

**NOTICE OF MEETING**

There will be a meeting of the  
Senate Governance Committee  
on Monday, January 24, 2022  
9:00-10:30am

LOCATION: Virtual Meeting

Link: [Join Microsoft Teams Meeting](#)

**AGENDA**

- 1 Approval of Agenda
- 2 Approval of the minutes of the meeting of January 7, 2022 SGC220107M
- 3 Business arising from the minutes
- 4 Outstanding Business
- 5 Reports/New Business
  - 5.1 Report of the Review Committee on Employment Equity (RCEE) Kaye Johnson-Information  
SGC220124-5.1
  - 5.2 Senate Meeting Scorecard – Results from Fall 2021 Meetings Rob Gordon-Discussion  
SGC220124-5.2  
SGC220124-5.2a
  - 5.3 Strategic Items for Senate Discussion Rob Gordon-Discussion  
SGC220124-5.3
  - 5.4 Proposed Revisions to Bylaw 3 Rick Caron-Discussion  
SGC220124-5.4
- 6 Question Period/Other Business
- 7 Adjournment

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

**University of Windsor  
Senate Governance Committee**

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

Item for: **Information**

*See attached.*

# Report of the Review Committee on Employment Equity (RCEE) September 2021

## 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 would like to convey appreciation for the data provided for this report and throughout the year by the Employment Equity (EE) 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. The DEAP Tool provides a means for units to develop, monitor and report on goals and timelines. Information on the DEAP Tool can be found at <http://www.uwindsor.ca/ohrea/95/deap-tool>.

In many units that have created Equity, Diversity and Inclusion (EDI) type committees, there has been greater use of the DEAP Tool to help inform their related goals. Some have had the DEAP Tool as an ongoing agenda item for the meetings. As a result, there has been a significant increase in its use for such things as storing ideas, goal development, action plans, identifying stakeholders and task leads.

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. Thus, the data are up to September 30 of the given year.

RCEE recognizes that the University and WUFA have worked towards significant inclusion of EDI in the new 2021-2025 Collective Agreement. RCEE commends the efforts that are being undertaken to ensure EDI is a shared commitment that is reflected throughout the CA, thereby working towards embedding equitable practices at the systemic level.

## 2 ACTIVITIES AND KEY ISSUES FOR 2019-2020

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The RCEE activities and key issues are 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 2020 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) Review Graphs Based on Gender & Rank Data from CAUT
- 8) University Initiative of Hiring 12 Black Faculty Members
- 9) Impact of remote working, learning, hiring, *etc.*
- 10) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
- 11) Outstanding Recommendations from Past RCEE Reports
- 12) Equity Assessor Service

The RCEE continued to operate online, in keeping with COVID-19 pandemic protocols. In addition, anti-Black racism initiatives and activities have remained a priority throughout the University. For example, last year, the University had announced the intention to hire 12 Black faculty members over the next three years. After consultation with the Anti-Black Racism (ABR) Task Force and Senate, a working group will be established and tasked with providing advice on the framework for the Black Scholars Hiring Initiative. The working group will consider any process-related matters pertaining to the implementation of the framework. Further details on this and other initiatives can be found at: <https://www.uwindsor.ca/antiblackracism/318/progress-where-we-are>.

Regarding the University's collection of employee self-identification data as part of the employment equity program, the group "visible minorities" was seen as providing better information through disaggregating the data. The disaggregation of the data enables the University to determine if and where there are gaps in representation and participation of specific racialized groups. The expansion affords the opportunity for employees to further self-identify. Accordingly, the 2020 campus-wide employee census was similarly organized. The racialized groups identified were Asian Descent/Ancestry, African Descent/Ancestry, Latin/Hispanic Descent/Ancestry, Middle Eastern Descent/Ancestry, Person of Mixed Origin, and Other. A chart with this information has been added to this report.

RCEE discussed the merits of disaggregating the data on women. This would be of value in order to identify gaps in the progress of women from other designated groups. In this report, it has been presented through a pie chart added in the Data section.

**RCEE recommends** that the University provides disaggregated data on the designated group women on an ongoing basis.

RCEE noted that the University has created the Office of EDI (Equity, Diversity and Inclusion), headed by an Interim VP EDI. This will better enhance the ability of the University to integrate principles that will structurally impact its climate and operations to effectively address discrimination and oppression. Structures need to be put in place that

are widely communicated in a manner that contribute to recruiting and retention towards a more diverse equity profile and can endure over time.

**RCEE recommends** that the University ensures the Office of EDI is properly resourced in order to support the University community's ability to support current effective practices and to make necessary changes.

RCEE noted the importance of the need for increasing the inclusion of service in the hiring process. This will ensure that service is a key consideration in the job posting and throughout the recruitment and hiring process in order to attract faculty members and librarians who are committed longer term to enhancing a more equitable and just learning and working environment.

**RCEE recommends** that a review of employment equity standard training and best practices (e.g., EE/PAs and hiring committees) be carried out to produce an updated cohesive and coordinated process in keeping with the mandates of the Office of the Provost, the Office of Human Rights, Equity and Accessibility and any new changes to the WUFA Collective Agreement.

**RCEE recommends** that service is included as a component in job ads and that the hiring committee gives it due consideration in the hiring process, i.e., included in the pre- and post-interview grids with rating attached.

The University and WUFA have expanded the scope of pay equity beyond the legislated gender-based requirement to include the other designated groups. There continues to be discussions regarding possible pay equity issues.

**RCEE recommends** that the University develops a plan to identify and rectify the systemic issues that create pay inequities.

**RCEE recommends** that the University builds upon the 2020 recommendation of identifying best practices, and takes steps to ensure equity is built into the structures so as to proactively prevent equity-based anomalies in compensation.

RCEE discussed the changes in the federal wording to better define and clarify what constitutes persons with disabilities. As noted in the section 4 below, this had resulted in a significant increase in the numbers of those self-identifying as having a disability.

**RCEE recommends** that the University enhances the definition of persons with disabilities in the University's employment equity self-identification survey and census to better align with the newly refined federal wording.

RCEE discussed the ongoing need for more strategic, targeted hiring for designated groups that are significantly under-represented in specific units. It was recognized that the University will be undertaking a targeted recruiting process for the addition of 12 Black scholars, and this will assist in addressing underrepresentation of racialized scholars.

**RCEE recommends** that the University works with the AAUs to engage in a process to review and identify areas with significant under-representation of women, and develop/implement a targeted recruiting process.

**RCEE recommends** that the University builds on the successes of the Indigenous Scholars hiring, in order to strengthen the presence and engagement of Indigenous peoples.

### 3 PROMISING PRACTICES FEATURE – LEDDY LIBRARY

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In this section of the annual report, an academic unit is featured for employment equity recruiting promising practices. This provides an opportunity to recognize the efforts that are being undertaken, for units to serve as a resource for others, and to share ideas that may be adopted or adapted in other areas in the University. The unit that is being featured here is the Leddy Library.

#### **Spaces, Services, and Initiatives at Leddy Library Supporting Greater Equity, Diversity, and Inclusion**

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##### **Dedicated Librarians and Collections**

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In 2018, Leddy Library named Indigenous Outreach as part of the assigned workload of a Librarian. In addition to providing outreach to Indigenous staff, faculty, and students, as well as those learning more about Indigenous communities, the Indigenous Outreach Librarian is responsible for stewarding a collection budget for materials that support Indigenous curricula and initiatives across campus. Featured collections include: [Treaties Recognition Week](#), [Orange Shirt Day: Residential School Experiences](#), [Selected Indigenous Resources](#). The budget has been used to support resources beyond monographs, including the purchase of two replica wampum belts in 2019 to support teaching and learning. Additional innovative education resources that Leddy has supported are StoryMaps (interactive visual representations) of [Missing Children of Indian Residential Schools](#) and [The Water Crisis in Canada's First Nations Communities](#).

