

**NOTICE OF MEETING**

**There will be a meeting of the Senate Governance Committee  
on Wednesday, January 22, 2020 at 2:30  
Room 209 Assumption Hall**

**A G E N D A**

- 1 Approval of Agenda**
  - 1.1 Unstarring agenda items
  
- 2 Approval of the minutes of the meeting of November 19, 2019** SGC191119M  
**E-Vote of November 26, 2019** SGC191126E
  
- 3 Business arising from the minutes**
  
- 4 Outstanding Business/Action Items**
  - 4.1 Report of the Review Committee on Employment Equity (RCEE)** **Kaye Johnson**-Information  
SGC200122-4.1
  
  - 4.2 Distinguished University Professor and Professor Emeritus (*In-Camera*)** **Robert Gordon**-Approval
  
- 5 Bylaw Business**
  - 5.1 Proposed Bylaw Revisions** **Rick Caron**- Approval  
*[Bylaws 1, 2, 3, 5, 8, 10, 11, 12, 13, 14, 16, 17, 20, 22]* SGC200122-5.1
  
- 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**

4.1: **Report of the Review Committee on Employment Equity (RCEE)**

Item for: **Information**

*See attached.*

# Report of the Review Committee on Employment Equity (RCEE) September 2019

## 1 BACKGROUND

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The RCEE was formed in 1987. The committee's terms of reference (ToR) are as contained in Article 30 of the Windsor University Faculty Association (WUFA) Collective Agreement. Specifically:

- 30:04 The Review Committee provided for in clause 30:03 shall be responsible for:
- (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library;
  - (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists;
  - (iii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

The RCEE again expresses appreciation for the data provided for this report and throughout the year by the Employment Equity & Human Rights (EEHR) Manager. In addition, the manager carries out the central work for the implementation of the Diversity & Equity Assessment & Planning (DEAP) Tool Project and provides the required support to the units.

One of the benefits of the DEAP Tool is that it provides a means for units to develop, monitor and report on goals and timelines. Since the majority of units have already implemented its use, it is anticipated that it will be a helpful resource for the reporting in next year's RCEE Report. Information on the DEAP Tool can be found at <http://www.uwindsor.ca/ohrea/95/deap-tool>.

It should be noted that RCEE obtains the new hires data from OHREA in the July 1 through September timeline in order to access the latest Human Resources Information System (HRIS) data available. This allows for the inclusion of the new hires in the system as per their start date.

## 2 ACTIVITIES AND KEY ISSUES FOR 2018-2019

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The RCEE activities and key issues continued to be centered on 3 main areas. Firstly, the committee focused on *data*; specifically, acquiring and analyzing the data. Secondly, the committee explored possibilities for *enhancing equity* both campus wide and throughout the various AAUs. Lastly, RCEE examined options for *enhancing the equity infrastructure* of the University. RCEE discussed several issues which, although not part of its mandate, were considered to have an influence on the equity profile of the University community and ultimately on recruiting/attracting and hiring. The recommendations of this report are organized according to the three categories.

Agenda items addressed in committee meetings included:

- 1) Terms of Reference as Contained in WUFA CA, Article 30
- 2) Review 2018 EE Data on Faculty Members—Confirm Significant Under-Representation
- 3) Retirement & Termination Data
- 4) Discipline-Specific Availability Pool Data
- 5) Progression Charts for Designated Groups
- 6) New Faculty Hires
- 7) Proposed Job Ad Statement re EE Commitment
- 8) EE Data for Equity Assessors Assigned to a Committee
- 9) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
- 10) Equity Assessor Service
- 11) Gender Wording in Senate Bylaws
- 12) Report of the Search Committee for the Seventh President and Vice-Chancellor

In June 2019, the University Secretary provided the Presidential Search Committee's report to PCEE and RCEE, pursuant to Bylaw 15, 4.2.2. The following is an excerpt from the bylaw:

4.2.2 Records shall be kept of all the proceedings and relevant portions shall be made available for the annual report of the Review Committee on Employment Equity (RCEE). The following reporting format should be used for each position:

number of female/male applicants  
number of female/male applicants short-listed  
number of female/male applicants interviewed  
offers made to female or male  
appointment made of female or male; conditions of appointment.  
The Search Committee shall prepare a brief report to the President's Commission on Employment Equity (PCEE) on each appointment.

PCEE was the first of the two committees to have reviewed the summary statistics. At the PCEE meeting, questions were raised as to why the data are only dealing with the designated group of women. A request was made to explore the possibility of including the other three federally designated groups of Aboriginal peoples, persons with disabilities, and visible minorities. RCEE subsequently reviewed the report and PCEE's request, and agreed with the observation.

RCEE appreciates receiving the statistical data. The value of it as a tool to measure progress was discussed, alongside privacy considerations.

**RCEE recommends** that the University expands the data in the report on the Search Committee for the President and Vice-Chancellor to include the other 3 federally designated groups, namely Aboriginal peoples, persons with disabilities, and visible minorities.

**RCEE recommends** that the data are retained in the University Secretariat and OHREA offices in order to assess progress.

**RCEE recommends** that the University similarly tracks and reports this data for other senior administration positions (e.g., VPs, AVPs, etc.) to effectively assess the progress at all levels.

RCEE noted that there was confusion around the 2017 recommendation *that the University ensures equity is weighted on all hiring grids*. The recommendation was sometimes mistaken as an endorsement of the previous system of awarding points for members of the designated groups. Therefore, an explanatory note has been added to the item in the update chart in Section 5 of this report. The note provides a clarification that this refers to the candidate's knowledge and commitment to equity, and is not regarding self-identification in a designated group.

While it is recognized that many units currently weight equity on both pre and post-interview grids, the University should reinforce the message that it is important that all units do so.

**RCEE recommends** that equity is weighted in the pre-interview grids as well as in the post-interview grids

RCEE discussed the ongoing need for creative approaches to increasing the recruitment and participation of Employment Equity/Procedural Assessors (commonly known as Equity Assessors or EAs), such as mentorship by experienced EAs. Partnerships and creativity are key to effective initiatives, such as the planning work with OHREA and SWDEAC for the EA Open House.

**RCEE recommends** that the University continues to work with stakeholders, such as SWDEAC, on creative outreach to recruit and retain active Equity Assessors.

### 3 PROMISING PRACTICES FEATURE – FACULTY OF SCIENCE

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The RCEE includes this short section in the annual report in which an academic unit is featured for an employment equity recruiting promising practice. This provides an opportunity to recognize the efforts that are being undertaken, enables units to serve as a resource for others, and shares ideas that may be adopted or adapted in other areas in the University. The unit that is being featured here is the Faculty of Science.

The Faculty of Science's progress in the areas of equity, diversity and inclusion (EDI) demonstrates that a variety of approaches is beneficial towards realizing meaningful change. In 2016, a workplace climate survey was commissioned. Through this work it was recognized that they could not effectively build something more authentic in EDI until efforts had begun on addressing the unit's overall climate. The unit then worked to reach a place where they could focus more specifically on EDI.

Starting on Indigenous contributions in science, various AAUs within the Faculty examined aspects more specific to their areas. Examples included Physics on facets of its non-western history, other ways of knowing in Math, natural products in Chemistry, and so on. Discussions were held with the University's Aboriginal Education Council on how to create a more authentic science program and cultivate a stronger relationship with Walpole Island First Nation.

In the interest of cultivating a more reciprocal relationship, a Traditional Ecological Knowledge class was developed. A major component is the ability provided to give back to the community. The course will continue, and become the anchor for other Indigenous classes. The vision is to create an Indigenous Science Certificate.

The Faculty of Science has also been taking strategic action to provide more prospects for women faculty members to develop through career advancing opportunities. This has resulted in more Acting positions being given to women than had traditionally been the practice. It is part of purposeful capacity building to enable more people from the designated groups to assume leadership roles or plant the seeds for considering that as a possibility.

The unit now has an EDI Working Group comprised of students, faculty, and staff. They typically focus on what they need to do better and to advance efforts in the area of EDI. ORIS is also included in the group in order to ensure the Faculty is more competitive for research grants.

The Faculty hosted the LGBTQ+ in STEM Conference on October 4 and 5, 2019 (see <https://lgbtqplusstem.ca/>). It was noted as one of the first, if not the first, in Canada. The conference drew participants and presenters from across the country. As outlined on the website, the primary aim was “to bring together researchers in all fields of STEM to highlight and celebrate the contributions of the LGBTQ+ community.” In addition, the conference was designed to “provide an important opportunity to discuss a broad range of scientific topics as well as issues pertaining to Equity, Diversity & Inclusion, and to create new opportunities for collaboration.” The conference was seen as a great success, with plans for a follow up. There was participation from across various programs in Science, with many commenting that they saw the benefits of the initiative and had gained a better understanding.

The continuing shift in the unit’s climate in regard to LGBTQ+ is also reflected in the students. At this year’s Ontario Universities Fair (OUF), a number of students in their Science program showed their pride by way of sporting Pride colours.

Another key undertaking of the unit is that they are in the process of hiring a Post Doc Fellow studying EDI across the Faculty. Some of the attention will be on issues at course level, how they market themselves, mental health requirements, if they are as inclusive as intended, and so on. The research would also explore what would be needed for the creation of an Assistant Dean of EDI.

The Science Faculty has also created the USci Network, which is described on its website as: “This interdisciplinary network brings together faculty and students from all Science programs to work collaboratively in providing a unique integrative support system with the goal of enriching the undergraduate student experience.” The USci Network has a program for women called WinS (see <http://www.uwindsor.ca/science/427/women-science>). This initiative “provides a network of support to build female resilience in science through workshops, mentorship, resources, outreach, and advocacy. We also work together to foster an academic environment that better prepares female students for STEM careers.”

Women in science has now become embedded in their recruiting and marketing materials. An example of their success is seen in Physics, where it grew from being male dominated to parity.

Another initiative is SCI of Relief. This is an evidence-based approach to the mental health of students, faculty, and staff. One of the actions is to explore what students perceived as their greatest stressors and what faculty perceived as student stressors. It is anticipated that the EDI Post Doc will examine mental health needs such as work-life balance, and the impact of scholarships on reducing required work hours to cover financial needs.

The Dean notes that scientists often ask, “Where is the evidence?” They have approached much of EDI through evidenced-based practices such that the issues are known (or sought to be known) and demonstrated. In addition, a lot of administration is being treated as research and their progressive work goes to journal publication. A good deal of their creative work is reflected in the Dean’s personal motto: “Science progresses with the diversity of ideas.”

## 4 DATA

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RCEE has been focusing on data relating to the faculty and librarian representation of designated groups over the years. Although the committee examines the available progression data for other faculty-related groups (i.e., LTA, AAS, Sessional Lecturers, and Sessional Instructors), the focus of this report is on tenured/tenure-track professors and librarians. Data for the other faculty related groups are contained in the University's Annual Employment Equity reports.

The Overview and charts in this section were created for RCEE by the EEHR Manager. RCEE has reviewed unit-specific data, and individual AAUs will be provided with such data, however, the AAU data are not released to the wider University community. This is necessary due to the small numbers, which would present privacy and confidentiality concerns. The LGBTI data for individual Faculties is similarly not released. In addition, because the designated group sexual/gender minorities is not one of the four groups designated by the Employment Equity Act, the government does not generate the external workforce data required to determine the availability pool/comparators.

In the last Canada Census, what was included under disabilities was made clearer. For example, three questions were added: one asking if there is any "difficulty learning, remembering or concentrating"; another if there are any "emotional, psychological or mental health conditions (e.g. anxiety, depression, bipolar disorder, substance abuse, anorexia, etc.)"; and a third asking if there was an "other health problem or long-term condition that has lasted or is expected to last for six months or more." As a result of this (and the added availability of online reporting) the number of people identifying as having a disability rose significantly. This in turn impacted the percentages within the external availability pool, resulting in a higher target and an increase in underrepresentation. This provides an explanation for the dramatic increase in the external availability pool from 3.8% in 2017 to 8.9% in 2018 in this designated group, as noted under "External Representation" in the applicable charts below.

### **OVERVIEW**

The following charts provide information on the University of Windsor's internal representation within the academic ranks of: Assistant Professors, Associate Professors, Full Professors and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

These data include information from the University of Windsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2018.

The external data information for Women, Aboriginal Peoples and Visible Minorities are from Statistic Canada's 2006 and 2017 National Censuses and the 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from Statistics Canada's Canadian Survey on Disability (CSD) (2012 and 2017).

