dr. Phil Dutton, Mr. Mark Restoule, and Dr. Karl Jirgens.

It was expressed that while the members of the Working Group assembled many valuable ideas, the report includes language that still embraces a type of colonial perspective that needs to be let go to begin to de-colonize minds and perspectives. It will take time to facilitate practices of indigenous traditions and ceremonies including smudging. It will also take dedicated resources.

Prior to presenting the recommendations, a story entitled *Tale of Two Wolves* (which goes by many names) was paraphrased to Senators.<sup>1</sup>

The group's report recommends evolving an understanding of the University as both a window and a mirror of learning, while sincerely re-evaluating our practices and inter-cultural competency. In order to commence, the University community needs to acknowledge what existed here before, including inter-tribal treaties, Indigenous leadership, and the Indigenous people on whose land the University of Windsor is located.

The following is a brief summary of the Working Group's 12 Recommendations:

1. Initiate an external review to gain information on how to implement strategies.
2. Work with Turtle Island and the Aboriginal Education Council and our programs to better recruit, support and nurture the success of Indigenous students.
3. Evaluate its Education programs in relation to recommendations made in the final Report of the Minister of the Department of Indian Affairs and Northern Development's Nations Working Group on Education, etc.
4. Develop a Bachelor of Education in Indigenous Learning, or equivalent.
5. Develop a sustainable strategy to indigenize and decolonize our curricula (other Canadian universities already provide models).
6. Substantially improve space for the Aboriginal Education Centre and Turtle Island.
7. Serve as a role model to other institutions by providing meaningful funding in support of indigenization, including conferences, visiting speakers/authors, media productions, panels, workshops, land-based learning of history, the present, and related events.
8. Continue to address diversity in our hiring policy including our professoriate.
9. Create a process for academic planning by working with Indigenous leaders, including Aboriginal Education Centre (AEC), Turtle Island, and reps from Indigenous communities.
10. Re-establish a Memorandum of Understanding with Walpole Island First Nation and its Heritage Centre, and create opportunities to work with other Indigenous communities.
11. Support the History Department in developing a public history project about the mission of Assumption Church regarding this region's First Nations people.
12. Conduct an annual census reporting on this University's website to show how we provide resources and planning for: indigenization of programs, community-based initiatives, community-outreach for Indigenous youth from K to 12, sharing of research, history, and culture of Indigenous communities.

Lastly, ensure dedicated resources and annual evaluations showing how the University of Windsor and Indigenous communities are integrating.

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<sup>1</sup> Example: "Inside of each of us are two wolves. One is evil - he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, self-doubt, and ego. The other is good - he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith. This same fight is going on inside you - and inside every other person, too, which wolf will win?... Answer: The one you feed. (<http://www.virtuesforlife.com/two-wolves/>)

The floor was open for comments/questions.

A discussion ensued on the various aspects of the report and the recommendations that were put forward for discussion. It was noted that infusing Indigenous perspectives throughout the curricula would be a good starting point for the institution. This could be done using an interdisciplinary approach to ensure that all students are provided with an enriched educational and cultural experience.

In response to a question raised about the recommendation to continue to address diversity in hiring new faculty, it was noted that the University encourages all prospective employees to self-identify to ensure that there is full representation of the designated groups.

The proposal to re-establish a Memorandum of Understanding with Walpole Island is a critical piece as Chapter 9 of the Tri-Counsel Policy Statement<sup>2</sup> outlines research involving Indigenous peoples in Canada and addresses the importance of establishing an ethical space for dialogue and research. In response, it was noted that Windsor is currently working with Walpole Island to find ways to establish collaborative agreements.

Concern was raised regarding the issue that indigenization is still being viewed predominantly through a colonial lens. It was expressed that it is extremely important that the perspectives and practices of the first peoples of America be understood. It was also noted that when making specific references, usage of terminology will need to be clarified as there are many colonial terms that came with the assimilation process that should no longer be used.

Members were reminded that the purpose of the report is to start the conversation to identify a way forward, with the guidance of the local indigenous population. It was suggested that a conference be held to bring together key stakeholders.

The item was received for information.

### **5.3.3 Senate Working Group on Learning Outcome Report**

*(See document Sa160610-5.3.3 for more details.)*

Members were reminded that in November 2015 a Senate Working Group was established to identify what is being done on campus relating to learning outcomes. The aim was to gather information in order to provide a basis for discussion on what more could/should be done.