In 2021, a Librarian was assigned to liaise with staff and students with specific responsibility for Library services and resources supporting the Black student, faculty and staff communities and initiatives across campus. Concurrently, a budget was designated to support Black Studies and related work. Featured collections include [Anti-Black Racism Resources](#). This Librarian will work closely with the Black Student Support Coordinator and the Director, Anti-Racism Organizational Change.

Leddy Library has built a strong collection reflecting the issues facing and journey of the LGBTQ2S+ community. Two of the highlighted collections featured include [Pride Month: LGBTQ2S+ Journeys](#) and [Transgender Day of Remembrance](#). They have also obtained an archival collection rich with books, documents, and ephemera from the LGBTQ2S+ community. Members of the library have also played a key role in the development of an open education resource addressing *Inclusive Health Care for the LGBTQ2S+ community*.

The people of Leddy Library are also very active beyond the campus through their service work in organizations deeply committed to EDI. One such example is their librarians' involvement in the [Canadian Association of Research Libraries Equity, Diversity, and Inclusion Working Group](#) which contributes to the development of CARL's program of bilingual initiatives to support the creation of diverse, equitable, and inclusive environments in CARL research libraries.

##### **Spaces and Services**

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When the **Student Collaboratory** was opened in 2019, design elements informed by and intended to honour Indigenous knowledge and culture were included. These elements included the hand painted artwork of clan images, the use of cedar, the accentuation of circular design and the representation of the two-row wampum belt over top of the white board. It is anticipated that as more spaces are renovated, Indigenous knowledge and culture will influence and guide the design. A new mindfulness room which reflects Indigenous elements is anticipated in 2022.

**English Conversation Group (ECG)** is a weekly workshop that provides students the opportunity to practice their English in a casual and welcoming environment. The ECG introduces topics relevant to life in Canada and at the University of Windsor, while allowing students to practice their English skills. The English Conversation Group was initiated in 2013 and has grown to as many as 30 students a week.

The Leddy Library is committed to providing access to resources and services for all students regardless of ability. Creating spaces and services that remove barriers for persons with disabilities improves access for all. The spaces have been audited for accessibility. They provide resource retrieval services, a study room dedicated to those with accessibility needs, two accessible workstations which provide access to ZoomText, and Jaws ScreenReader software. Leddy Library also houses the Accessibility Annex which is operated by Students Accessibility Services. Universal washrooms are located on the lower level in the Leddy West Building and on every floor in the Main Building. Leddy Library strives to create collections and spaces that are reflective of and welcoming to the students, staff, and faculty who make up the University of Windsor community.

## Projects and Initiatives

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**Capturing Important Histories of the Region:** Leddy Library has a role in capturing and preserving the rich history of our region, especially those histories that have previously been ignored, set aside, or inaccurately represented. Two examples of these projects include:

**Local Black History:** Leddy Library's Archives and Centre for Digital Scholarship has been integral in stewarding and preserving aspects of our region's rich local Black History. [\*Breaking the Colour Barrier\*](#) tells the story of Wilfred "Boomer" Harding & the Chatham Coloured All-Stars. [\*The North Was Our Canaan\*](#) highlights the history of Black Canadians and the Underground Railroad by taking a journey along the banks of the Detroit River, through the streets of Sandwich, to end up at Sandwich First Baptist Church, a congregation whose roots extend back to the 1820s. A follow-up film with a local Black historian is expected to launch June 2022. An Anti-Black Racism Student Leadership Recipient will work with the archivist and a librarian on "We Were Here: Recovering the Stories of Windsor's McDougall Street Corridor," a research project to document the history of McDougall Street, home to Black families that are descendants of the Underground Railroad.

Leddy Library continues to take a role in this work, including the Archives and Centre for Digital Scholarship, which aims to create a research portal dedicated to the preservation, organization, and promotion of local Black history material the library has collected and continues to collect. At present, the library has numerous print, digital, audio, and archival materials related to Windsor-Essex and Chatham-Kent's rich Black History. This material, while preserved in Leddy Library archives and hard drives, currently remains virtually unknown and inaccessible to researchers. This portal aims to assist the expansion of the accessibility of these items.

**Walpole Island Heritage Centre:** Librarians and staff at Leddy Library assisted the Walpole Island Heritage Centre to digitize their collection of analogue audio and video holdings. The work was done at and remains with the Walpole Island Heritage Centre. As part of the role of Leddy Library, guidance, consultation, and expertise were provided to digitize all analogue carriers; create descriptive metadata for all digital files; and, build the capacity and procedures for the safe digital preservation of these artefacts by the community in the future. This digitization project was funded in part by a Library and Archives Canada grant.

**Reading Groups:** The library has recently created development opportunities for staff and faculty to engage in issues that intersect with Black and Indigenous individuals and communities:

**Anti-Black Racism Book Club:** In February 2021, Leddy Library launched the Anti-Black Racism (ABR) Book Club – a popular virtual book club that provides the opportunity to bring together librarians and library staff (from both the Leddy Library and the Law Library) and collectively read books that help to inform individuals about anti-Black racism (ABR). It is an opportunity for the library community to collectively learn about and

engage with the issue of anti-Black racism. Across the two libraries, all departments, and all staff categories, participation in the ABR book club has been excellent.

**Truth and Reconciliation Reading Group:** In 2017, a librarian pulled together a group committed to reading the Truth and Reconciliation Report ("Honouring the Truth, Reconciling for the Future") that was published in 2015. In response to the Truth and Reconciliation Reading Challenge, this group read through the report and met to discuss their journey.

Building on all the initiatives, services, and spaces to date, Leddy Library will further their commitment to growing the equity, diversity, and inclusion on our campus by the development of and **Leddy EDI Committee**. They anticipate the launch of the Leddy EDI Committee in 2022.



## 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 tables and charts in this section were created for RCEE by the EE Manager. RCEE has reviewed unit-specific data, and individual AAUs are 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 confidentiality and privacy concerns. The LGBTQIA2S+ data for individual Faculties are similarly not released. In addition, because the designated group sexual/gender minorities is not one of the federally designated groups, 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 under-representation. This explains 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.

New in last year's report, and maintained this year, is the addition of the three graphs related to Women, Internal Representation compared to CAUT Full-Time Teachers, specific to rank. The external data are obtained from the CAUT Underpaid and Overworked Report<sup>1</sup>. Currently there is no external data availability by academic rank for the other designated groups. As well, new charts have been added on disaggregated data for visible minorities and on women and intersectionality. The new graphs have been included on pages 24-28.

### 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.)

The data include information from the UWindsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2019.

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.