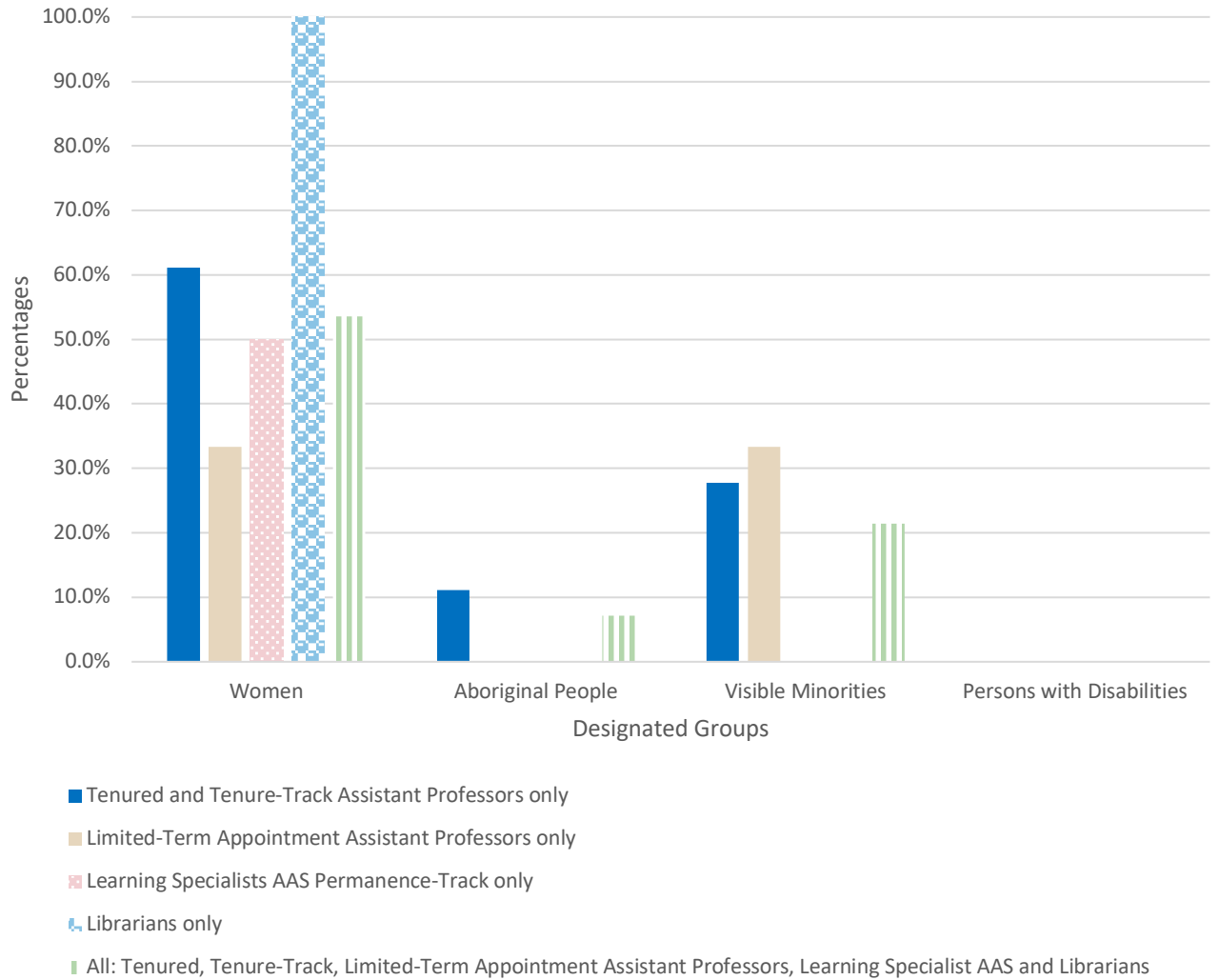
The University recognizes sexual/gender minorities as a fifth designated group. However, there are no available external data for comparison purposes.

**New Hires - Faculty (July 1 2019 to September 30 2019)**

(Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Learning Specialists AAS and Librarians) (new hires from July 01 2019 to current)					
Rank	Total	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
Tenured and Tenure-Track Assistant Professors only	18	61.1%	11.1%	27.8%	0.0%
Limited-Term Appointment Assistant Professors only	3	33.3%	0.0%	33.3%	0.0%
Learning Specialists AAS Permanence-Track only	2	50.0%	0.0%	0.0%	0.0%
Librarians only	2	100.0%	0.0%	0.0%	0.0%
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Learning Specialist AAS and Librarians	28	53.6%	7.1%	21.4%	0.0%



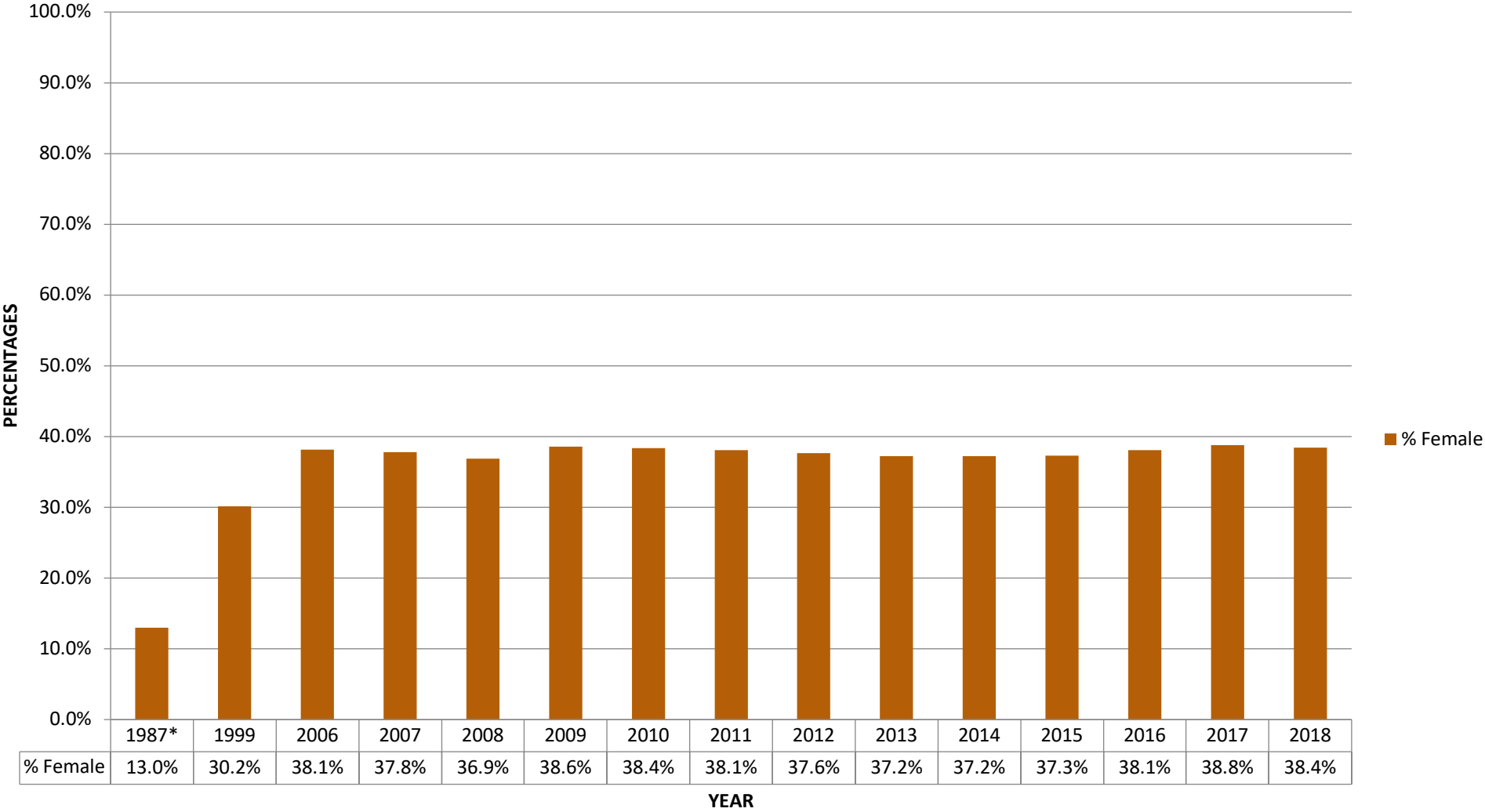
**New Hires  
Employment Equity Data Profile  
(Tenured, Tenure-Track, Limited-Term Appointment,  
Assistant Professors, Learning Specialists AAS and Librarians)  
( Start Date July 1 2019 to September 30 2019)**



<b>Professors and Librarians</b>															
	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484
Male	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298
Female	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186
% Female	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%
* 1987 data does not include librarians															

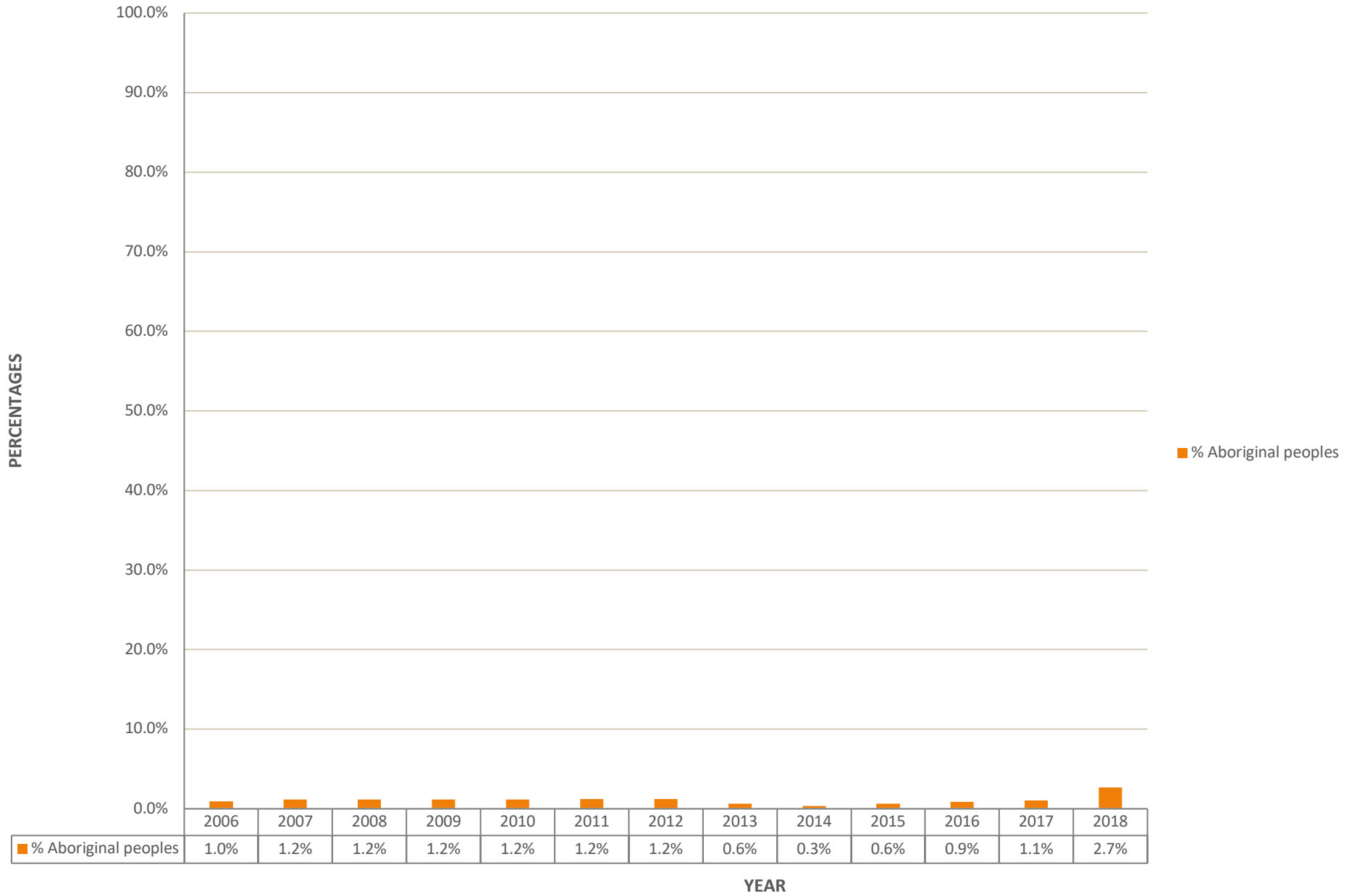
<b>Professors (no Librarians)</b>															
	1987	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total	484	409	490	482	490	478	477	465	460	449	433	461	440	444	462
Male	421	292	309	307	318	302	302	296	294	289	279	296	282	280	293
Female	63	117	181	175	172	176	175	169	166	160	154	165	158	164	169
% Female	13.0%	28.6%	36.9%	36.3%	35.1%	36.8%	36.7%	36.3%	36.1%	35.6%	35.6%	35.8%	35.9%	36.9%	36.6%