An overview was provided on the findings of the Working Group. It was noted that learning outcomes are, for the most part, developed at the departmental and Faculty level for course and programs and are then reviewed by various academic councils. It was noted that 45% of undergraduate and 63% of graduate programs at the University of Windsor have learning outcomes of some kind on file. It was also noted that the Council of Ontario Universities (COU) Quality Assurance Framework requires program-level learning outcomes for all credit programs in Ontario. These learning outcomes must demonstrate that students graduating from programs will acquire institutionally-established degree-level expectations. Based on feedback received, potential next steps should focus on the following five main themes: 1) capacity building; 2) coordination; 3) communications; 4) collection, and; 5) enhanced culture and context.

The floor was open for comments.

Concern was raised regarding the issue that the case for the value of learning outcomes has yet to be made. It was expressed that the development of learning outcomes may not be beneficial for all disciplines. It was argued that articulating learning outcomes may in fact constrain genuine and

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<sup>2</sup> <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>

authentic learning experiences in the classroom. Given this, there should be flexibility for areas that need to express this creative process. In response, it was noted that the goal of learning outcomes is not to be prescriptive or constrain learning. There are many different approaches to the development of learning outcomes that can provide flexibility for open-ended learning and build a strong platform for exploration in the classroom.

Concern was also raised regarding the issue that professional programs are already constrained by accreditation bodies that require specific requirements. Incorporating learning outcomes into this process will be extremely challenging and complex. In response, it was noted that some of the professional areas are coordinating and aligning their external accreditation requirements with their program learning outcomes.

From a student perspective, it was noted that learning outcomes would be beneficial as it will articulate to students the skills that they will have at the end of a course or program. Furthermore, since all new program and courses require learning outcomes, the development of learning outcomes will need to be embraced.

Members were informed that a discussion on learning outcomes may come back to Senate as there is some speculation that changes to Ontario's funding formula may be based on articulating and improving student outcomes and experience.

It was suggested that the report go forward to Deans' Council for further consideration.

### **5.3 Report of the Academic Colleague**

*(See document Sa160610-5.3 for more details.)*

The item was received for information.

### **5.4 Senate Student Caucus**

Nothing to report.

### **5.5 Program Development Committee**

#### **\*5.5.1 Program Course Changes**

##### **\*a) Bachelor of Music – Music in Education Stream - Minor Program Changes**

*(See document Sa160610-5.5.1a for more details.)*

**MOTION: That the degree requirements for the Bachelor of Music (Music Education Stream) be changed according to the program/course change forms. \***

*\*Subject to the approval of expenditures required.*

**CARRIED\***

##### **\*b) Philosophy – Minor Program Changes**

*(See document Sa160610-5.5.1b for more details.)*

**MOTION: That the degree requirements for the General Philosophy, Honours Philosophy, Combined Honours Philosophy, Minor in Philosophy and Philosophy Major and Minor Concentrations in the Interdisciplinary Arts and Science programs be changed according to the program/course change forms. \***

*\*Subject to the approval of expenditures required.*

**CARRIED\***

- \*c) General Science – Minor Program Changes**  
(See document Sa160610-5.5.1c for more details.)

**MOTION:** That the degree requirements for the Bachelor of Science (General Science) programs be changed according to the program/course change forms. \*

*\*Subject to the approval of expenditures required.*

**CARRIED\***

- \*d) History – Minor Program Changes**  
(See document Sa160610-5.5.1d for more details.)

**MOTION:** That the degree requirements for the BA Honours History programs be changed according to the program/course change forms. \*

*\*Subject to the approval of expenditures required.*

**CARRIED\***

- \*e) Computer Science – Minor Program Changes**  
(See document Sa160610-5.5.1e for more details.)

**MOTION:** That the degree requirements for the Minor in Computer Science and Major Concentration programs be changed according to the program/course change forms. \*

*\*Subject to the approval of expenditures required.*

**CARRIED\***

- \*f) Law – New Course Proposals**  
(See document Sa160610-5.5.1f for more details.)

**MOTION:** That the following course additions be made. \*

- 98-966. Judicial Internship
- 98-965. Judicial Internship
- 98-967. Judicial Internship
- 98-848. Health Law in Practice
- 98-909. Criminal Advocacy
- 98-910. Law, Disability and Social Change: Comparative and Transnational Perspectives

*\*Subject to the approval of expenditures required.*

**CARRIED\***

- \*g) History – New Course Proposals**  
(See document Sa160610-5.5.1g for more details.)