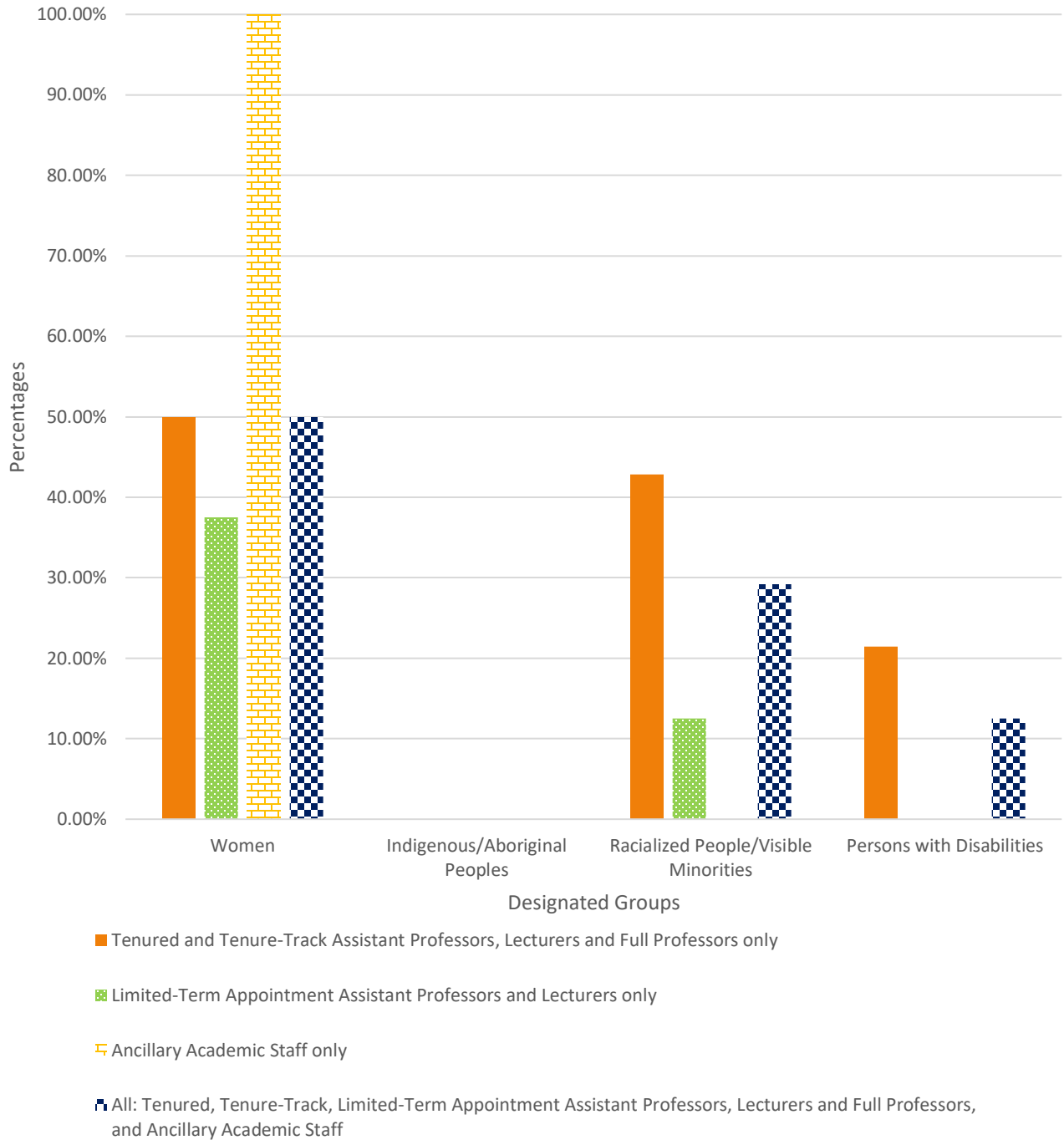
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<sup>1</sup> [https://www.caut.ca/sites/default/files/caut\\_equity\\_report\\_2018-04final.pdf](https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf)  
Report of the RCEE, September 2020

**New Hires - Faculty (January 01 2021 to September 30 2021)**

(Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers and Full Professors, and Ancillary Academic Staff) (New Hires from January 01, 2021 to September 30, 2021)					
<b>Rank</b>	<b>Total</b>	<b>Women</b>	<b>Indigenous/Aboriginal Peoples</b>	<b>Racialized People/Visible Minorities</b>	<b>Persons with Disabilities</b>
Tenured and Tenure-Track Assistant Professors, Lecturers and Full Professors only	14	50.00%	0.00%	42.86%	21.43%
Limited-Term Appointment Assistant Professors and Lecturers only	8	37.5%	0.00%	12.50%	0.00%
Ancillary Academic Staff only	2	100.00%	0.00%	0.00%	0.00%
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers and Full Professors, and Ancillary Academic Staff	24	50.0%	0.00%	29.17%	12.50%

New Hires  
 Employment Equity Data Profile  
 (Tenured, Tenure-Track, Limited-Term Appointment, Assistant Professors,  
 Lecturers and Full Professors, Ancillary Academic Staff and Librarian)  
 (January 01 2021 to September 30 2021)



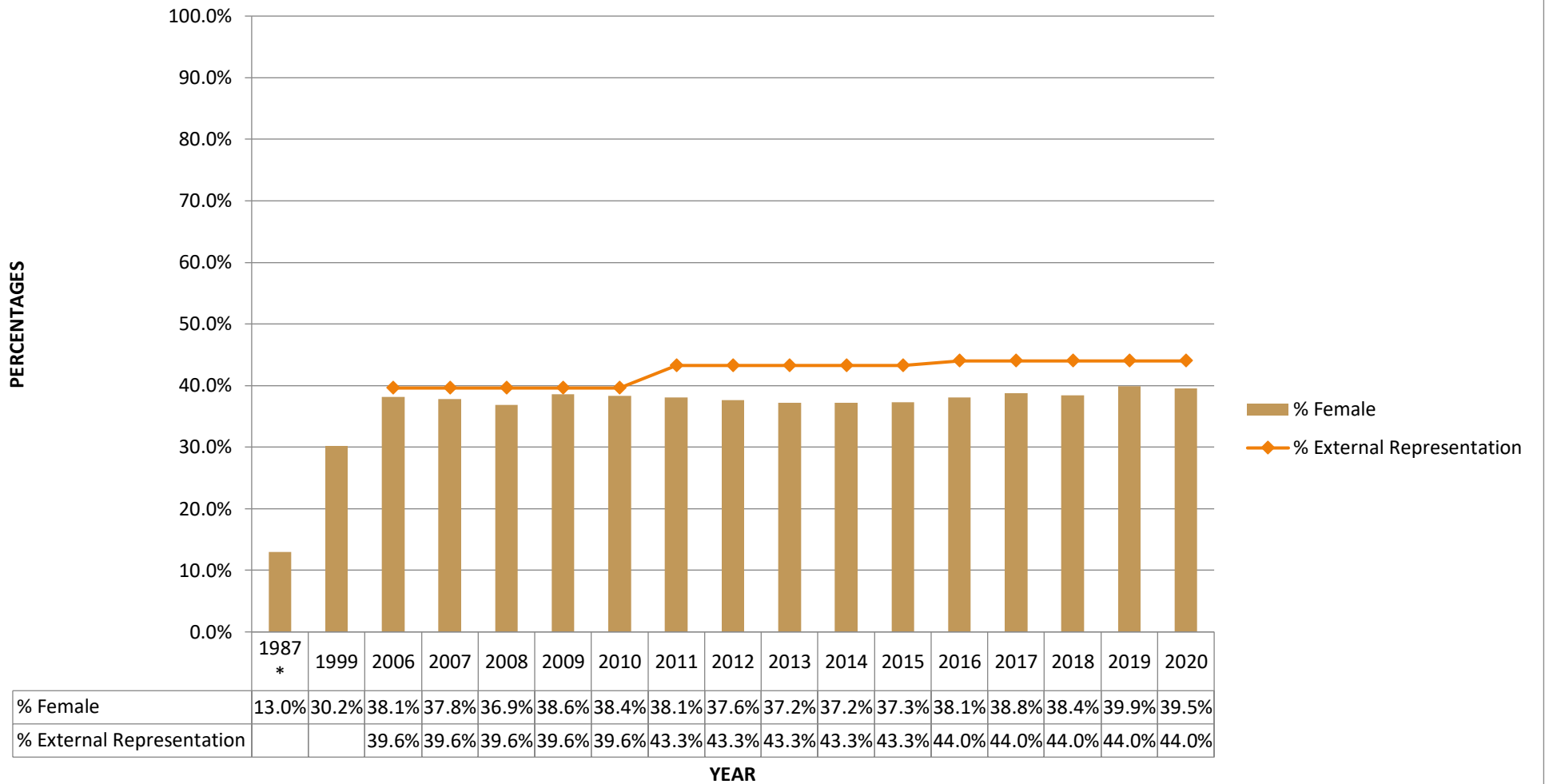
<b>Professors and Librarians</b>																	
	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484	506	496
Male	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298	304	300
Female	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186	202	196
% 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%	39.9%	39.5%

\* 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	2019	2020
Total	484	409	490	482	490	478	477	465	460	449	433	461	440	444	462	482	472
Male	421	292	309	307	318	302	302	296	294	289	279	296	282	280	293	299	294
Female	63	117	181	175	172	176	175	169	166	160	154	165	158	164	169	183	178
% 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%	38.0%	37.7%