## Professors & Librarians (Internal Representation) - Women 1987, 1999, 2006-2018

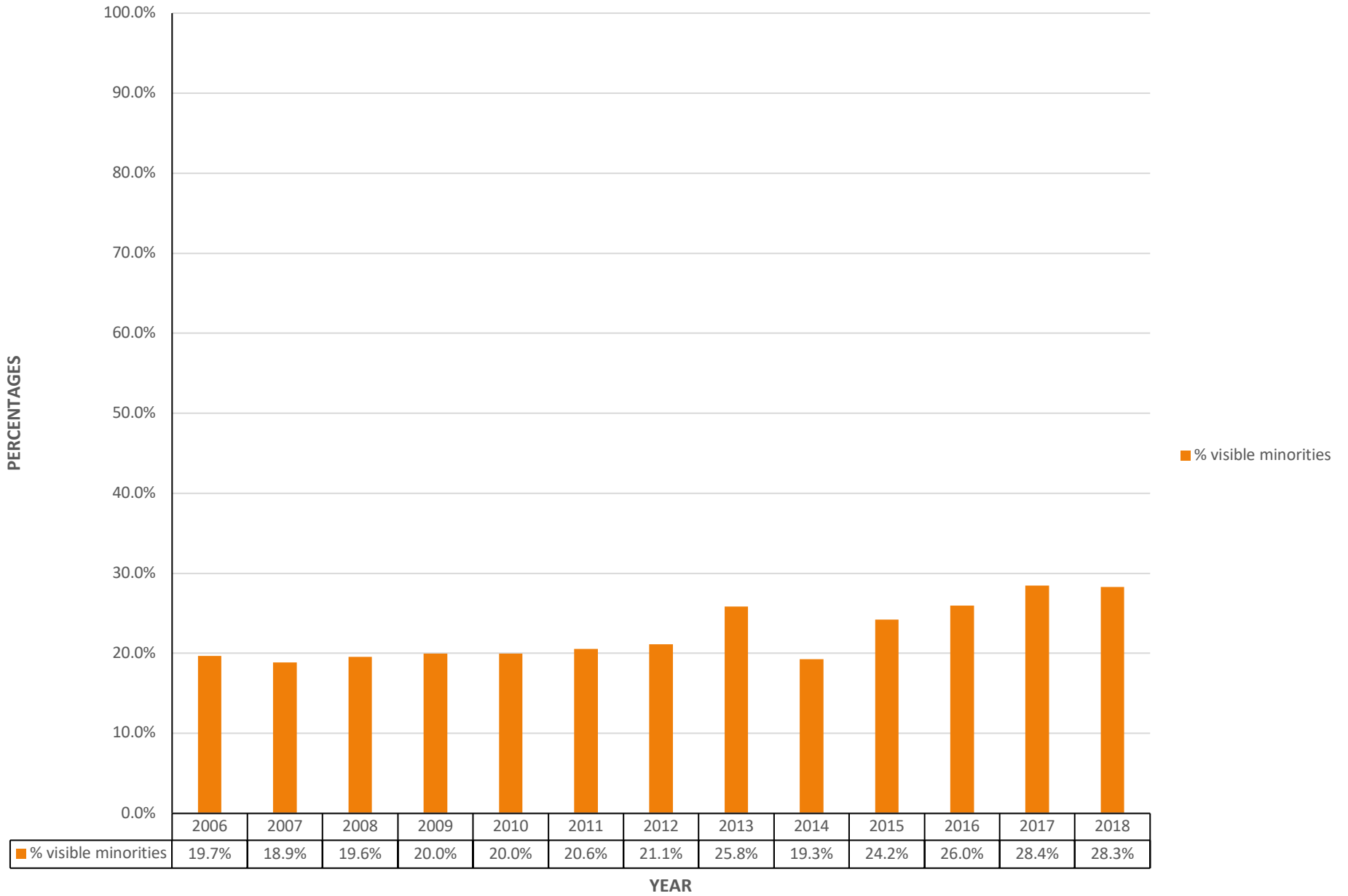


(\*1987 does not include Librarians)

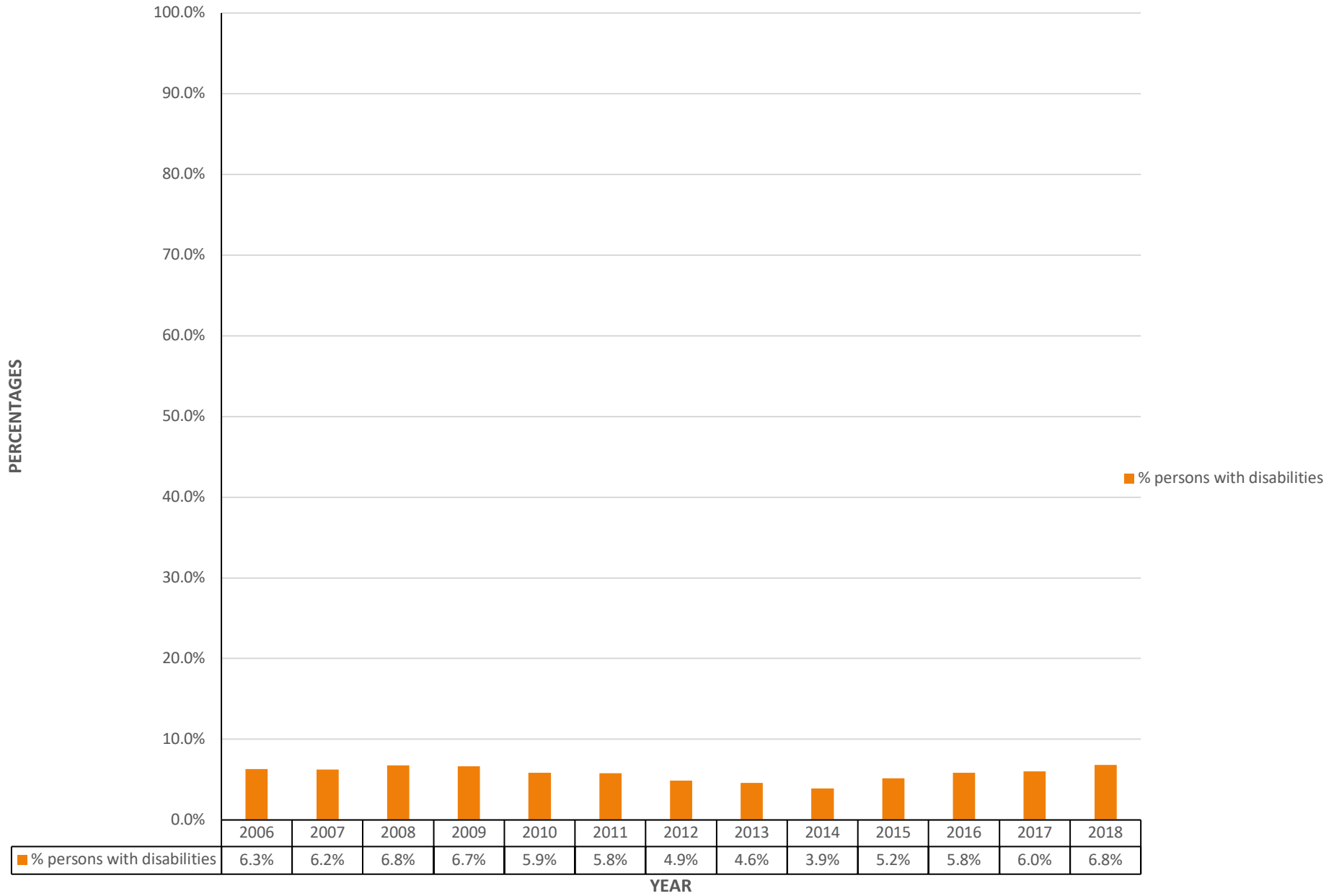
## Professors & Librarians (Internal Representation) - Aboriginal Peoples 2006-2018



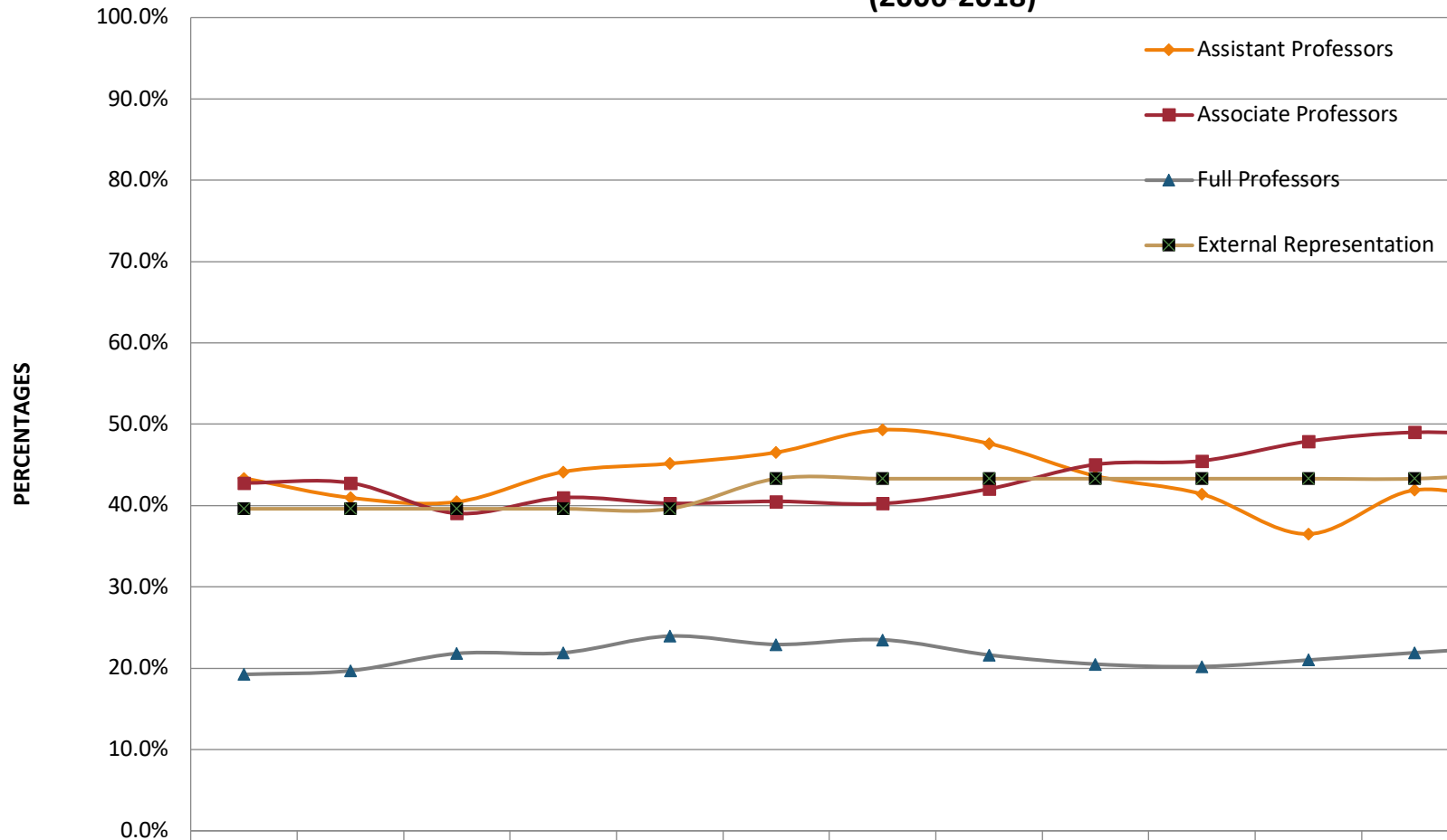
## Professors & Librarians (Internal Representation) - Visible Minorities 2006-2018



## Professors & Librarians (Internal Representation) - Persons with Disabilities 2006-2018



### Professors (Tenured or Tenure-Track) by Rank - Women (2006-2018)



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Assistant Professors	43.4%	41.0%	40.4%	44.1%	45.2%	46.5%	49.3%	47.6%	43.6%	41.4%	36.5%	41.9%	39.8%
Associate Professors	42.8%	42.8%	39.0%	41.0%	40.3%	40.5%	40.2%	42.0%	45.0%	45.5%	47.9%	49.0%	48.6%
Full Professors	19.2%	19.7%	21.8%	21.9%	23.9%	22.9%	23.5%	21.6%	20.5%	20.2%	21.0%	21.9%	22.7%
External Representation	39.6%	39.6%	39.6%	39.6%	39.6%	43.3%	43.3%	43.3%	43.3%	43.3%	43.3%	43.3%	44.0%

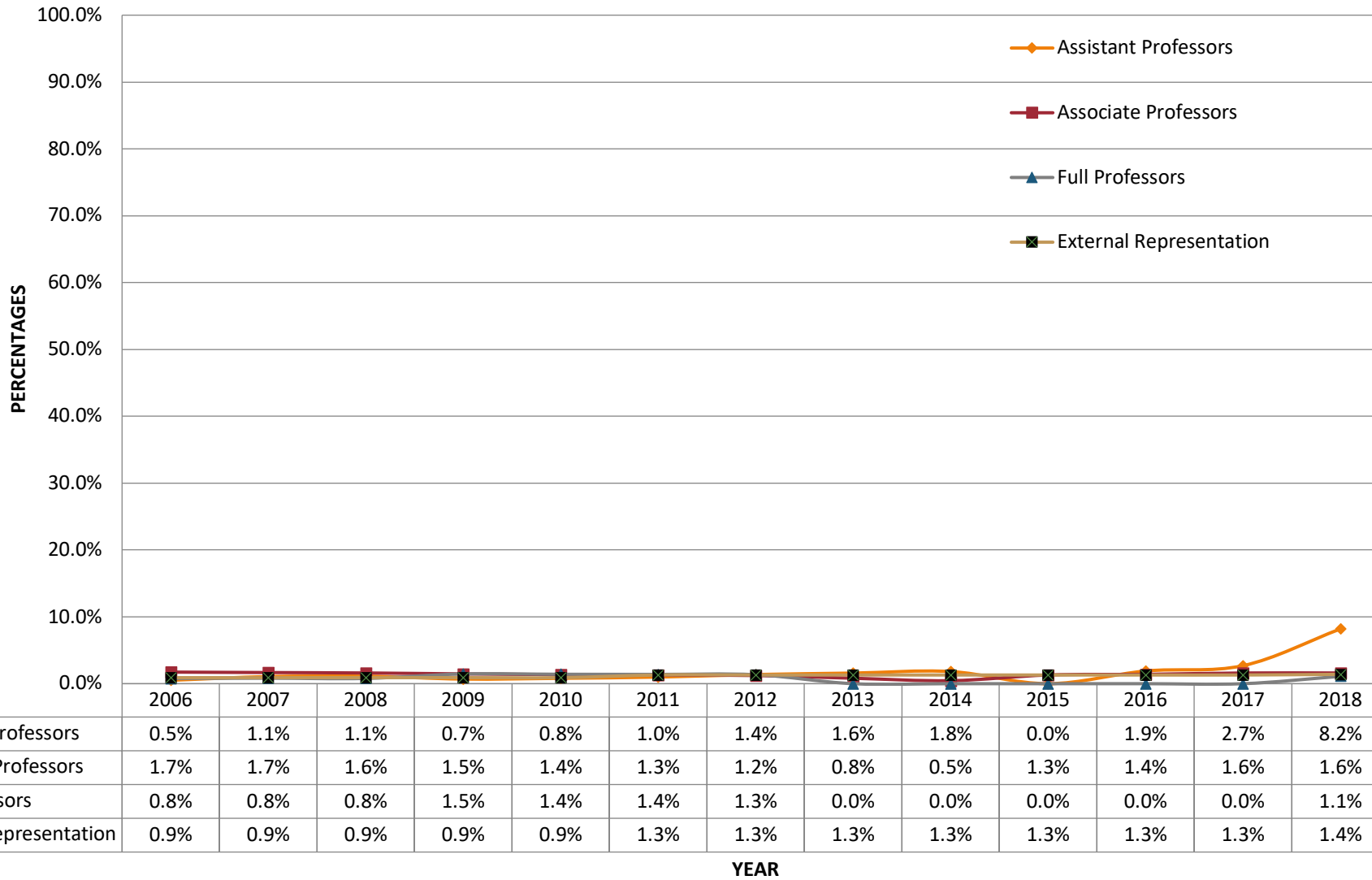
Note:

2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

2018 external representation is based on Statistics Canada's 2016 National Census data.

