



SENATE
Minutes of Meeting

Date: Friday, December 9, 2016

Time: 2:30pm-4:20pm

Room: 203 Anthony P Toldo

PRESENT: Mr. Jonathan Allison, Mr. Makram Al-Matary, Dr. Natalie Atkin, Mr. Chris Baillargeon, Mr. Nick, Baker, Ms. Katia Benoit, Mr. Pascal Calarco, Dr. Joseph Casey, Ms. Nusrat Tarin Chowdhury, Dr. Tanja Collet-Najem, Mr. Ronald (R.J.) D'Aguilar, Ms. Joan Dalton, Dr. Beth Daly, Dr. Jeff Defoe, Dr. Jess Dixon, Dr. Gordon Drake, Mr. Daniel Edelstein, Dr. Eahab Elsaid, Dr. Shervin Erfani, Dr. Mitch Fields, Mr. Ryan Flannagan, Dr. Johanna Frank, Dr. Phil Graniero, Dr. Marcello Guarini, Mr. Moussa Hamadani, , Dr. Debbie Kane, Dr. Wladyslaw Kedzierski, Mr. Ahmed Khalifa, Dr. Michael Khan, Dr. Muharem Kianieff, Dr. Ed King, Dr. Douglas Kneale, Dr. Joanna Luft, Dr. Scott Martyn, Dr. Lydia Miljan, Ms. Alice Miller, Dr. Maureen Muldoon, Dr. Radu Neculau, Dr. Francisca Omorodion, Dr. Jagdish Pathak, Dr. Stephen Pender, Dr. Tina Pugliese, Dr. Katherine Quinsey, Mr. Amin Safaei, Dr. Mehrdad Saif, Dr. Alan Scoboria, Dr. Victor Sevellano, Dr. Julie Smit, Ms. Jennifer Soutter, Dr. Jacqueline Stagner, Dr. Darren Stanley, Dr. Maureen Sterling, Dr. Edwin Tam, Dr. Nurlan Turdaliev, Prof. Lionel Walsh, Dr. Zhuo Wang, Dr. Chris Waters, Dr. Patricia Weir, Dr. Alan Wildeman, (Chair), Ms. Sue Williams, Dr. Robin Wright.

REGRETS: Dr. Majid Ahmadi, Dr. Abdo Alfakih, Prof. Reem Bahdi, Prof. Jeff Berryman, Dr. Phil Dutton, Dr. Laurie Freeman-Gibb, Dr. Chris Houser, Mr. Dariush Karimi, Dr. Ziad Kobti, Dr. Linda Patrick, Dr. K. W. Michael Siu, Dr. Shelagh Towson, Mr. Chase Tribble,

ABSENT: Ms. Ghadeer Alghosein, Mr. Fahed Baghdadi, Mr. Richard Corneil, Dr. John Deukmadjan, Ms. Bernarda Doctor, Dr. Norman King, Dr. Gurupdes Pandher, Mr. Paul Petahtegoose, Ms. Amber Shaheen.

IN ATTENDANCE: Ms. Ivona Bilbilovska, Mr. Chris Busch, Mr. John Coleman, Dr. Erika Kustra, Mr. Austin Roth; Ms. Renée Wintermute (University Secretary) and Ms. Alison Zilli (University Secretariat).

1 Approval of Agenda (Unstarring agenda items)

MOTION: That the agenda be approved.

Mr. M. Al-Matary/Dr. S. Pender

CARRIED

2 Minutes of the meetings of October 11 2016

MOTION: That the minutes of the meeting of November, 2016 be approved.

Prof. L. Walsh/ Dr. M. Kianieff

Corrections:

- Under the *Report of the Academic Colleague* a sentence about the need for cultural competency to be more clearly defined and that the University's strategy around diversity and hiring be clearly stated was added.
- Under the *Provost's Report* the need for clarification around the ABB model and what appears to be the defunding of the Humanities and for a presentation on the new budget model was added.

CARRIED, as amended

3 Business arising from the minutes

Enrolment-Centred Model

There was a full and lengthy discussion about Senate's desire to learn more about Activity-Based Budgeting (ABB) which is primarily an enrolment-centred model. Historically, there was no relationship between revenue generated and base resources distributed to the areas; whereas, in the new model, a Faculty's resources are calculated based on domestic and international student enrolment in each of the programs, and directly attributed to the Faculty. Therefore, the flow of funds to the Faculties is predicated upon each Faculty receiving the tuition revenue for those students majoring in their Faculty. Given that this has a significant impact on the academic activities in units, Senators expressed a strong desire for a full presentation and discussion of ABB at Senate beyond what was provided last year. In response, it was stated that budget details under ABB are Faculty-specific – based on their activities – and that the Provost is working directly with the Deans on enrolment strategies in great detail. Therefore, detailed discussions pertaining to ABB and ideas for program development should be held by and with each respective Dean.