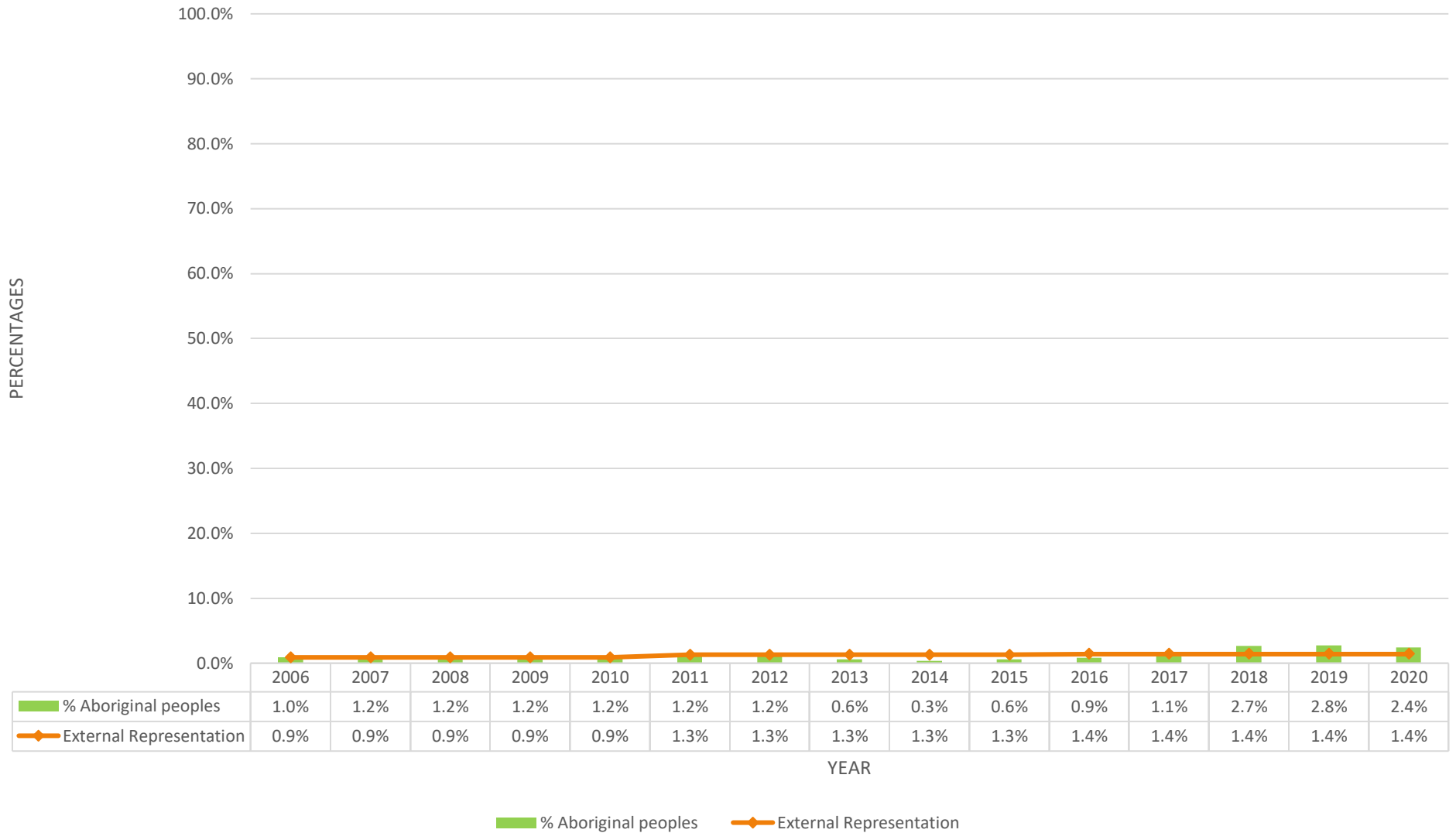
Note: In this data Assistant Deans, Associate Deans, and Deans are not included in these figures, therefore numbers in designated groups may decrease once designated group members assume these types of roles.

## Professors & Librarians (internal representation) - Women 1987, 1999, 2006-2020

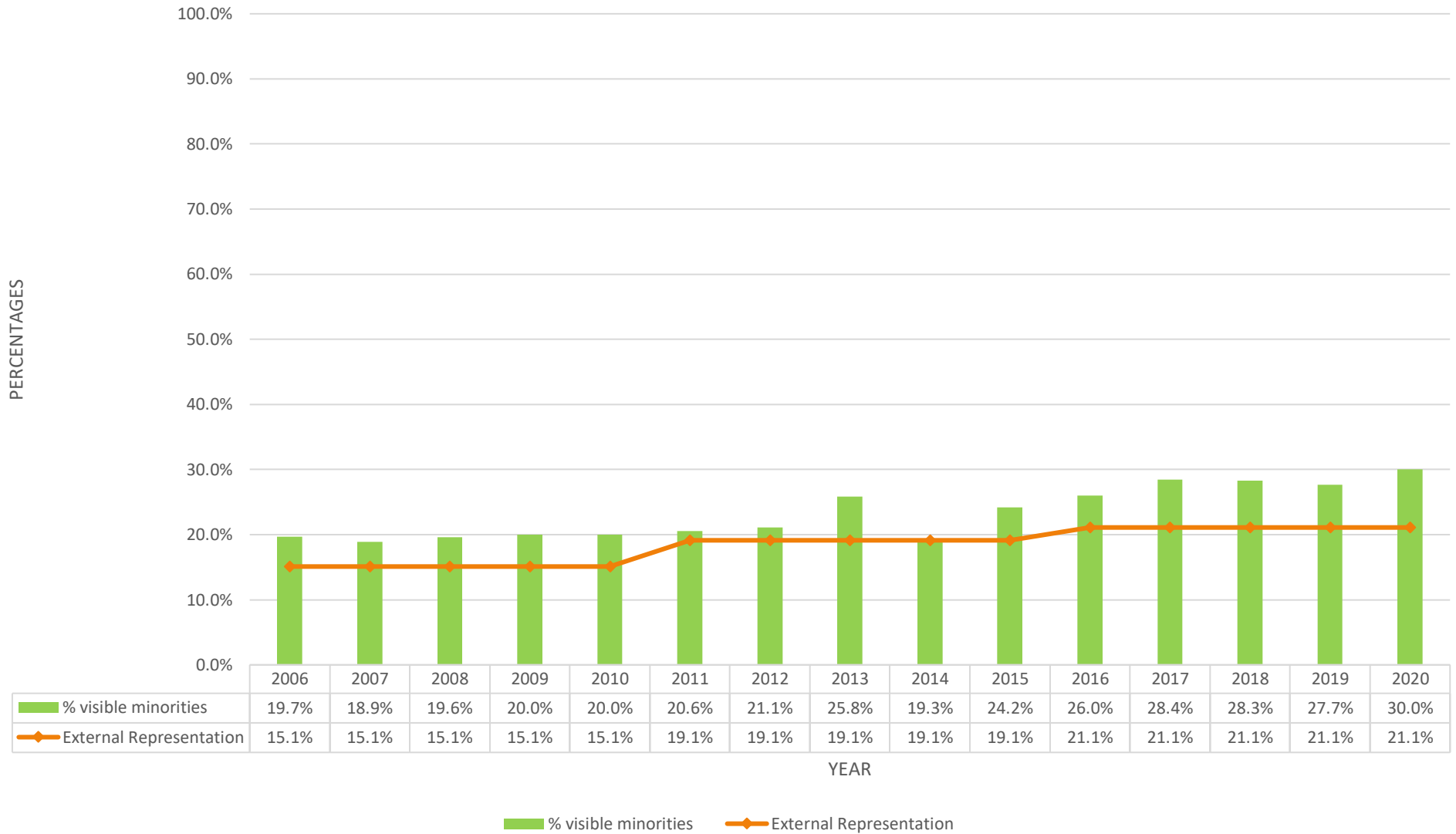


(\*1987 does not include Librarians)