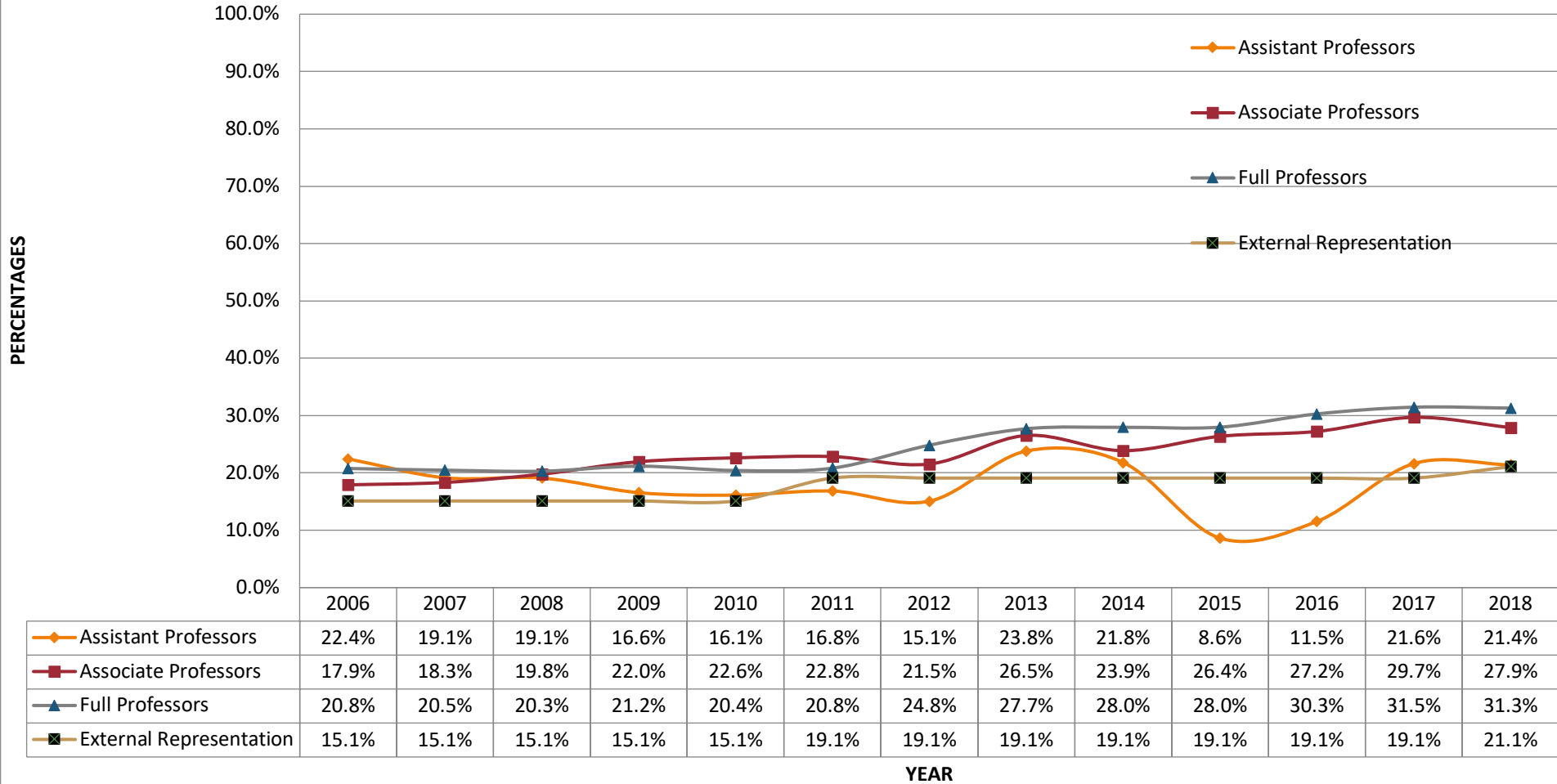
### Professors (Tenured or Tenure-Track) by Rank - Aboriginal Peoples (2006-2018)



Note:  
 2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2018 external representation is based on Statistics Canada's 2016 National Census data.



### Professors (Tenured or Tenure-Track) by Rank - Visible Minorities (2006-2018)



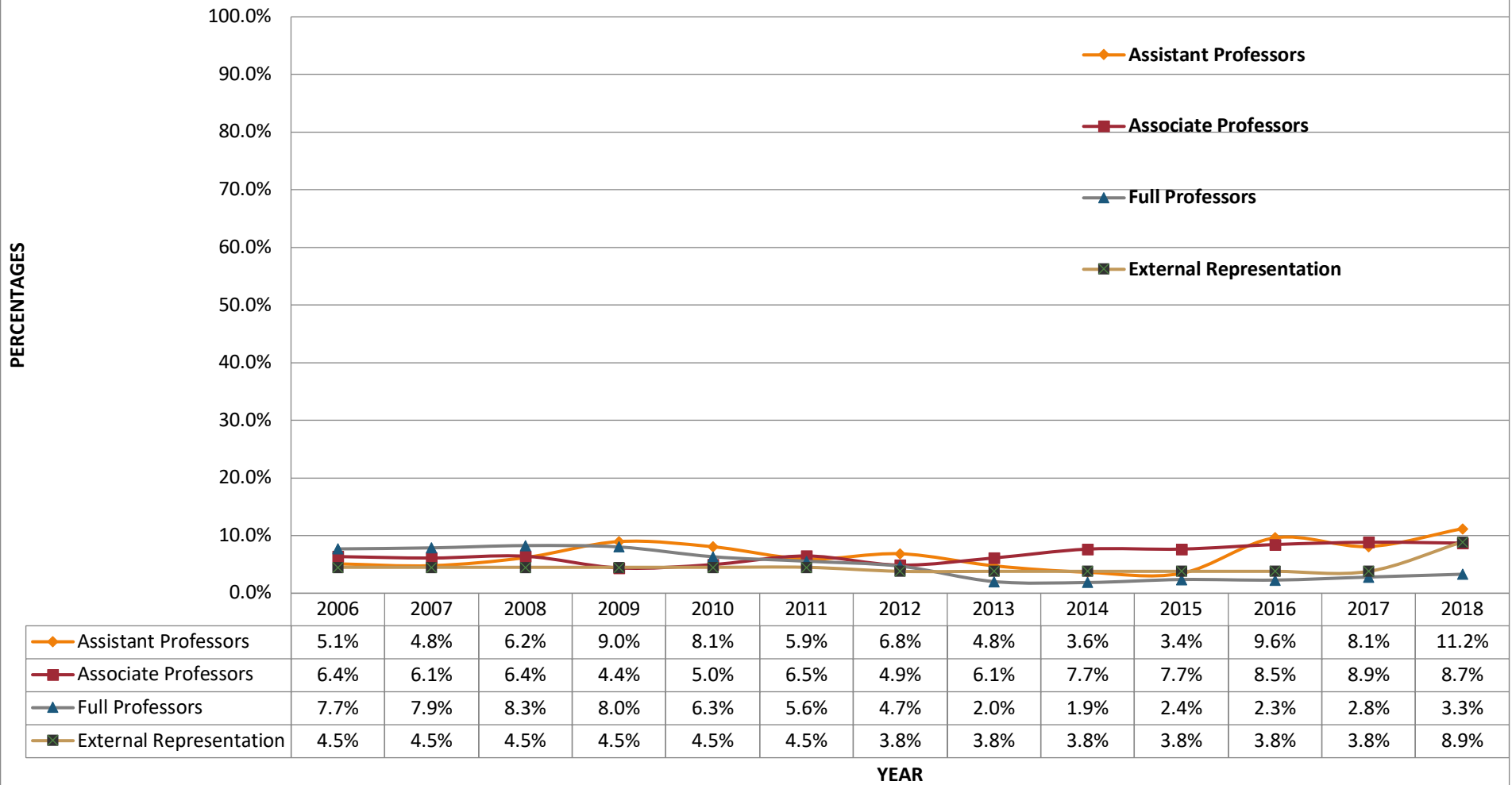
**Note:**

2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

2018 external representation is based on Statistics Canada's 2016 National Census data.

## Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2018)



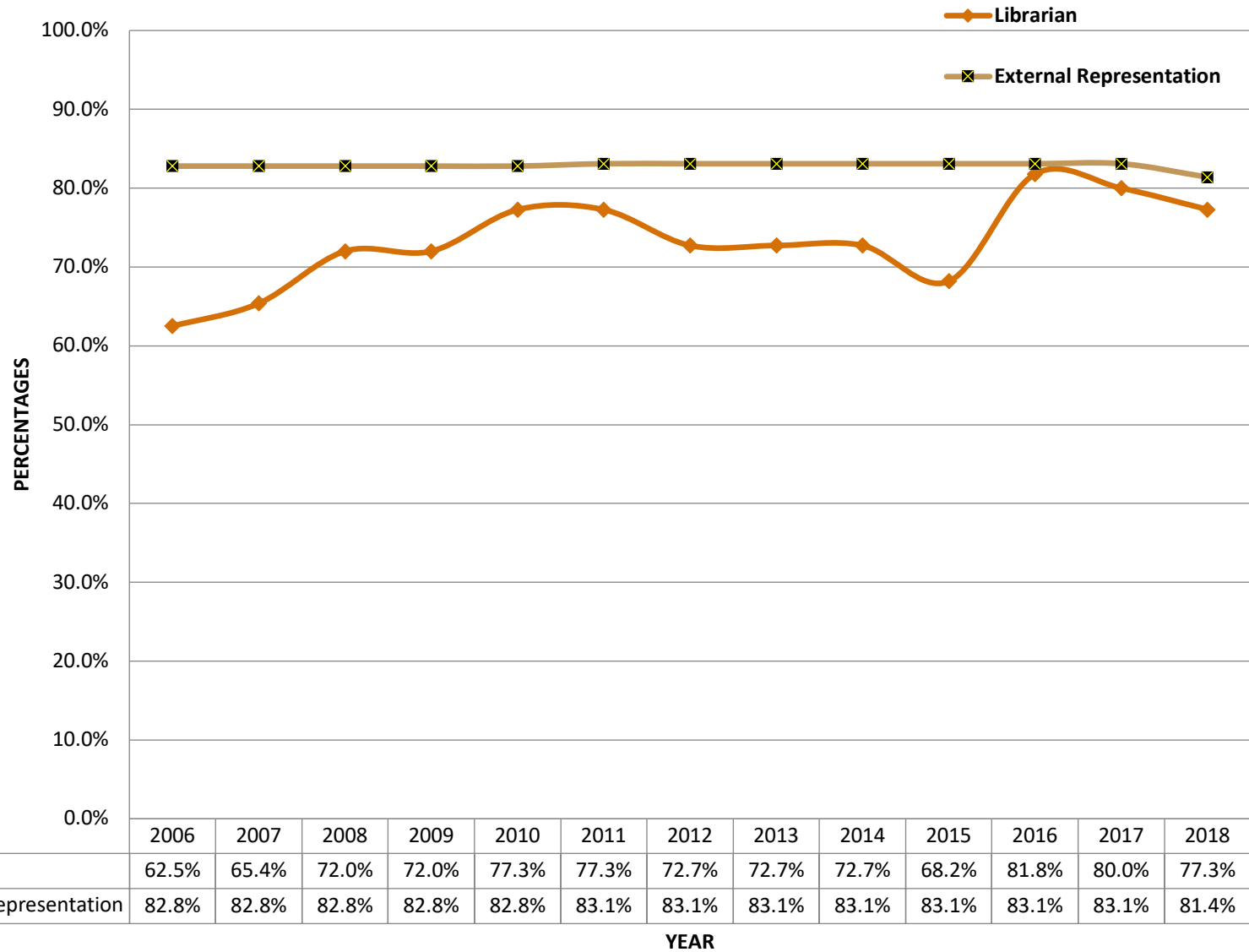
**Note:**

2006-2010 external representation is based on Statistics Canada's 2006 Participation and Activity Limitation Survey (PALS).