**MOTION:** That the following course additions be made\*:

- 43-212. Islamic History 1500-1800: Early Modern Empires
- 43-380. History on the Web
- 43-421. State of Apartheid: South Africa (1900s-1990s)
- 43-480. Public History
- 43-481. Public History Practicum

*\*Subject to the approval of expenditures required.*

**CARRIED\***

- \*h) Master of Social Work MSW – Minor Program Changes – Revision to Admission Requirements** *(See document Sa160610-5.5.1h for more details.)*

**MOTION:** That the admission requirements for the Master of Social Work be changed according to the program/course change forms. \*

*\*Subject to the approval of expenditures required.*

**CARRIED\***

- \*i) BEd in Technological Education/Diploma in Education (Tech Studies) – Minor Program Changes** *(See document Sa160610-5.5.1i for more details.)*

**MOTION:** That the degree requirements for the BEd in Technological Education/ Diploma in Education (Technological Studies) be changed according to the program/course change forms\*.

*\*Subject to approval of the expenditures required.*

**CARRIED\***

- \*5.5.2 University Program Review Report – Languages, Literatures and Culture** *(See document Sa160610-5.5.2 for more details.)*

The document was received for information.\*

- \*5.5.3 Law – Juris Doctor (JD) – Program Learning Outcomes** *(See document Sa160610-5.5.3 for more details.)*

The document was received for information.\*

- \*5.5.4 Civil and Environmental Engineering – Undergraduate - Program Learning Outcomes** *(See document Sa160610-5.5.4 for more details.)*

The document was received for information.\*

- \*5.5.5 Civil and Environmental Engineering – Graduate - Program Learning Outcomes** *(See document Sa160610-5.5.4 for more details.)*

The document was received for information.\*

- 5.5.6 Education – Graduate – Major Program Changes – MEd International Cohort - Second Language Acquisition, Culture and Society Concentration** *(See document Sa160610-5.5.6 for more details.)*

**MOTION:** That the Second Language Acquisition, Culture and Society as a concentration within the International Cohort MEd be approved. \*

*\*Subject to approval of the expenditures required.*

Dr. P. Weir/Dr. E. King

It was noted that the program will provide students arriving to Windsor as part of the International Cohort an additional concentration option in Second Language Acquisition, Culture and Society (SLACS). Currently, this concentration is offered in Education's regular MEd, but differs in that it does not have an Internship component.

**CARRIED**



**5.5.7 MBA for Managers and Professionals**  
(See document Sa160610-5.5.7 for more details.)

**a) Major Program Changes**

**MOTION:** That the revisions to the MBA for Managers and Professionals be approved.\*

*\*Subject to approval of the expenditures required.*

Dr. M. Gowing/Dr. C. Baillargeon  
**CARRIED**

**b) New Course Proposals**

**MOTION:** That the following course additions be made\*:  
70-659 Special Topics in Accounting  
71-600 Business Ethics and Sustainability  
73-602 Special topics in Management Science  
74-638 Special topics in Marketing  
75-612 Project Management If  
75-690 Entrepreneurship Formation and Management  
75-692 Special Topics in Strategy and Entrepreneurship  
75-698 Strategic Management  
76-501 Interpersonal Dynamics  
76-502 Core Concepts of Accounting I  
76-503 Introduction to Financial Management  
76-505 Marketing Management  
76-510 Core Concepts of Accounting II  
76-511 Research Methodology  
76-512 Financial Management  
76-513 Human Resources Management  
76-514 Management Information Systems  
76-646 Dynamics of Business Negotiations  
76-661 Directed Study  
76-610 Business Law  
76-662 Advanced Business Agreements  
74-631 Consumer Behaviour

*\*Subject to the approval of expenditures required.*

Dr. P. Weir/Dr. C. Baillargeon  
**CARRIED**

**5.5.8 Master of Business Administration - Fast Track**  
(See document Sa160610-5.5.8 for more details.)

**a) Major Program Changes**

**MOTION:** That the revisions to the Master of Business Administration (Fast Track) be approved.

*\*Subject to approval of the expenditures required.*

Dr. M. Gowing/Dr. J. Luft  
**CARRIED**

**b) New Course Proposals**

**MOTION:** That the following course additions be made\*:

- 70-601. Advanced Topics in Financial Reporting
- 70-602. Advanced topics in Management Accounting
- 70-603. Performance Management
- 70-604. Advanced Corporate Finance
- 70-605. Advanced Audit and Assurance
- 70-606. Taxation III
- 70-607. Integration and Team Building
- 70-608. Integrative Case Analysis

*\*Subject to the approval of expenditures required.*

Dr. P. Weir/ Dr. Muharem Kianieff

**CARRIED**

**5.6 Academic Policy Committee**

- \*5.6.1 Revision to Nursing Admission Requirement – Grade 12U English Minimum Grade Requirement**  
*(See document Sa160610-5.6.1 for more details.)*

**MOTION:** That a minimum grade of 65% in Grade 12U English (English 4U) be required for admission to Nursing's undergraduate programs.