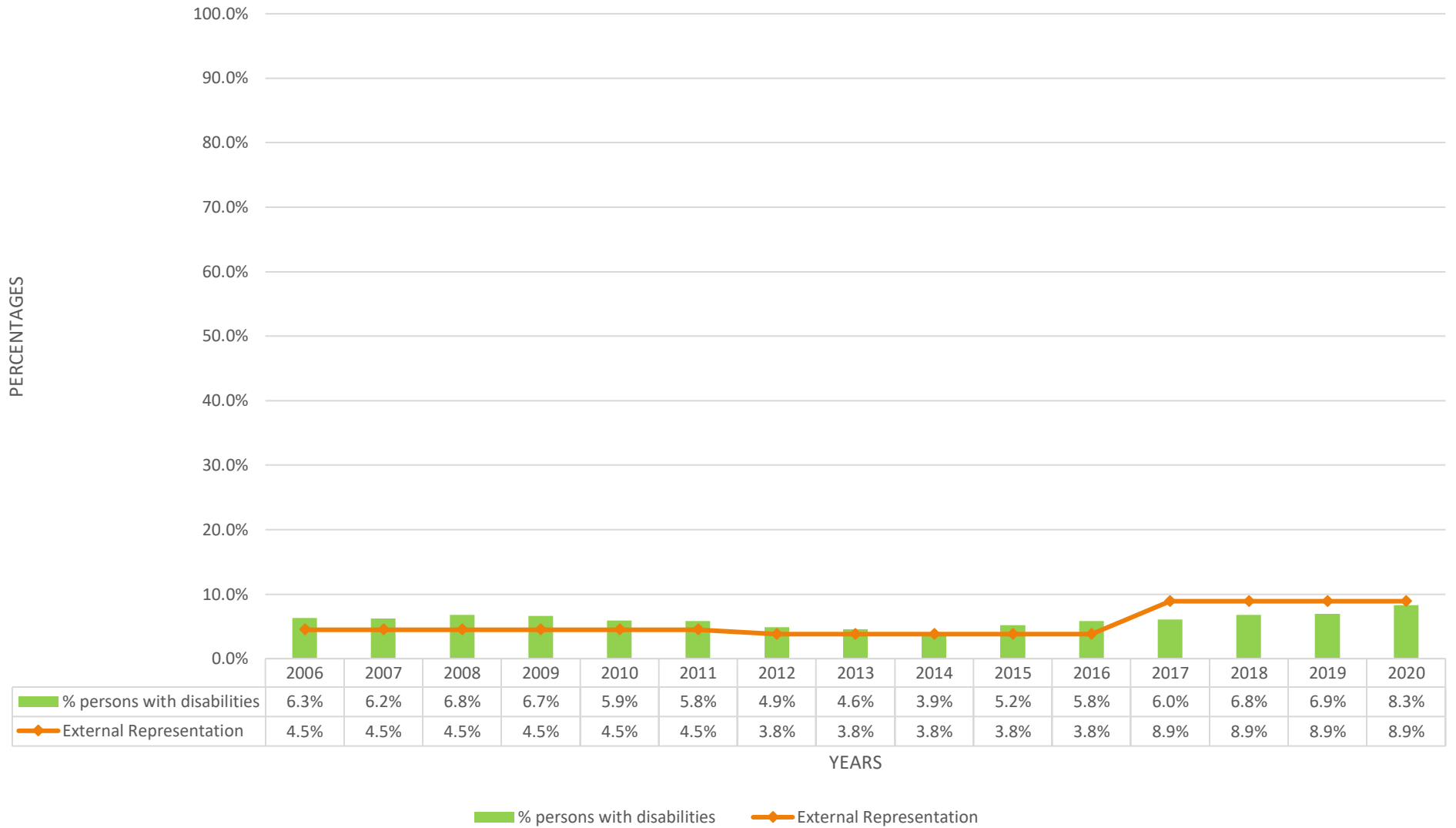
## Professors & Librarians (Internal Representation) - Aboriginal Peoples 2006-2020