2012-2017 external representation is based on Statistics Canada's 2012 Canadian Survey on Disability (CSD).

2018 external representation is based on Statistics Canada's 2017 Canadian Survey on Disability (CSD).

## Librarians - Women (2006-2018)



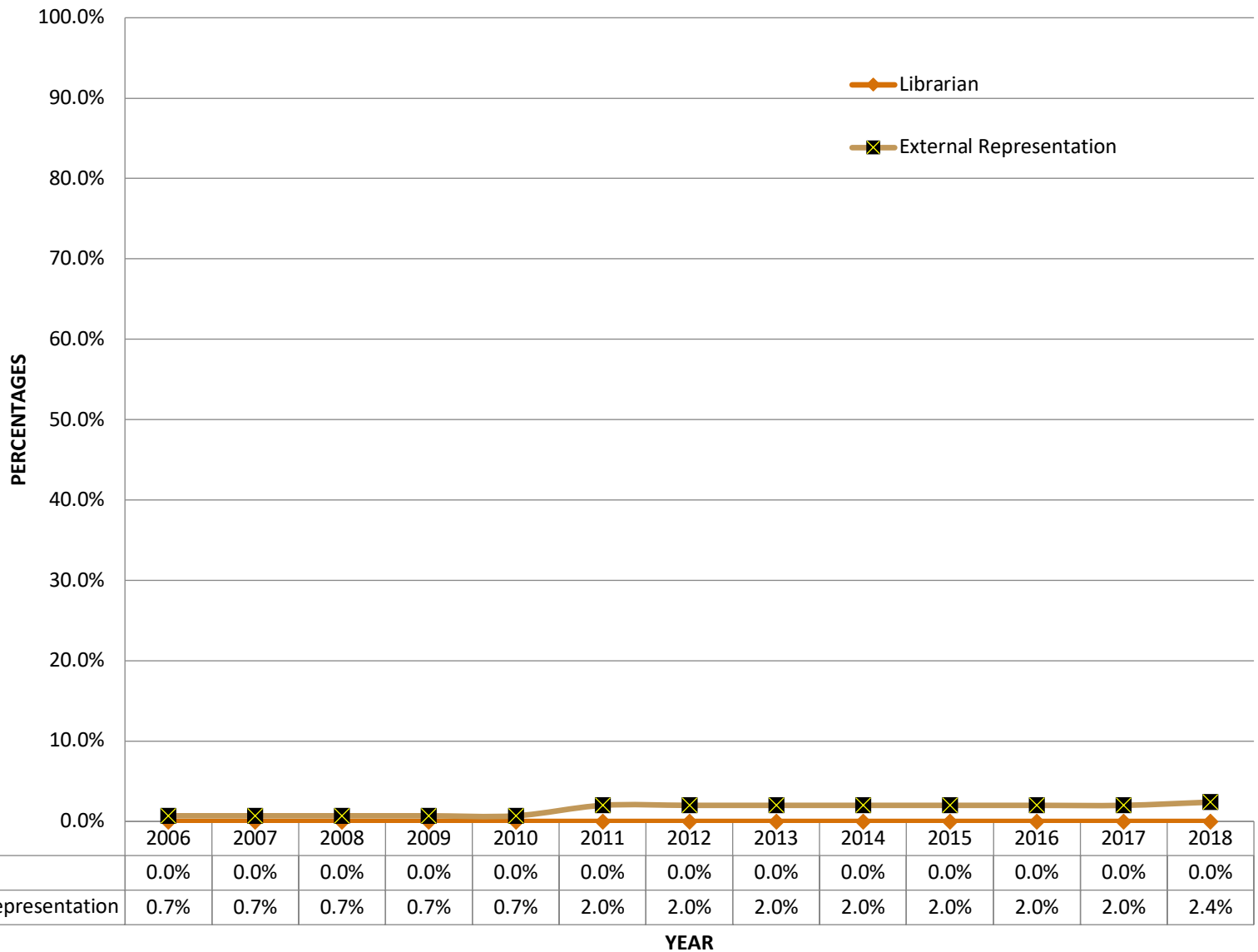
**Note:**

2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

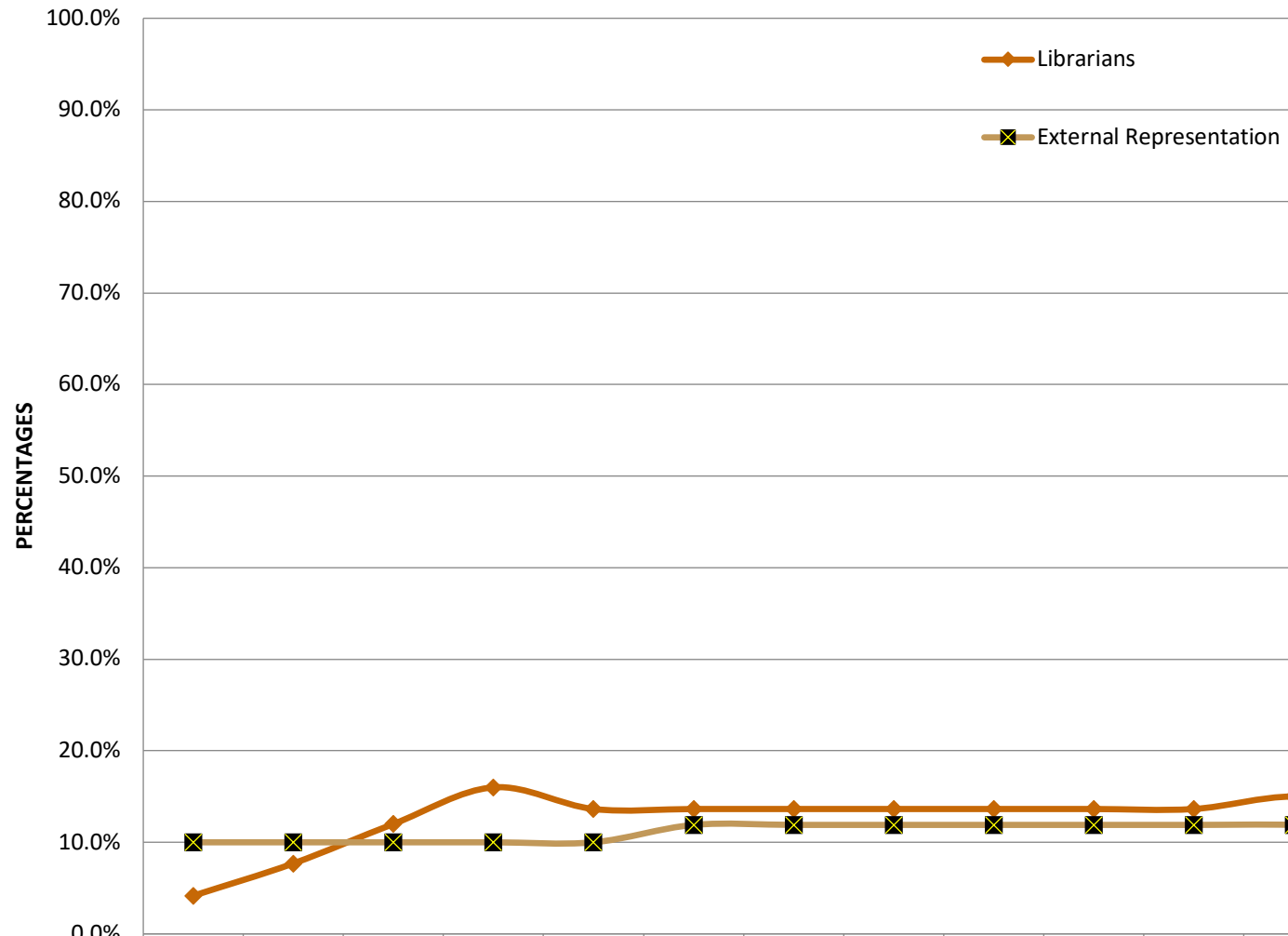
2018 external representation is based on Statistics Canada's 2016 National Census data.

## Librarians - Aboriginal Peoples (2006-2018)



Note:  
 2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2018 external representation is based on Statistics Canada's 2016 National Census data.

## Librarians - Visible Minorities (2006-2018)



◆ Librarians	4.2%	7.7%	12.0%	16.0%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	15.0%	13.6%
■ External Representation	10.0%	10.0%	10.0%	10.0%	10.0%	11.9%	11.9%	11.9%	11.9%	11.9%	11.9%	11.9%	11.4%

YEAR

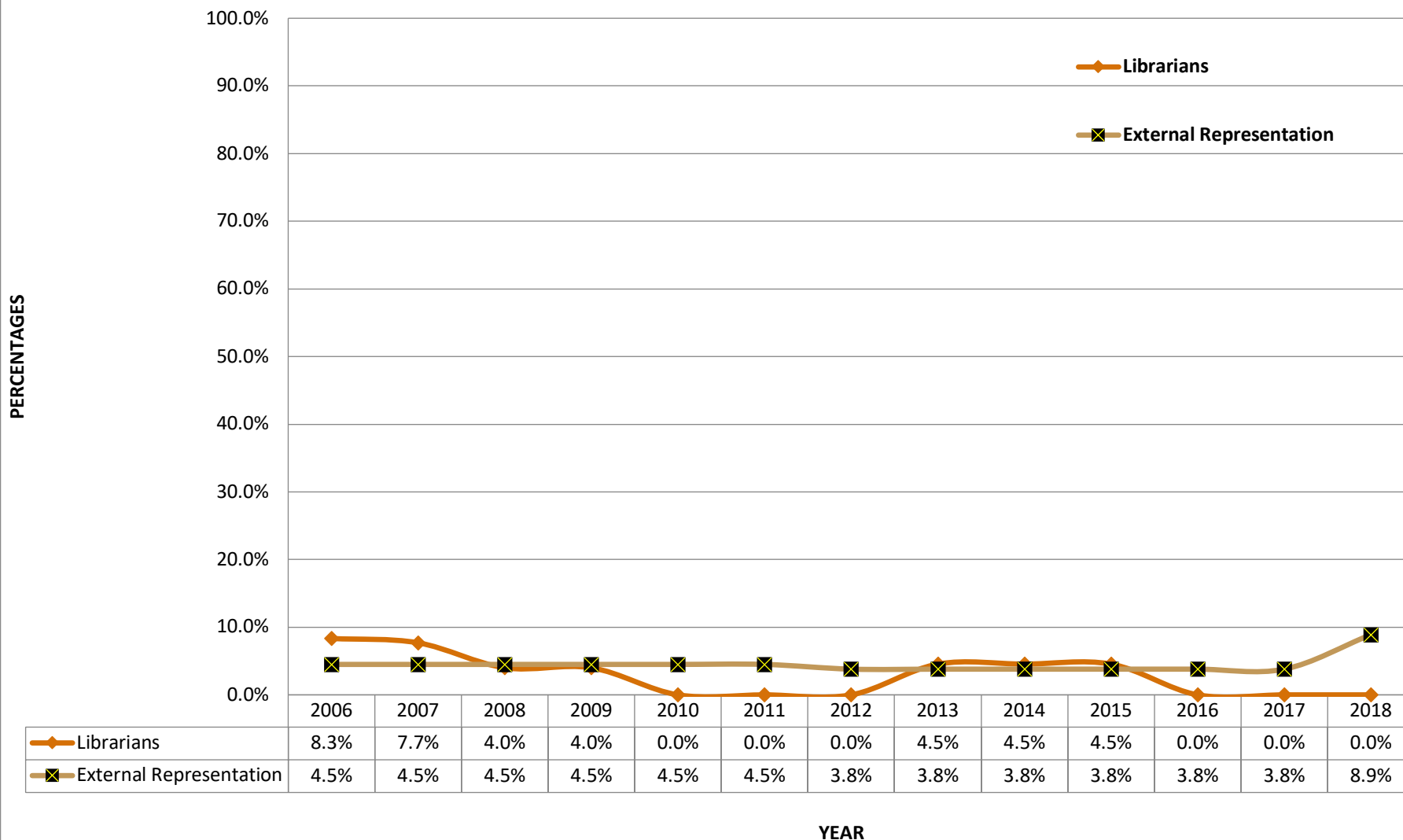
Note:

2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

2018 external representation is based on Statistics Canada's 2016 National Census data.

## Librarians - Persons with Disabilities 2006-2018



**Note:**

2006-2010 external representation is based on Statistics Canada's 2006 Participation and Activity Limitation Survey (PALS).

2012-2017 external representation is based on Statistics Canada's 2012 Canadian Survey on Disability (CSD).

2018 external representation is based on Statistics Canada's 2017 Canadian Survey on Disability (CSD).

## 5 UPDATE ON OUTSTANDING RECOMMENDATIONS FROM THE 2015, 2016, 2017 & 2018 REPORTS

This section of the RCEE Report provides an update on the outstanding *next steps* and recommendations that were in the previous RCEE Reports. The *next steps* and recommendations were organized within 3 categories: Data, Enhancing Equity, and Enhancing the Equity Infrastructure.