In response to a question raised it was noted that the Leddy Library is funded from central.

4 Outstanding Business/Action Items

Nothing to report.

5 Reports/New Business

5.1 Report from Student Presidents (UWSA, OPUS, GSS)

University of Windsor Students Alliance (UWSA)

UWSA is working to raise awareness about the need for ongoing food donations for students. On *Giving Tuesday* which was on November 29th, all food donations received were donated directly to the Good Food Hub. It was noted that a revitalized Food Bank will be launched in the new year with the goal to provide students with emergency food aid.

Students interested in learning how to create a realistic spending plan to match expenses were provided with the opportunity to attend a free Financial Literacy workshop. It was noted that during examinations free pizza days were provided to energize students during late night exam breaks. It was also noted that construction has begun on the new Lancer Lounge and has been generating excitement with a naming contest that provides the winner with a \$100 gift card.

Members were informed the UWSA has authorized a new Referendum on the University's Athletic complex having revised its policy on the length of time referendum results can remain effective. Although no dates have been set for the referendum, it is anticipated that it will happen early in the new year. It was noted that all three student unions will need to approve the fee initiative for the project to move forward.

Organization of Part-Time University Students (OPUS)

It was noted that OPUS organized and participated in its 14th Annual potluck lunch and holiday dinner which were well attended by students. It was also noted that OPUS will be holding a referendum to join the Universal University Bus Pass.

Graduate Students Society (GSS)

It was noted that the results of the Referendum which pertained to a fee per student (125\$) per year to help support the building of the new Athletic Sport and Recreation Centre have been tabled in order to investigate some issues raised to ensure that the referendum was done properly. The Chief Returning Office has been working diligently to address any concerns that have been raised. A review committee has been composed of three senior university administrators, three Graduate Student Society representatives and legal counsel for the graduate students.

5.2 Report of the President

13 Principles on Indigenous Education

It was noted that there will be a continuation of the discussion of the report from the *Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education* at a future Senate meeting, initiated by the Aboriginal Education Council.

Ministry of Advanced Education and Skills Development

Members were reminded that the Ministry is still in process of determining the new university funding formula with key priorities including developing a highly skilled workforce and increased access to high quality and affordable education. It is anticipated that the new model will be sustainable, transparent and student-centred. The Ministry will continue to work on reforming the University and College Funding Models and use the new round of Strategic Mandate Agreements (SMAs) to support sustainability and high-quality education.

Strategic Enrolment Management Review (SEM)

The University is also still in the process of making a number of changes related to recruitment practices; improving recruitment and advertising strategies, including establishing a new marketing campaign. A final report will be provided by the consultants SEM Works in the new year. The key is developing new programs and attracting more students to existing programs.

Curriculum 2020

It was noted that since there is a tremendous amount of information in the Curriculum 2020 report that is relevant to the current discussion on education and curriculum development, it was agreed that report be placed on the next Senate agenda for further discussion.

5.3 Report of the Academic Colleague

Nothing to report.

5.4 Senate Student Caucus

Nothing to report.

5.5 Program Development Committee

5.5.1 Program Course Changes

a) Master of Engineering Degree Requirements – Minor Program Changes

(See document Sa161209-5.5.1a for more details.)

MOTION: That the degree requirements for the Master of Engineering be changed according to the program/course change forms*.

**Subject to approval of the expenditures required.*

Prof. L. Walsh/Dr. M. Sterling

These changes do not apply to the MEng in Mechanical Engineering with Automotive option.

CARRIED

*b) BSc Honours in Behaviour, Cognition and Neuroscience –Minor Program Changes

(See document Sa161209-5.5.1b for more details.)

MOTION: That the degree requirements for the BSc Honours in Behaviour, Cognition and Neuroscience be changed according to the program/course change forms*.

**Subject to approval of the expenditures required.*

***CARRIED**

***5.5.2 Institutional Quality Assurance Protocol (IQAP) - Revision**

(See document Sa161209-5.5.2 for more details.)

This item was received for information.*

5.6 Academic Policy Committee

5.6.1 Centre for Teaching and Learning Annual Report

(See document Sa161209-5.6.1 for more details.)

A presentation highlighting the work of the Centre for Teaching and Learning (CTL) over the past year was provided. Over the past year, CTL workshops drew over 1483 registrants (780 unique participants) which is a significant increase from the previous year. In addition to offering departmental events and retreats, CTL hosted workshops in seminar series, summer series, teaching dossier academic and half courses. CTL staff conducted hundreds of individual consultations with members representing every Faculty on campus on topics such as curriculum development, learning outcomes, teaching dossiers and research.