## Professors & Librarians (internal representation) - Visible Minorities 2006-2020

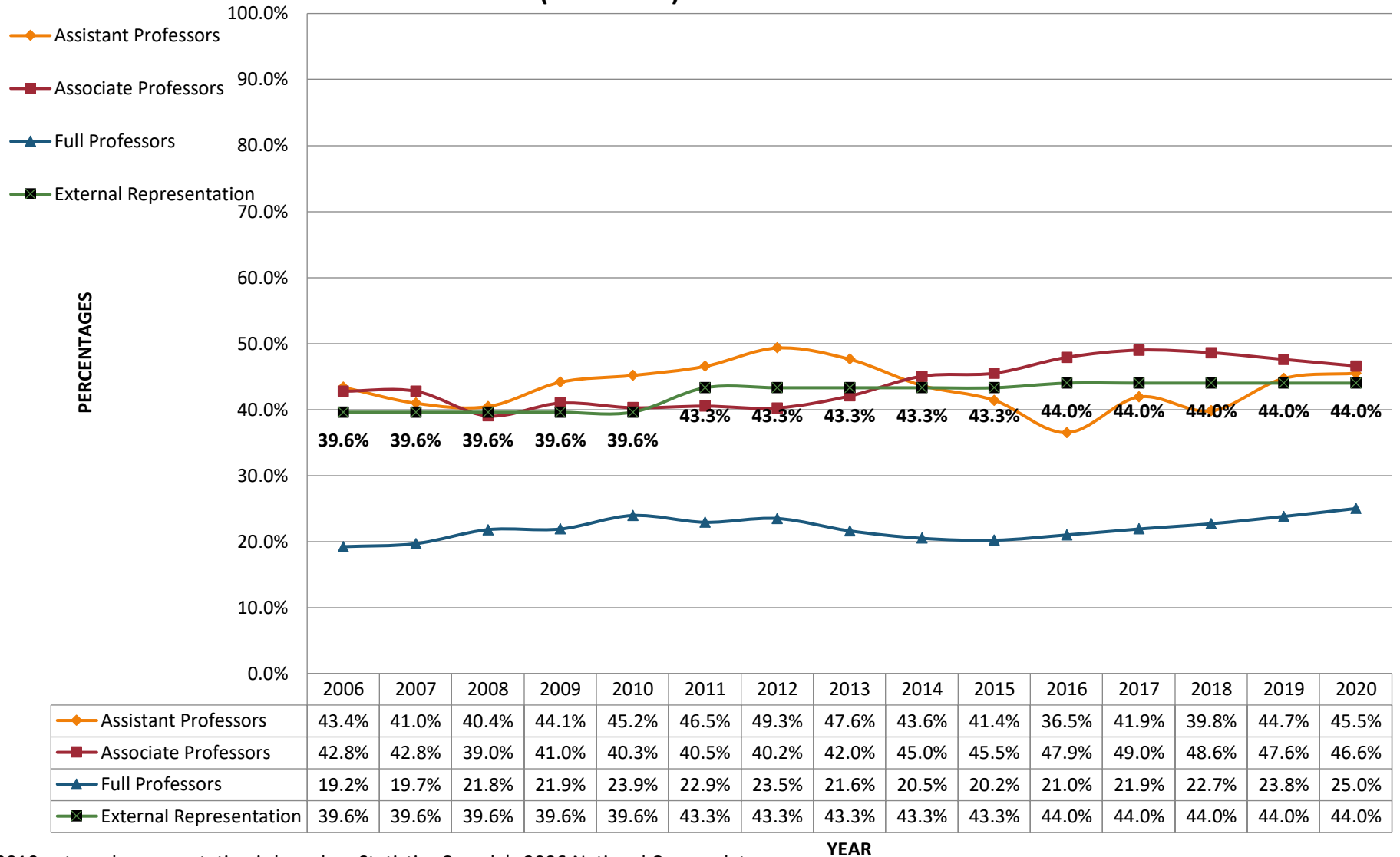


## Professors & Librarians (internal representation) - Persons with Disabilities 2006-2020





### Professors (Tenured or Tenure-Track) by rank - Women (2006-2020)

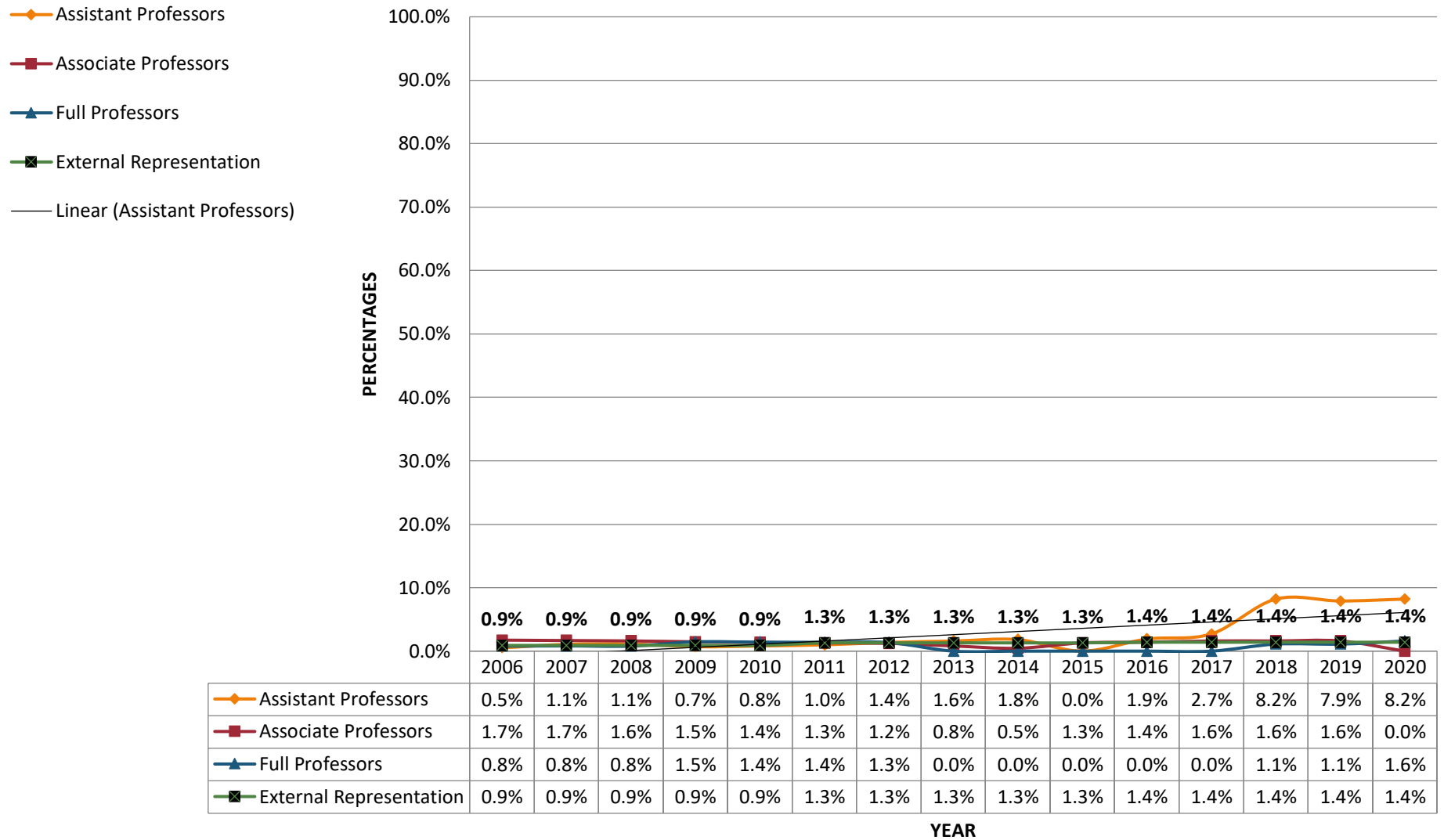


\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

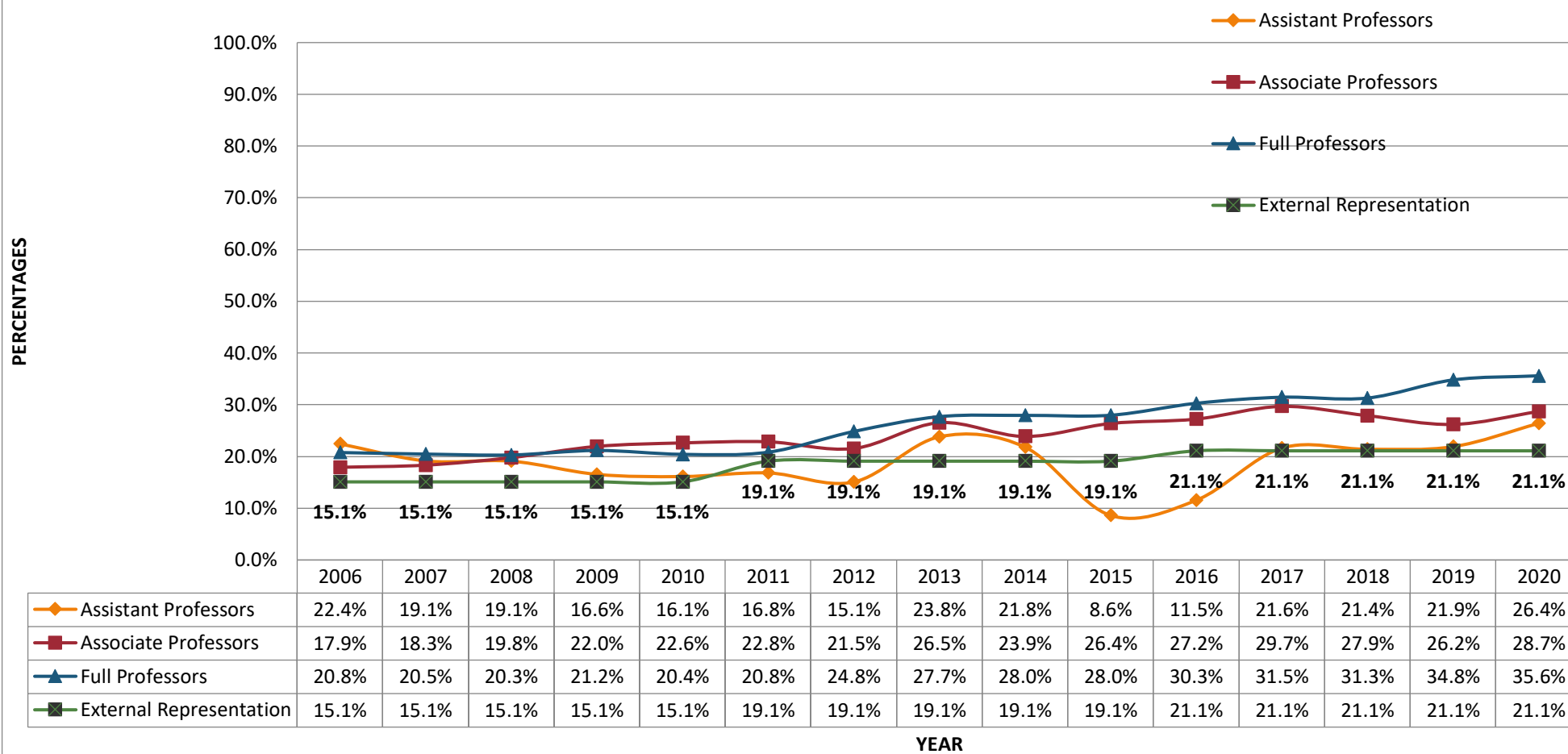
2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