Item	2018 Report <i>Next Steps</i> and Recommendations	Status
1.	<b>RCEE recommends</b> that the University explores the application of another program similar to PIPS or the Academic Career Award to address other areas of serious under-representation of certain designated groups in specific units, particularly women in units such as in the STEM fields.	For Consideration
2.	<b>RCEE recommends</b> under Next Steps that OHREA provide the Deans and Heads a list of individual Equity Assessor activities at the end of each academic year.	Pending
3.	<b>RCEE recommends</b> that the University explores the addition of academic service awards. Included would be recognition of service of Equity Assessors.	For Consideration
4.	<b>RCEE recommends</b> that as part of its commitment to equity, the University examines the composition of its committees in order to identify patterns of inequity. For example, which faculty members are serving and where, including on high profile committees or on committees with low impact for advancement, et cetera.	For Consideration
Item	2017 Report <i>Next Steps</i> and Recommendations	Status
5.	<b>RCEE recommends</b> that the University declares the valuing of equity/diversity more prominently and clearly in job advertisements such as in the example on the website for the SPF 50 positions.	Varying Degrees of Implementation
6.	<b>RCEE recommends</b> that the University ensures equity is weighted on all hiring grids.  Note: This refers to the candidate's knowledge and commitment to equity, and is not regarding self-identification in a designated group.	Varying Degrees of Implementation
Item	2016 Report <i>Next Steps</i> and Recommendations	Status
7.	<b>RCEE recommends</b> that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations. Note: This item is complementary with item #2 above.	In Progress
Item	Follow-up Items from the 2015 RCEE Report:	Status
8.	3b. Recommendation: Inclusion of a sentence in all job ads stating the expectation of candidates to have a level of proficiency and/or commitment to equity in their practice. Such proficiency and/or commitment would be considered and weighted in all grids. <u>Note:</u> A basic sentence is in ads of the University's commitment. A few units have begun using more prominent and clearly defined language.	Varying Degrees of Implementation

## 6 SUMMARY OF CURRENT *NEXT STEPS* AND RECOMMENDATIONS

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This section of the RCEE Report includes *next steps* and recommendations towards enhancing equity on campus. The *next steps* and recommendations are organized within 4 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, and Equity Items Outside RCEE Mandate.

### Data

- 1) **RCEE recommends** that the University expands the data in the report on the Search Committee for the President and Vice-Chancellor to include the other three federally designated groups, namely Aboriginal peoples, persons with disabilities, and visible minorities.
- 2) **RCEE recommends** that the data are retained in the University Secretariat and OHREA offices in order to assess progress.

### Enhancing Equity

No new recommendations in this area.

### Enhancing the Equity Infrastructure

- 3) **RCEE recommends** that equity is weighted in the pre-interview grids as well as in the post-interview grids
- 4) **RCEE recommends** that the University continues to work with stakeholders, such as SWDEAC, on creative outreach to recruit and retain active Equity Assessors.

### Equity Items Outside RCEE Mandate

The following items deal with issues outside RCEE's mandate, but have an impact on enhancing the equity practices of the University community, including its hiring practices. As such, the following are suggested for further exploration:

- 5) **RCEE recommends** that the University similarly tracks and reports this data (as per item #1) for other senior administration positions (e.g., VPs, AVPs, etc.) to effectively assess the progress at all levels.

### RCEE Committee Members:

Kaye Johnson  
Victoria Paraschak  
Vicki Jay Leung  
Alison Samson



**University of Windsor  
Senate Governance Committee**

5.1: **Proposed Bylaw Revisions**  
*[Bylaws 1, 2, 3, 5 8, 10, 11, 12, 13, 14, 16, 17, 20, 22]*

Item for: **Approval**

Forwarded by: **SGC Bylaw Review Committee**

**MOTION 1: That proposed revisions to Bylaw 1 be approved.**

Proposed Revisions to Bylaw 1:  
*[changes are in bold and strikethrough]*

7 Faculty Association Representative

A representative appointed by the Executive of the Faculty Association shall be a member of the Senate and shall take ~~office his/her seat on the Senate~~ at the first meeting in September.

[...]

10.2 An elected Senator ~~shall be deemed to have resigned if s/he is~~ “absent **without regrets**” from three consecutive regular meetings of the Senate ~~that Senator shall be deemed to have resigned.~~

10.3 A Senator who has been authorized to take a leave during ~~her or his~~ the term of office must resign by March 1, effective September 1 of the year of leave, or as soon as the leave takes effect or the vacancy shall be so declared by the University Secretariat. The vacancy for the remaining term will be filled by procedures in 10.1 above.

**Rationale:**

- Where “regrets” have been sent ahead of the meeting, an elected member’s absence will not be considered in the count of missed meetings which could lead towards removal from Senate. Sending “regrets” enables us to determine whether there will be an issue in reaching quorum and is courteous.
- Housekeeping changes to remove gender binary pronouns.

**MOTION 2: That proposed revisions to Bylaw 2 be approved.**

Proposed Revisions to Bylaw 2:  
*[changes are in bold and strikethrough]*

I. Rules of Order for Senate Committees and Subcommittees

For All Committees

Subject to other bylaw provisions, all meetings shall be normally held in person. A Chair may permit members to

participate by videoconference (or other mechanism, which allows all members to see and hear each other), technology permitting, subject to the following:

- a) For committees with seven or more members, no more than two members may participate by videoconference. For the months of May-August, ~~all~~ **sessional lecturers and** student members may participate by videoconference, plus two other members.
- b) For committees with six or fewer members, no more than one member may participate by videoconference. For the months of May-August, ~~all~~ **sessional lecturers and** student members may participate by videoconference, plus one other member.
- c) Requests to participate by videoconference are to be accompanied by a strong rationale for not attending in person (e.g., at a conference or other work-related activity) and should be submitted at least 48 hours prior to the meeting. Requests will be assessed and approvals granted by the Chair on a first come, first serve basis.
- d) In the case of secret ballot votes, members participating by videoconference waive their right to anonymity and may submit their vote in confidence to the recording secretary.

Members participating by videoconference will have all the rights and responsibilities as those attending in person and will count towards quorum.

#### K. Employment Equity/Procedures Assessor

The Employment Equity/Procedures Assessor (EE/PA) shall be an active or retired faculty or librarian member of the University who serves by agreement between the University and the Faculty Association. An EE/PA shall be a non-voting member of every promotion, tenure and renewal committee, appointments committee and search committee. ~~S/he~~ **The EE/PA** shall be from outside the AAU and shall be appointed by the Presidential Commission on Employment Equity (PCEE).

The function of the EE/PA shall be to draw the committee's attention to the essential components of employment equity including that of fair procedures fairly applied. The administrative responsibility for procedural correctness shall remain with the AAU Head and/or the Dean.

The EE/PA shall receive reasonable notification and shall attend and participate in all meetings of the **any assigned** committees ~~to which s/he has been assigned~~. The EE/PA shall review all procedures and any other aspects relevant to ensuring the implementation of the University's commitment to employment equity and shall report the results of this review to the PCEE on the PCEE report form and, where warranted, in a separate written or oral report.

#### Rationale:

- Wording change to ensure consistency with the December 2019 changes to Bylaws 40 and 44.
- Housekeeping changes to remove gender binary pronouns.

**MOTION 3: That proposed revisions to Bylaw 3 be approved.**

#### Proposed Revisions to Bylaw 3:

*[changes are in bold and strikethrough]*

- 1.1.7 ~~Both genders shall be represented on~~ **Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities**, all Senate committees and Senate bodies as outlined in 1.1.3 shall have non-student members **from at least two different gender identities, one of whom self-identifies as female.**

[...]

## 2.2.1 Senate Student Caucus

### 2.2.1.1 Membership (The total number of members is twenty-two):

- Associate Vice-President, Student Experience
- Director, Campus Services
- Nine faculty members, at least three of whom shall be members of the Senate, with one of the Senate faculty members serving as Committee Chair, and should include the following:
  - one faculty member from each of the Faculties of Faculty of Arts, Humanities and Social Sciences, Business Administration, Education, Engineering, Law, Human Kinetics, Nursing and Science;
  - one librarian
- Eleven students, one of whom shall be elected by the student members of the caucus to serve as co-chair for a maximum of two consecutive terms. The eleven students shall include the following:
  - two graduate students, two part-time undergraduate students, four full-time undergraduate students, one international student selected by the International Student Society, one residence student selected by the Windsor Inter-Residence Council, and ~~one student at large selected by the three student body governments~~ **one student selected by and from the Native Students' Alliance**. The student groups are encouraged to include representatives from multiple student constituencies, including registered student clubs, to reflect the diverse student populations.

[...]

### 2.2.1.4 Duties of the Student Co-Chair:

- To bring matters of student concern to the regular meeting agenda, as appropriate, in consultation and agreement with the faculty co-chair.
- To review and approve the meeting agenda together with the faculty co-chair
- To chair the Caucus meeting in the absence of the faculty co-chair.
- ~~To chair a permanent subcommittee, the "Student Liaison Subcommittee", which is mandated to engage and consult regularly with different student constituencies on campus for the purpose of bringing their concerns to the Caucus and to report back to them on the outcomes of decisions or consultations. The student co-chair will select the members of the subcommittee. Members may be from outside Caucus and should, as much as possible, represent diverse student constituencies.~~

### Rationale:

- As charged by the Senate Governance Committee, the Bylaw Review Committee has considered language to move away from the restrictive gender binary language in the bylaws and to broaden the gender requirement. OHREA is supportive of this new language.
- The requirement that the student co-chair oversee and chair a Student Liaison Subcommittee has been in the bylaw since March 2014 and student co-chairs have consistently struggled with it. To date, there has not been a Student Liaison Subcommittee struck by any of the student co-chairs. However, they have gathered feedback through other formal methods (student councils) and informal methods (informal discussions and feedback requests). At its September 2019 meeting, the Senate Student Caucus voted that this be removed from the bylaw.
- Student representation from the Native Student Alliance on the Student Caucus reflects the University's principles and meets the needs of an important constituency. In order to keep the overall structure of the Caucus, it is proposed that the position of "one student at large selected by the three student body governments" be replaced with "one student selected by and from the Native Students' Alliance." The Caucus already has eight student positions selected by and from the three student body organizations (GSS, UWSA, and OPUS).

**MOTION 4: That proposed revisions to Bylaw 5 be approved.**

Proposed Revisions to Bylaw 5:

*[changes are in bold and strikethrough]*

2.1 Academic Qualification

The Head of ~~a~~**an** AAU is the leader of ~~his or her~~**the** AAU and shall possess the appropriate qualifications therefor.

2.2 Search Committee

2.2.1 In each AAU there shall be a Search Committee composed of the Dean (or designate), as chair, and three to five regular faculty members (per bylaw 20, 1.1(ii))/sessional lecturers, the number to be determined by regular faculty/sessional lecturers on the AAU Council at a meeting called for the purpose. The faculty members/sessional lecturers on the Search Committee shall be elected by and from regular faculty members/sessional lecturers on the AAU Council. The Search Committee shall also include, an Employment Equity/Procedures Assessor (EE/PA) [non-voting and from a different AAU]; and student representatives, the number to be determined by dividing the number of faculty members/sessional lecturers with voting privileges on the committee by three and rounding to the nearest whole number (in accordance with Bylaw 3, 1.1) The students shall be elected by and from the student members of the AAU ~~Council~~**Council**. Where appropriate, professional or community participation shall be determined by the Search Committee and shall be limited to one member.

2.2.2 ~~Both genders shall be represented among the~~ **Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have** non-student voting members **from at least two different gender identities, one of whom self-identifies as female on the Search Committee**. Where necessary a faculty member/sessional lecturer from ~~the non-represented~~ **a second gender identity** shall be elected by the Search Committee from a list of eligible faculty members/sessional lecturers in the Faculty provided by the Dean.

[...]

2.4.5 Should the Chair of the Search Committee or the Provost and Vice President, Academic, declare that a lack of Committee progress requires it, ~~s/he~~**the Chair** may request that the AAU Council decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made; and/or that the Search Committee be reconstituted.

[...]

3.1 The AAU Head shall be the academic and administrative head of ~~his or her~~**the** AAU. The Academic and Administrative duties and responsibilities of the AAU Head are appended to this bylaw as Schedule A.

[...]

5 Acting Appointment

In the event of a vacancy in the office of an AAU Head, the President may recommend to the Board of Governors an acting appointment normally not to exceed twelve months, or until an AAU Head is appointed, whichever comes sooner. Such recommendation shall be made with the approval of the AAU Council and the AAU Council's view of the appointment shall be communicated to the Board of Governors. An Acting AAU Head shall not be renewed in ~~his or her~~**the** position without the approval of the AAU Council. An Acting AAU Head shall not normally be replaced by a different Acting AAU Head except in circumstances which must be stated to the AAU Council concerned and after consultation in accordance with the procedures above. The maximum term for an Acting AAU Head shall be two years.

## SCHEDULE A: Duties and Responsibilities of the AAU Head

### Academic Duties and Responsibilities

Subject to determination by the Board and in consultation with the President, the AAU Head shall:

- [...]
- promote liaison between ~~his or her~~ the AAU in the University and other Departments or the equivalent in the Province of Ontario and in the Country;
- be cognizant of changing attitudes and priorities in Government at all levels in education as they pertain to ~~his or her~~ the AAU;
- [...]
- take a leadership role in establishing policy for the approval of the Senate in all matters academic pertaining to ~~his or her~~ the AAU;

### Administrative Duties and Responsibilities

Subject to determination by the Board of Governors and in consultation with the President, the AAU Head shall:

- serve as the delegate of the Dean in all matters relating to ~~his or her~~ the AAU;
- [...]
- perform other duties which may be assigned ~~to him or her~~ from time to time by the Dean or the Provost and Vice-President, Academic;
- [...]
- recommend all space allocations and requests for renovations to areas and buildings under ~~his/her~~ the jurisdiction **of the AAU**, to the Dean;
- [...]
- be responsible to the Dean for the administering of Collective Agreements between the Board of Governors and the Faculty and or staff as they pertain to ~~his or her~~ the AAU;
- [...]