The Centre continues to increase its offerings of the Faculty-sponsored GATAcademy as well as workshops so that teaching assistants and graduate assistants have the opportunity to participate in professional development. The launch of Blackboard and continued support of CLEW has been successful and 100% of registered students were enrolled in at least one course in CLEW.

Future actions include the following: 1) Enhance support for early career faculty with ongoing support for mid- to late-career instructors; 2) Enhance the teaching culture on campus; 3) Support and enhance curriculum initiatives through workshops, consultations, learning outcomes feedback, and tools such as Blackboard Outcomes; 4) Support high-impact teaching practices to provide students with experiential learning opportunities, including undergraduate research experiences; and, 5) Continue to assess the impact and structure of the CTL through an external review.

In response to a question raised about what encompasses “High Impact Teaching”, it was noted that the term pertains to the teaching practices that engage student experience such as internship, undergraduate research, capstone courses, experiential learning, etc.

The staff in the Centre for Teaching and Learning were commended for their dedication, hard work and exceptional level of support that they provide on an ongoing basis to the campus community.

***5.6.2 Senate Policy on Introductory Statistics**

(See document Sa161209-5.6.2 for more details.)

MOTION: That the proposed revisions to the Policy on Introductory Statistics Courses be approved.

***CARRIED**

5.7 Senate Governance Committee

Nothing to report.

5.8 Bylaw Business

5.8.1 Bylaw 23 – Rescinding Revisions Approved June 10, 2016

(See documents Sa161209-5.8.1 and Sa161209-5.8.1a for more details.)

MOTION: That the changes made to Bylaw 23, section 2.2, at the June 10, 2016 Senate meeting, be rescinded.

Dr. S. Pender/Dr. J. Pathak

It was argued that the changes to Bylaw 23 approved on June 10, 2016 change the terms and conditions of work for those not yet at the rank of full professor, which is outside the purview of

Senate, and call into question the care and autonomy of the AAU in establishing past and current criteria. It was further argued that the rationale for the changes presented at Senate in June 2016 – that criteria may be outdated – is inadequate. Since Bylaw 22 requires that AAU Councils review RTP criteria annually, there is a clear mechanism in place for ensuring that the criteria for promotion to full professor remains robust. *(For full report presented by the mover, see Sa161209-5.8.1a)*

It was noted that this is not about the need for criteria to be continually reviewed and updated, which is supported by Senate, but rather about equity. Associate professors may choose which criteria apply when applying for tenure and this same practice ought to be retained for promotion to full professor. There was broad support for the motion, with members noting that it would be difficult and unfair for a faculty member to work towards a goal, if the criteria keep changing. Applying changing criteria could also be used to negatively impact chances for promotion where there is discord within an AAU.

It was noted that, while there should be some flexibility, there is some concern if the criteria has changed significantly over several years and the individual applying for full professor is applying under outdated criteria. A suggestion was made that perhaps the window could be shortened to the criteria in place at the time of promotion to associate professor could be the basis for promotion to full professor. If there is interest, this suggestion would go to the Bylaw Review Committee for further review.

CARRIED

5.9 Report of the Provost

Strategic Priority Fund (SPF 50) Hires

Members were informed that the University is making strong progress pertaining to the SPF 50 hirings. Currently, there are 20 positions advertised for which over 600 applications have been received.

National Survey of Student Engagement (NSSE)

Senators were informed that the University of Windsor will be participating in the NSSE. It was noted that NSSE collects information about first year and senior students' participation in programs that institutions provide for learning and personal development. The survey gathers information pertaining to the amount of time and effort students put into their studies and activities and how the institution provides opportunities for students to participate in activities. It was noted that due to positive associations with learning, certain activities are called High-Impact Practices (HIPs) which share common traits and facilitates learning outside of the classroom such as community based projects, internships, co-op placement, studying abroad, etc. It was noted that these practices can be seen as life-changing to students.¹

5.10 Report of Vice -President, Research and Innovation

Nothing to report.

6 Question Period/Other Business

It was noted that although the role of Senate is oversight of all academic matters, the boundaries between non-academic and academic issues are sometimes unclear as student governments are provided with opportunities to report to Senate and these reports are generally on non-academic matters. In response, it was noted that the reports from the student bodies are a recent addition to the Senate Agenda in order to provide students with opportunity to share information with Senators that may not otherwise be conveyed.

7 Adjournment

MOTION: That the meeting be adjourned.

Mr. C. Baillargeon/Mr. M. Hamadani

CARRIED

¹NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major ([NSSE, 2007](http://nsse.indiana.edu/html/high_impact_practices.cfm)). http://nsse.indiana.edu/html/high_impact_practices.cfm