**\*CARRIED**

**5.7 Committee Membership**

- \*5.7.1 Senate Standing Committee Membership**  
*(See document Sa160610-5.7.1 for more details.)*

**MOTION:** That the Senate Standing Committee membership be approved.

**\*CARRIED**

**5.8 Senate Governance Committee**

- 5.8.1 Revisions to Bylaw 51 including Multiple Final and Term Evaluations Over a 24-hour Period**  
*(See document Sa160610-5.8.1 for more details.)*

**MOTION:** That Senate approve the proposed revisions to Bylaw 51 and the deletion of the Policy on Multiple Final Exams in One Calendar Day.

Prof. J. Berryman/Dr. L. Freeman-Gibb

Members were reminded that in April 2015, Senate requested that APC review the policy on *Multiple Final Examinations in One Calendar Day* with a view to addressing accommodation for students who have *three consecutive final exam slots* within 24 hours and extending this to mid-terms. APC was also asked to consider developing a definition for mid-term exams. The proposed revisions are an outcome of this review. A discussion ensued.

In response to a question raised about the adoption of the terminology “major in-term” evaluation rather than “mid-term”, it was noted that this language was chosen deliberately by that Academic Policy Committee to acknowledge that mid-terms have differing definitions across disciplines and because evaluations are conducted at many points throughout the semester, not solely at mid-term.

The term “major” was deliberately not defined, since one instructor’s definition of major may not be the same as another. Likewise, what is major to a student may not be major to another

student, and should be considered in the context of the student's other assignments and commitments. It was noted that setting a threshold would not work given the different disciplines, types of assignments, class sizes, etc., across the institution and given the need to consider the student's situation outside the classroom. It would also take away the opportunity for the instructor to talk to the student and make the assessment. For instance, if a student has three in-term evaluations in 24 hours, plus 3 more in the two days that follow, "major" would be a lower percentage threshold since s/he would have difficulty in doing his/her best work with so many deadlines in a short timeframe than a student that had 3 evaluations in 24 hours and nothing immediately thereafter.

Concern was expressed regarding the addition of Section 1.5.3 which allows students who have three or more major in-term evaluations to request alternative accommodations. The sentiment was expressed that these requests will significantly increase workload for instructors and heads, particular given the ambiguity of the term "major".

**AMENDMENT TO THE MOTION: To omit the addition of section 1.5.3 from the proposed revisions to Bylaw 51.**

Dr. L. Miljan/Dr. J. Luft

In response, it was noted that while the student has a right to make the request, it is not an automatic entitlement. An assessment is then made and the request is not to be unreasonably denied. It was noted that instructors should apply fair and sound judgement. It was also suggested that instructors could include in their course syllabi what they would consider as a major evaluation.

**DEFEATED**

**FRIENDLY AMENDMENT:** That section 1.5.3 be changed as follows: "[...] A student who has three or more major in-term evaluations scheduled or due within a 24-hour period has the right to seek an appropriate accommodation (such as a due date ~~extension~~ **modification**, alternative assignment, or rescheduled test

Given that the revisions will be incorporated into bylaw 51, the policy on multiple final exams in one calendar day is being deleted to avoid duplication.

**The main motion was CARRIED, as amended.**

#### **5.8.2 Revisions to Bylaw 32**

*(See document Sa160610-5.8.2 for more details.)*

**MOTION: That Senate approve the proposed revisions to Bylaw 32.**

Prof. J. Berryman/Dr. A. Rossini

It was noted that the reference to Mediation Services is being removed as it no longer exists and that wording changes are being proposed to remove ambiguity. It was also noted that changes in the paragraphs under 3.2 ensure consistency with the revised Bylaw 31.

**FRIENDLY AMENDMENT:** That the term "tape" be changed to "*record*", to keep the terminology current throughout the bylaw.