### Rationale:

- The revision in 2.2.1 makes the election of students on the Head Search Committee consistent with the election of students on other appointments committees (See bylaw 20). As noted when the change was made to Bylaw 20 some years ago, for smaller departments there is a heavy service burden placed on the few students that are on Council. This change broadens the pool of eligible students and alleviates the burden on the students that serve on AAU Council.
- As charged by the Senate Governance Committee, the Bylaw Review Committee has considered language to move away from the restrictive gender binary language in the bylaws and to broaden the gender requirement. OHREA is supportive of this new language.
- Housekeeping changes to remove gender binary pronouns.

**MOTION 5: That proposed revisions to Bylaws 8, 10, 11, 12, 13, 14, 16, 17, 20 and 22 be approved.**

### Proposed Revisions to Bylaw 8:

*[changes are in bold and strikethrough]*

2.2.2 ~~Both genders shall be represented among the~~ Recognizing the historic and present need for ensuring **women's representation on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have** non-student voting members **from at least two different gender identities, one**

**of whom self-identifies as female on the Search Committee.** Where necessary a faculty member/sessional lecturer from ~~the non-represented~~ **a second gender identity** shall be elected, by the Search Committee from a list of eligible faculty members/sessional lecturers provided by the University.

2.4.5 Should the Chair of the Search Committee or the Provost and Vice President, Academic, declare that a lack of Committee progress requires it, ~~s/he~~ **the Chair** may request that the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council, decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made; and/or that the Search Committee be reconstituted.

## 5 Acting Appointment

In the event of a vacancy in the office of an Associate Dean, the President may recommend to the Board of Governors an acting appointment normally not to exceed twelve months, or until the Associate Dean is appointed, whichever comes sooner. Such recommendation shall be made only after consultation with the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council, and the Faculty Coordinating Council's, or in the case of a Faculty that has no departments the Faculty Council's, view of the appointment shall be communicated to the Board of Governors. An Acting Associate Dean shall not be renewed in ~~his or her~~ **the** position without the approval of the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council. An Acting Associate Dean shall not normally be replaced by a different Acting Associate Dean except in circumstances which must be stated to the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council, concerned and after consultation in accordance with the procedures above. The maximum term for an Acting Associate dean shall be two years.

### Proposed Revisions to Bylaw 10:

*[changes are in bold and strikethrough]*

#### 2.1 Academic Qualifications

The Dean of a Faculty is the leader of ~~his or her~~ **the** Faculty and shall possess the appropriate qualifications therefor.

2.2.2 ~~Both genders shall be represented among the~~ **Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have** non-student voting members **from at least two different gender identities, one of whom self-identifies as female on the Search Committee.** Where necessary a faculty member/sessional lecturer from ~~the non-represented~~ **a second gender identity** shall be elected by the Search Committee from a list of eligible faculty members/sessional lecturers provided by the University.

2.3.11 Should the Chair of the Search Committee declare that a lack of Committee progress requires it, ~~s/he~~ **the Chair** may request that the Faculty Coordinating Council, or in the case of a Faculty that has no departments the Faculty Council, decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made and/or that the Search Committee be reconstituted.

## 3 Duties, Responsibilities, and Terms and Conditions of Appointment

The Dean shall be the academic and administrative head of ~~his or her~~ **the** Faculty. The Academic and Administrative duties and responsibilities of the Dean are appended to this bylaw as Schedule A.

## 5 Acting Appointment

In the event of a vacancy in the office of the Dean of a Faculty, the President may recommend to the Board of Governors an acting appointment normally not to exceed twelve months, or until the Dean is appointed, whichever

comes sooner. Such recommendation shall be made only after consultation with the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council, and the Assembly's or in the case of a Faculty that has no departments the Faculty Council's, view of the appointment shall be communicated to the Board of Governors. An Acting Dean shall not be renewed in ~~his or her~~ the position without the approval of the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council. An Acting Dean shall not normally be replaced by a different Acting Dean except in circumstances which must be stated to the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council, concerned and after consultation in accordance with the procedures above. The maximum term for an Acting Dean shall be two years.

#### SCHEDULE A

### 3.1 Academic Duties and Responsibilities

Subject to determination by the Board and in consultation with the President, the Deans shall:

[...]

3.1.12 take a leadership role in establishing policy in all matters academic pertaining to ~~his or her~~ the Faculty;

[...]

3.1.14 perform other duties which may be assigned ~~to him or her~~ from time to time by the Provost and Vice-President, Academic, or the President.

### 3.2 Administrative Duties and Responsibilities

Subject to determination by the Board of Governors and in consultation with the President, the Dean shall:

[...]

3.2.4 be ultimately responsible for the administering of Collective Agreements between the Board of Governors and the faculty and/or staff as they pertain to ~~his or her~~ the Faculty;

[...]

3.2.6 recommend all space allocations and requests for renovations to areas and buildings under ~~his or her~~ the jurisdiction **of the Faculty** to the Vice-Presidents;

[...]

3.2.11 ensure that University policies are clearly communicated to ~~his or her~~ faculty **members in the Faculty**;

3.2.12 perform other duties which may be assigned ~~to him/her~~ from time to time by the Provost and Vice-President, Academic, or the President and Senate bylaws.

#### Proposed Revisions to Bylaw 11:

*[changes are in bold and strikethrough]*

2.2.2 ~~Both genders shall be represented among the~~ **Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have** non-student voting members **from at least two different gender identities, one of whom self-identifies as female** ~~on the Search Committee~~. Where necessary a decanal/faculty/sessional lecturer/librarian member from ~~the non-represented~~ **a second gender identity** shall be elected by the Search

Committee from a list of eligible decanal/faculty/sessional lecturer/librarian members of the Senate provided by the University.

2.4.5 Should the Chair of the Search Committee declare that a lack of Committee progress requires it, ~~s/he~~ **the Chair** may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made and/or that the Search Committee be reconstituted.

## 5 Acting Appointment

In the event of a vacancy in the office of the Vice-Provost, Teaching and Learning, the President may recommend to the Board of Governors an acting appointment normally not to exceed twelve months, or until the Vice-Provost, Teaching and Learning is appointed, whichever occurs sooner. Such recommendation shall be made only after consultation with the Senate, and the Senate's view of the appointment shall be communicated to the Board of Governors. An Acting Vice-Provost, Teaching and Learning shall not be renewed in ~~his or her~~ **the** position without the approval of the Senate. An Acting Vice-Provost, Teaching and Learning shall not normally be replaced by a different Acting Vice-Provost, Teaching and Learning except in circumstances which must be stated to the Senate and after consultation in accordance with the procedures above. The maximum term for an acting Vice-Provost, Teaching and Learning shall be two years.

### Schedule A

d) act as executive head of, and have executive responsibility for personnel, organization, and policy implementation in, the Centre for Teaching and Learning, and any other area that may be placed within ~~his/her~~ **the** ambit of management **of the Centre**;

### Proposed Revisions to Bylaw 12:

*[changes are in bold and strikethrough]*

2.2.2 ~~Both genders shall be represented among the~~ **Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have** non-student voting members **from at least two different gender identities, one of whom self-identifies as female on the Search Committee.** Where necessary a faculty member from the ~~non-represented~~ **a second gender identity** shall be elected by the Search Committee from a list of eligible faculty members of the Senate provided by the University.

2.3.3 Where there is an incumbent Associate Vice-President, Student Experience, at the end of a first term, the Search Committee shall consult with the incumbent Associate Vice-President, Student Experience and members of the Senate, to determine at least one calendar year prior to the expected date of appointment whether it should recommend to the Senate a renewal without a search in light of the activities of Student Affairs, and any other area that may be placed within ~~his/her~~ **the** ambit of management **of the Office of the Associate Vice-President, Student Experience.** The Search Committee shall provide a report to the Senate and to the President. The report will specify its proposed agenda (including its mode of operation and schedule for the renewal process).

2.3.12 Should the Chair of the Search Committee declare that a lack of Committee progress requires it, ~~s/he~~ **the** may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made and/or that the Search Committee be reconstituted.

## 5 Acting Appointment

In the event of a vacancy in the office of the Associate Vice-President, Student Experience, the President may recommend to the Board of Governors an acting appointment normally not to exceed twelve months, or until the Associate Vice-President, Student Experience is appointed, whichever occurs sooner. Such recommendation shall be



made only after consultation with the Senate, and the Senate's view of the appointment shall be communicated to the Board of Governors. An Acting Associate Vice-President, Student Experience shall not be renewed in ~~his or her~~ **the** position without the approval of the Senate. An Acting Associate Vice-President, Student Experience shall not normally be replaced by a different Acting Associate Vice-President, Student Experience except in circumstances which must be stated to the Senate and after consultation in accordance with the procedures above. The maximum term for an Acting Associate Vice-President, Student Experience shall be two years.

Schedule A  
Duties and Responsibilities

Subject to determination by the Board and in consultation with the President and Provost and Vice-President, Academic, the Associate Vice-President, Student Experience shall:

- [...]
- have executive responsibility for personnel, organization, and bylaw/policy implementation in ~~his/her~~ **the** area [...]

Proposed Revisions to Bylaw 13:  
*[changes are in bold and strikethrough]*

2.2.2 ~~Both genders shall be represented among the~~ **Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have** non-student voting members **from at least two different gender identities, one of whom self-identifies as female on the Search Committee.** Where necessary, a decanal/faculty/sessional lecturer/librarian member from ~~the non-represented~~ **a second gender identity** shall be elected, by the Search Committee from a list of eligible decanal/faculty/sessional lecturer/librarian members of the Senate provided by the University.

2.4.5 Should the Chair of the Search Committee declare that a lack of Committee progress requires it, ~~s/he~~ **the** may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made and/or that the Search Committee be reconstituted.

3 Duties and Responsibilities

The duties and responsibilities of the Associate Vice-President, Academic are appended to this bylaw as Schedule A and shall be assigned from this list by the Provost and Vice-President, Academic. The Associate Vice-President, Academic shall act on behalf of the Provost and Vice-President, Academic in ~~his/her~~ **the Provost and Vice-President, Academic's** absence or inability to perform all academic and administrative functions.

5 Acting Appointment

In the event of a vacancy in the office of the Associate Vice-President, Academic, the President may recommend to the Board of Governors an acting appointment normally not to exceed twelve months, or until the Associate Vice-President, Academic is appointed, whichever occurs sooner. Such recommendation shall be made only after consultation with the Senate, and the Senate's view of the appointment shall be communicated to the Board of Governors. An Acting Associate Vice-President, Academic shall not be renewed in ~~his or her~~ **the** position without the approval of the Senate. An Acting Associate Vice-President, Academic shall not normally be replaced by a different Acting Associate Vice-President, Academic except in circumstances which must be stated to the Senate and after consultation in accordance with the procedures above. The maximum term for an Acting Associate Vice-President, Academic shall be two years.

Proposed Revisions to Bylaw 14:  
[changes are in bold and strikethrough]

- 2.2.2 ~~Both genders shall be represented on the Search Committee.~~ Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as female.
- 2.2.3 If a member of the Search Committee steps down, ~~or if s/he is a candidate,~~ a replacement will be appointed by the remaining members of the Committee, giving due consideration to the appropriate constituency representation.
- 2.4.4 Should the President declare that a lack of Committee progress requires it, ~~s/he the President~~ may request that the Senate decide among the following alternatives: that an Acting Appointment be made; and/or that the Search Committee be reconstituted.

### 3 Duties, Responsibilities, and Terms and Conditions of Appointment

The Provost and Vice-President, Academic is a University official second in authority and executive responsibility only to the President. In addition, ~~s/he the Provost and Vice-President, Academic~~ shall act on behalf of the President in ~~his/her the President's~~ absence or inability to perform in all academic and administrative functions. The Academic and Administrative duties and responsibilities of the Provost and Vice-President, Academic are appended to this bylaw as Schedule A.

### 5 Acting Appointments

In the event of a vacancy of the Office of Provost and Vice-President, Academic, the President may recommend to the Board of Governors an acting appointment not normally to exceed twelve months, or until Provost and Vice-President, Academic is appointed, whichever comes sooner. Such recommendation shall be made only after consultation with the Senate, and the Senate's view of the appointment shall be communicated to the Board of Governors. An Acting Provost and Vice-President, Academic shall not be renewed in ~~his or her the~~ position without the approval of the Senate. An Acting Provost and Vice-President, Academic shall not normally be replaced by a different Acting Provost and Vice-President, Academic except in circumstances which must be stated to the Senate and after consultation in accordance with the procedures above. The maximum term for an Acting Provost and Vice-President, Academic shall be two years.

### Schedule A

#### Administrative Duties and Responsibilities

Subject to determination by the Board of Governors and in consultation with the President, the Provost and Vice-President, Academic shall:

[...]

- perform other duties which may be assigned ~~to him/her~~ from time to time by the President or the Board of Governors;

[...]

- be responsible for the disposition of funds allocated to academic units, it being understood that ~~s/he the Provost and Vice-President, Academic~~ shall be consulted fully by and participate in the deliberations of the Budget and Finance Committee of the Board of Governors to ensure that the allocation of funds properly reflects academic priorities;
- recommend all space allocations and requests for renovations to areas and buildings under ~~his/her the jurisdiction of the Office of the Provost and Vice-President, Academic,~~ to the President;

[...]

Proposed Revisions to Bylaw 16:

*[changes are in bold and strikethrough]*

2.2.2 ~~Both genders shall be represented on the Search Committee.~~ Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities, **the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as female.**

2.2.3 If a member of the Search Committee steps down, ~~or if s/he is a candidate,~~ a replacement will be appointed by the remaining members of the Committee, giving due consideration to the appropriate constituency representation.

2.4.4 Should the President declare that a lack of Committee progress requires it, ~~s/he the~~ **President** may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an Acting Appointment be made; and/or that the Search Committee be reconstituted.

5 Acting Appointments

In the event of a vacancy in the Office of Vice-President, Research and Innovation, the President may recommend to the Board of Governors an acting appointment not normally to exceed twelve months, or until the Vice-President, Research and Innovation is appointed, whichever comes sooner. Such recommendation shall be made only after consultation with the Senate, and the Senate's view of the appointment shall be communicated to the Board of Governors. An Acting Vice-President, Research and Innovation shall not be renewed in ~~his or her~~ **the** position without the approval of the Senate. An Acting Vice-President, Research and Innovation shall not normally be replaced by a different Acting Vice-President, Research and Innovation except in circumstances which must be stated to the Senate and after consultation in accordance with the procedures above. The maximum term for an Acting Vice-President, Research and Innovation shall be two years.

Proposed Revisions to Bylaw 17:

*[changes are in bold and strikethrough]*

2.2.2 ~~Both genders shall be represented on the Search Committee.~~ Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities, **the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as female.** Where necessary a decanal/faculty/librarian member from ~~the non-represented~~ **a second gender identity** shall be elected, by the Search Committee from a list of eligible decanal/faculty/librarian members provided by the University.

2.4.5 Should the Chair of the Search Committee declare that a lack of Committee progress requires it, ~~s/he the~~ **Chair** may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made; and/or that the Search Committee be reconstituted.

3 Duties and Responsibilities

The duties and responsibilities of the Associate Vice-President, Research are appended to this bylaw as Schedule A and shall be assigned from this list by the Vice-President, Research. The Associate Vice-President, Research shall act on behalf of the Vice-President, Research **and Innovation** in ~~his/her the~~ **the absence of the Vice-President, Research and Innovation** or inability to perform all academic and administrative functions.

## 5 Acting Appointment

In the event of a vacancy in the office of the Associate Vice-President, Research, the President may recommend to the Board of Governors an acting appointment normally not to exceed twelve months, or until the Associate Vice-President, Research is appointed, whichever occurs sooner. Such recommendation shall be made only after consultation with the Senate, and the Senate's view of the appointment shall be communicated to the Board of Governors. An Acting Associate Vice-President, Research shall not be renewed in ~~his or her~~ the position without the approval of the Senate. An Acting Associate Vice-President, Research shall not normally be replaced by a different Acting Associate Vice-President, Research except in circumstances which must be stated to the Senate and after consultation in accordance with the procedures above. The maximum term for an Acting Associate Vice-President, Research shall be two years.

### Proposed Revisions to Bylaw 20:

*[changes are in bold and strikethrough]*

[...]

#### 1.1 Regular appointments

[...]

- (ii) All regular appointments shall be to one of the following academic ranks: Professorial ranks (Assistant Professor, Associate Professor, Professor); Lecturer; Ancillary Academic Staff appointed as Learning Specialists (ranks I, II, III, IV). **Members appointed to one of these ranks shall be defined as regular faculty members.**

A Lecturer is a full-time member of the faculty who is engaged in independent teaching and/or research. To be eligible for appointment as a Lecturer, a person must possess necessary academic qualifications, have personal characteristics suggestive of teaching ability, and demonstrate an interest and ambition to advance in the academic field. Ordinarily, ~~s/he~~ the lecturer should hold at least a Master's degree.

An Assistant Professor is a full-time member of the faculty who is engaged in independent teaching and/or research. To be eligible for initial appointment to this rank, a person must ordinarily possess, in addition to the qualifications required for a Lecturer, the terminal degree and/or professional registration or certification appropriate to ~~his/her~~ the field of study.

[...]

A Professor is a full-time member of the faculty who is engaged in independent teaching and/or research. To be eligible for initial appointment to this rank a person must ordinarily possess the appropriate terminal degree and/or professional registration or certification, distinguished achievements in teaching and/or a wide reputation for scholarship, creative accomplishment, or professional achievement among ~~his/her~~ peers in the academic community, including, but not limited to, ~~his/her~~ peers at this University.

[...]

- 1.4.3 Honorary Professor: An honorary professor has achieved distinction in ~~his or her~~ their career and is invited by the University to hold the position of honorary professor and to fulfill such duties as are specified by the University.

[...]

- 2.1.5 **Recognizing the historic and present need for ensuring women's representation on Senate committees, and appreciating the diversity of gender identities, all appointments committees shall have ~~Both genders shall be represented among~~ the non-student voting members **from at least two different gender identities, one of whom self-identifies as female on all appointment committees.** Where necessary a faculty member from a ~~non-represented~~ **second gender identity** shall be elected to the appointments committee by the AAU Council(s) from a list of eligible faculty members provided by the university.**

Proposed Revisions to Bylaw 22:  
[changes are in bold and strikethrough]

[...]

3.1.4 **Recognizing the historic and present need for ensuring women’s representation on Senate committees, and appreciating the diversity of gender identities, all AAU RTP committees shall have ~~Both genders shall be represented among the~~ non-student voting members ~~from at least two different gender identities, one of whom self-identifies as female on all AAU RTP committees.~~ Where necessary a faculty member from ~~the non-represented~~ a second gender identity shall be elected by the AAU Council from a cognate discipline as an additional voting member of the AAU RTP Committee.**

[...]

3.3 **An** AAU RTP Committee members shall absent **himself/herself themselves** from the discussions of the Committee while ~~his or her~~ **their** case is being considered and voted upon.

3.4 If the Head of an AAU, or Dean of a Faculty, or Associate Dean of a Faculty, should be a candidate for promotion or tenure, ~~his or her the~~ case will be referred to the President who will appoint a special Committee to report directly to the UCAPT. In such cases, the candidate will not be eligible for membership on the UCAPT. The membership of such a Special Committee shall be consistent with 3.1 to 3.2 except that

[...]

4.2 By September 1, the AAU Head shall bring to the attention of all faculty members of ~~his or her the~~ AAU Council any pertinent regulations, bylaws and procedures relating to renewal, tenure and promotion of contract.

[...]

4.3.1 By October 1 following the first, third and fifth full year of employment of an untenured faculty member, the AAU Head shall complete a Performance Review relating to the criteria for tenure and promotion to Associate Professor specified in Bylaw 23. The Performance Review shall be in writing and each untenured faculty member shall have the right to make a written response relating to ~~his/her~~ achievement of the criteria. The Performance Review and any written response shall be filed with the Dean of the Faculty by October 8th.

4.3.2 By October 1, the AAU Head shall complete a Performance Review every three years for each tenured faculty member of the AAU relating to the criteria for promotion to Professor specified in Bylaw 23. The Performance Review shall be in writing and each tenured faculty member shall have the right to make a written response relating to ~~his/her~~ achievement of the criteria. The Performance Review and any written response shall be filed with the Dean of the Faculty by October 8<sup>th</sup>.

[...]

4.3.4 By September 15, a tenured faculty member wishing a Performance Review shall communicate that request to the AAU Head, and the Performance Review is to be completed by October 1. The Performance Review shall be in writing and each tenured faculty member shall have the right to make a written response relating to ~~his/her~~ achievement of the criteria. The Performance Review and any written response shall be filed with the Dean of the Faculty by October 8<sup>th</sup>.

4.4 Renewal, Tenure and Promotion

4.4.1 By October 15, all elements of the performance review process under 4.3 shall be completed and the AAU Head shall review ~~with the appropriate faculty member his or her the~~ work and achievement **of, and** with, the appropriate faculty member over the past year including the Performance Review of the faculty member and any response of the faculty member to the Review and

- 4.4.2 shall indicate to each faculty member who does not hold the rank of Professor the **planned** recommendations ~~s/he plans to make~~ **which will be submitted** to the AAU RTP Committee with respect to renewal of contract, tenure or promotion.
- [...]
- 4.5 Any untenured faculty member at the Assistant level can be considered for tenure after two full years of employment in a probationary appointment at the University. In such cases, ~~s/he the faculty member~~ shall initiate the process by making an application to the AAU Head by September 15. If this tenure application is unsuccessful, the untenured faculty member will continue in ~~his/her the~~ probationary appointment according to the normal timelines. Where a faculty member's tenure application falls in ~~his/her the~~ year of renewal, an unsuccessful tenure application will default to a review for renewal of contract. In such cases, a separate submission by the faculty member is not required. The maximum length of employment at the probationary level is six full years of employment.
- [...]
- 5.1 The AAU Head shall initiate all proceedings of the AAU RTP Committee by presenting ~~his or her a~~ **recommendation for renewal, promotion and/or tenure**, the Performance Review(s) of the faculty member, and any response(s) of the faculty member to the Review(s). Untenured faculty members shall be considered for renewal by the AAU RTP Committee after the third full year of their probationary period. When the review is positive, the AAU RTP Committee shall recommend continuation of the probationary appointment.
- 5.2 At least forty-eight hours before the meeting or meetings, the Chair of the AAU RTP Committee shall inform each faculty member in writing of the date and time of the meeting or meetings when ~~the faculty member's his or her~~ case will be considered and of ~~his/her the faculty member's~~ right to make personal representation to the Committee.
- 5.2.1 At the AAU RTP Committee meeting at which the faculty member's file is being reviewed, the faculty member concerned shall have the right to respond immediately after the **recommendation of the** Head has **been** presented ~~his or her recommendation~~ to the Committee on renewal of contract, tenure, or promotion and before any discussion takes place.
- 5.2.2 Where the AAU Head is recommending non-renewal of contract, denial of tenure, or not to promote, the faculty member concerned shall have the right to respond immediately after the Head's statement to the Committee on ~~his or her the faculty member's~~ case, and before any discussion takes place.
- [...]
- 6.3.1 Prior to submitting the Committee's recommendations to the UCAPT, the AAU Head will inform the faculty member concerned whether a positive recommendation is to be made ~~in his or her case~~ regarding renewal of contract, tenure and promotion.
- 6.3.2 In the case of a decision not to recommend, the faculty member shall be informed in writing of that fact, **of** the reasons therefor and of ~~his or her the faculty member's~~ right to make written representations to the UCAPT. In all cases the faculty member must be informed of the Committee's recommendation or decision not to recommend by the dates specified in 6.5.
- [...]
- 8.6.2 In the case where a faculty member plans to make representations to the UCAPT in relation to the AAU RTP Committee's decision not to recommend ~~regarding his or her~~ renewal of a probationary contract, or tenure and/or promotion, ~~s/he the faculty member~~ must inform the Chair of the UCAPT in writing of ~~his or her the~~ intent to make representations within one week of written notification of the recommendation that ~~his or her the~~ case has been denied by the AAU RTP Committee.

- 8.6.3 The faculty member shall prepare and provide to the Chair of the AAU RTP Committee for inclusion with the documentation forwarded to the UCAPT a short, written statement setting out the reasons for disputing the recommendations of the AAU RTP Committee. In preparing the statement, the faculty member shall have available ~~to him/her~~ all non-confidential documents used by the AAU RTP Committee in making its recommendation and summaries of its meeting(s) insofar as they relate to ~~his or her~~ **the faculty member's** case.
- 8.6.4 Where the initial or subsequent recommendation of the UCAPT is contrary to that of the AAU RTP Committee, both the faculty member and the Chair of the AAU RTP Committee shall be informed in writing within one week of the recommendation being made. Finally, the Chair of the UCAPT shall prepare in writing the recommendations of the UCAPT and within two weeks of the deadlines set down in 8.2 ~~s/he~~ shall submit the recommendations to the President for presentation to the Board of Governors.
- 9 The Role of the President in Renewal, Tenure and Promotion of Contract Deliberations and in Appeals
- 9.1 The President (or designate) shall review all recommendations of the UCAPT. In those exceptional cases in which ~~s/he the President~~ overrides the positive recommendations of the UCAPT, ~~s/he the President~~ shall provide reasons in writing for ~~his or her the~~ action to both the AAU RTP Committee, and to the UCAPT and, in the case of an adverse decision, to the faculty member concerned.
- 9.2 The President shall hear appeals made in writing by either the Chair of the AAU RTP Committee or the faculty member concerned, as the case may be, on the grounds of procedural irregularity on the part of the UCAPT or on the merits of the case. Such appeals must be submitted within two weeks after notification of the decision by the UCAPT. In the case where the appeal is successful on the grounds of procedural irregularity, the President shall remit the case to the UCAPT for reconsideration according to the proper procedures within one week. In the case of an appeal on the merits of the case, the President's decision shall be final.
- 9.3 Finally, the President shall submit ~~his or her a~~ report regarding renewal of contract, tenure and promotion to the Board annually.

**Rationale:**

- As charged by the Senate Governance Committee, the Bylaw Review Committee has considered language to move away from the restrictive gender binary language in the bylaws and to broaden the gender requirement. OHREA is supportive of this new language.
- The term "regular faculty members" is used throughout the bylaws with reference back to Bylaw 20, 1.1(ii). This revision provides clarification in the central bylaw on appointments (bylaw 20).
- Housekeeping changes to remove gender binary pronouns.