**CARRIED, as amended**

### 5.8.3 Revisions to Bylaw 23

*(See document Sa160610-5.8.3 for more details.)*

**MOTION: That Senate approve the proposed revisions to Bylaw 23.**

Prof. J. Berryman/Dr. M. Gowing

The proposed revisions provide clarification on which criteria can be used when applying for promotion. It was noted that candidates for tenure and promotion to Associate Professor may follow the AAU criteria and standards in place at the time of their initial appointment or any AAU criteria and standards approved thereafter. However, candidates for promotion to Professor must follow the criteria and standards in place at the time of the submission of their application. This change ensures that Professors who were hired, for example, twenty years ago will be following the current criteria, rather than criteria that may be outdated.

**CARRIED**

### 5.8.4 Revisions to Bylaw 22

*(See document Sa160610-5.8.4 for more details.)*

**MOTION: That Senate approve of the proposed revisions to Bylaw 22.**

Prof. J. Berryman/Dr. C. MacDonald

Clarification was sought regarding the revised under section 5.2.1 which states the following: *"Where the Committee is divided, the faculty member shall be invited to make personal representation to the Committee."* It was noted that the division of the committee does not always mean that the file will not go forward. What constitutes "divided"? Would this be the only instance where a faculty member would be invited to make a presentation? Would this put the responsibility on the Committee to invite the faculty member to come forward to make a personal presentation?

In light of these questions, it was agreed that the revisions be sent back to the Bylaw Review Committee for further review.

**WITHDRAWN**

### 5.8.5 Revisions to Bylaw 20

*(See document Sa160610-5.8.5 for more details.)*

**MOTION: That Senate approve the proposed revisions to Bylaw 20.**

Prof. J. Berryman/ Dr. M. Kianieff

The following revision was proposed to provide greater clarity.

**FRIENDLY AMENDMENT:** "In accordance with Bylaw 22, faculty members shall be considered for renewal *during the fourth year*, and the granting of tenure."

**CARRIED, as amended**

### 5.8.6 Bylaw 10 – Approval Process - Discussion

*(See document Sa160610-5.8.6 for more details.)*

This item was deferred to a future agenda.

## 5.7 Report of the Provost

The University of Windsor is pleased to announce that Dr. Chris Houser has been appointed as the new

Dean of Science, effective July 1, 2016.

Dr. Charles Macdonald was sincerely thanked for doing an exemplary job as Acting Dean of the Faculty of Science from September 1, 2015 to June 30, 2016.

Members were informed that the University of Windsor continues to move forward with its major hiring initiative that will create 50 new tenure track Assistant Professors position across disciplines. It was noted that the hiring committees are doing an outstanding job.

Head Start, which welcomes and orients incoming students to the University of Windsor, was well attended and very successful. It was noted that the program runs over the course of six days including Saturdays and provides students (and parents) with information about the campus, programs, and services. Dr. Clayton Smith along with all collaborators and organizers were thanked for their contributions to the event.

#### **5.9 Report of Vice-President, Research and Innovation**

Senators were reminded that in March 2016 the federal government announced a substantial investment in research and development which will ensure that Canadian universities excel as research sites. It was noted that Budget 2016 invested \$95 million per year in additional funding to the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC), known as the Tri-Council.

The Office of Research and Innovation Services will be hosting a series of workshops to help faculty prepare outstanding proposals for research funding. One of the workshops will provide researchers with the opportunity to complete their Canadian Curriculum Vitae (CCVs) which are required for grant applications. In addition, many researchers participate in the 2-day writing retreat which provides an opportunity to focus on a grant proposal in a quiet environment.

In response to a question raised about analysis revealing that smaller universities are being shortchanged in NSERC competitions in term of success rates, it was noted that Windsor is currently below the national average. However, it was further noted that grantsmanship can always be improved which will, in turn, help increase the rate of successful grant proposals.

#### **6 Question Period/Other Business**

##### Honorary Degrees

Members were informed that, at the upcoming convocation ceremonies, the University of Windsor will be awarding honorary degrees to the following individuals who have made outstanding contributions in the areas of social justice, literature, science, education, business and diplomacy, medicine, and environmental advocacy:

- Mercedes Benegbi, executive director of the Thalidomide Victims Association of Canada;
- Izzeldin Abuelaish, a physician and activist for human rights and peace;
- Samantha Nutt, founder and executive director of War Child Canada;
- Miriam Toews, award-winning novelist;
- Joe Schwarcz, director of McGill University's Office for Science and Society;
- Lynton 'Red' Wilson, retired president of BCE Inc., Canada's largest communications company;
- Mark Awuku, professor of pediatrics at Schulich School of Medicine & Dentistry;
- Maude Barlow, national chair of the Council of Canadians.

#### **7 Adjournment**

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

Dr. E. King/Mr. M. Hamadani  
**CARRIED**