## Professors (Tenured or Tenure-Track) by Rank - Aboriginal Peoples (2006-2020)



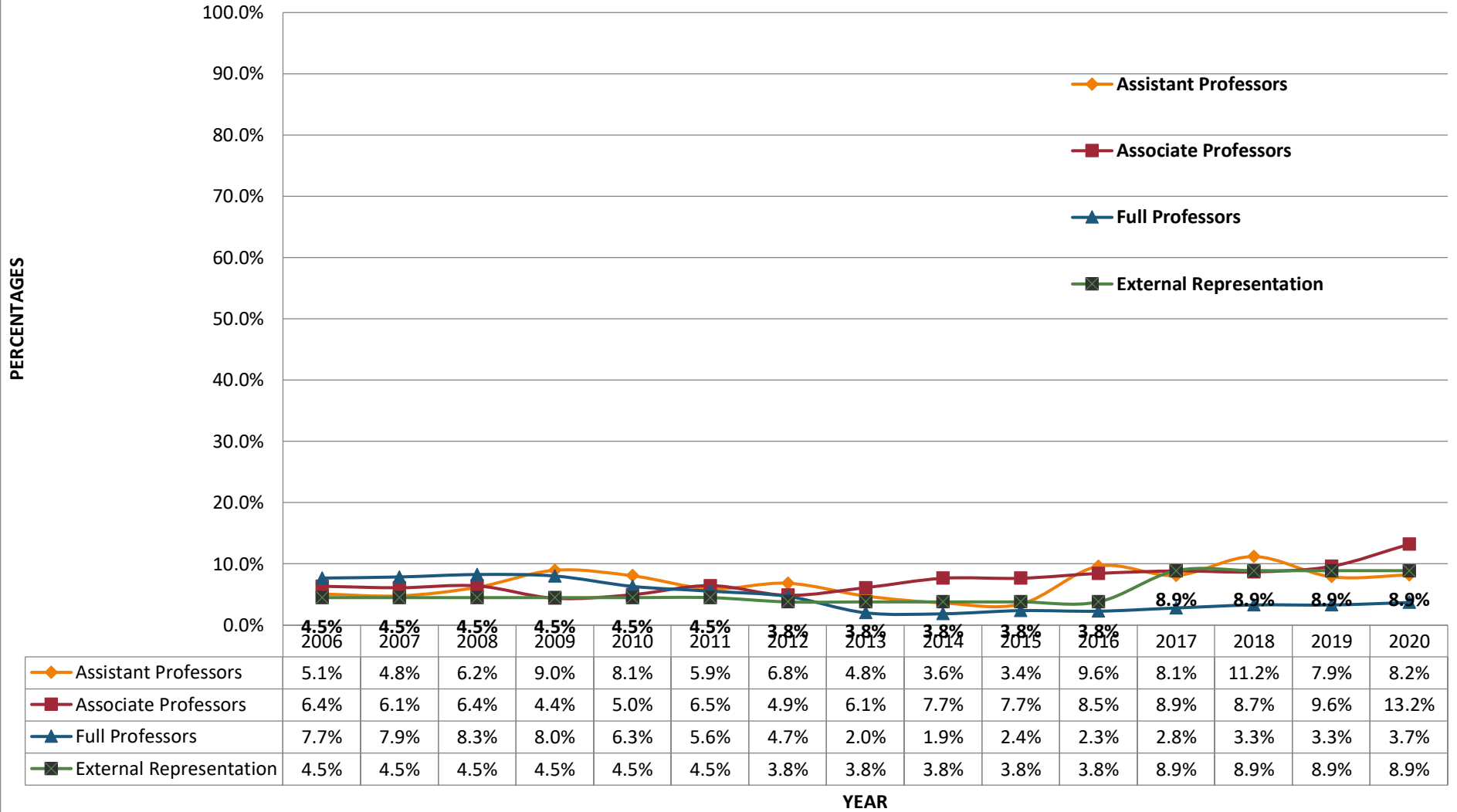
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## Professors (Tenured or Tenure-Track) by Rank - Visible Minorities (2006-2020)



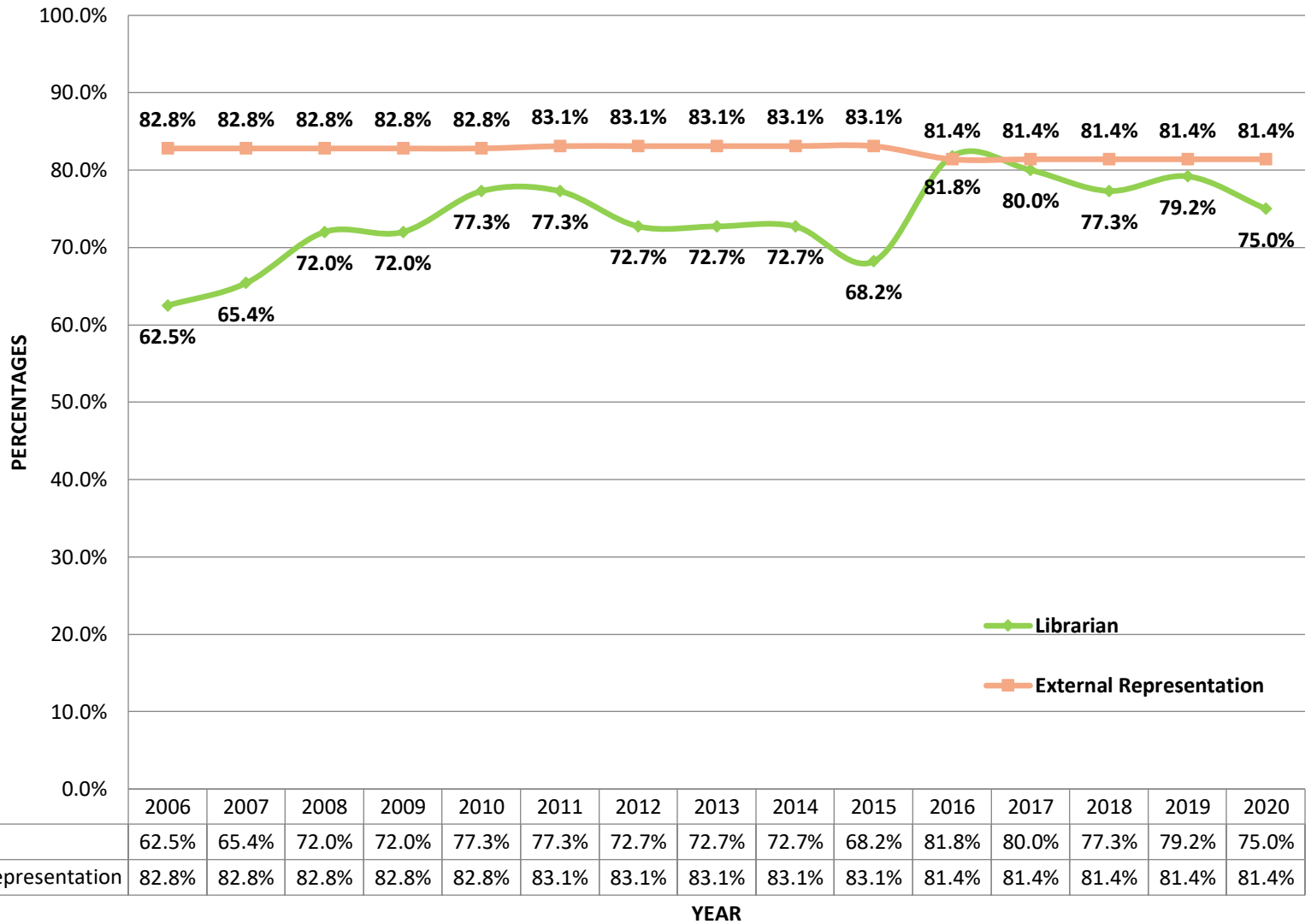
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 2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

## Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2020)



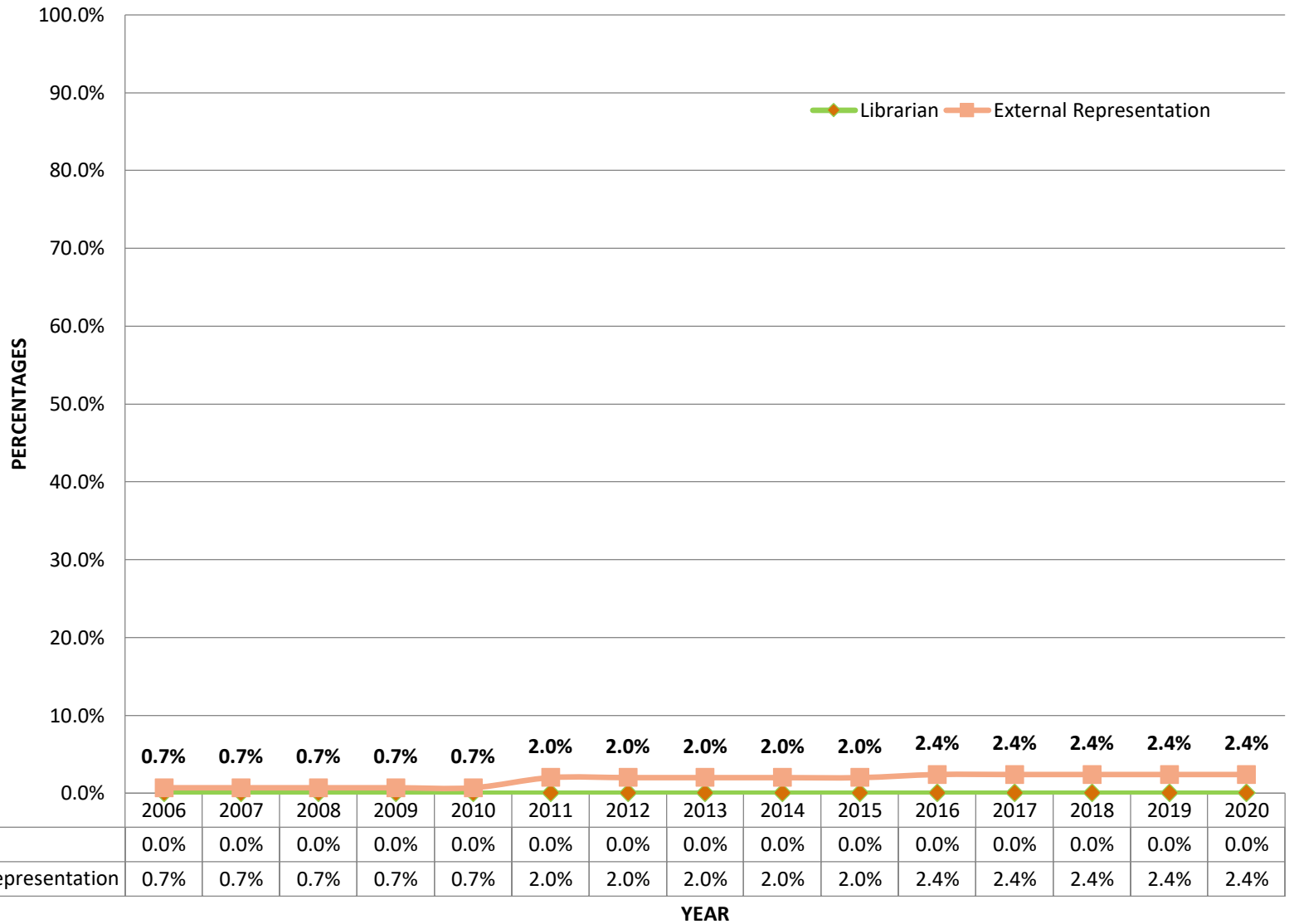
\*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.  
 2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.  
 2017-2020 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

### Librarians - Women (2006-2020)



\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

### Librarians - Aboriginal Peoples (2006-2020)

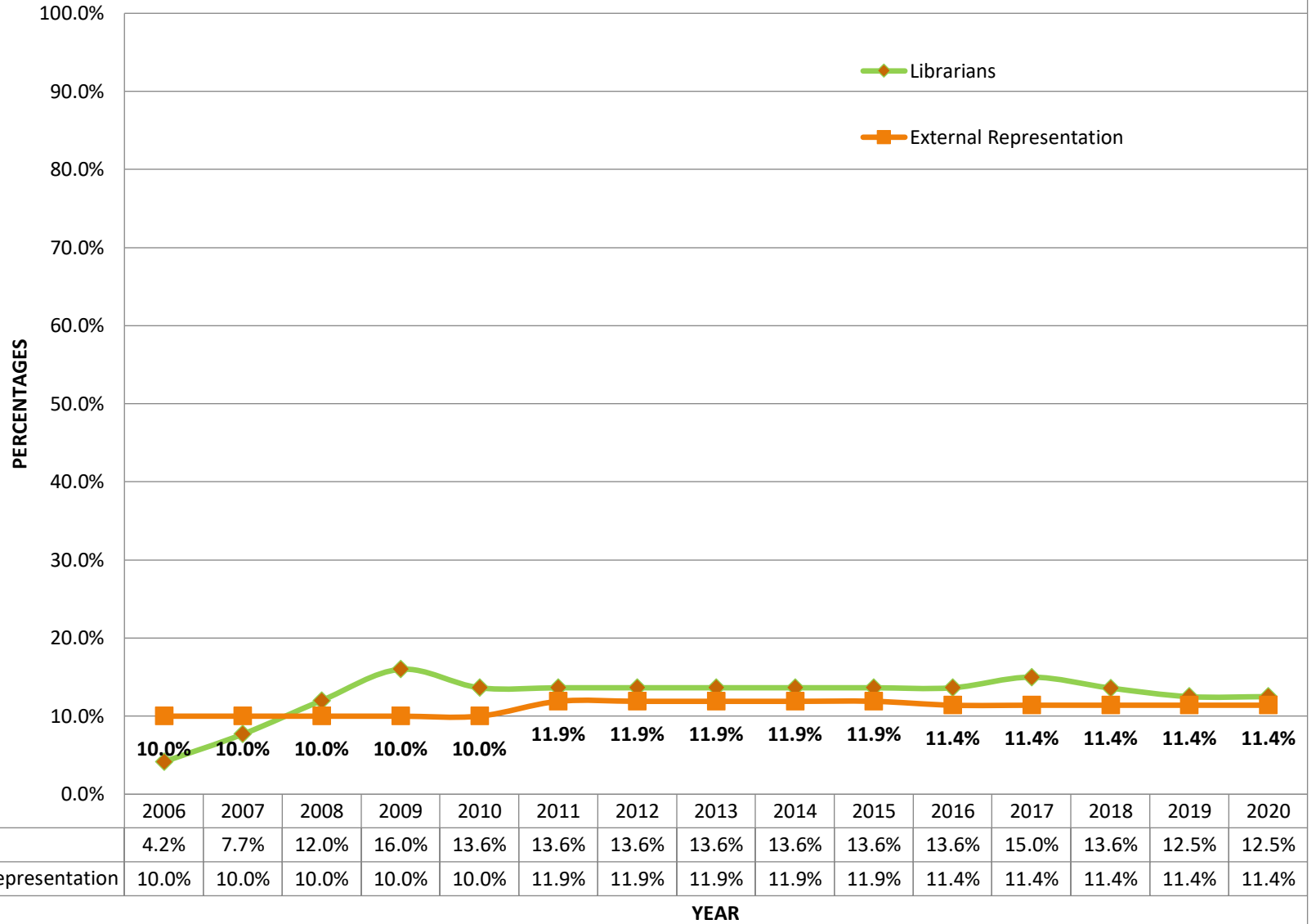


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2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

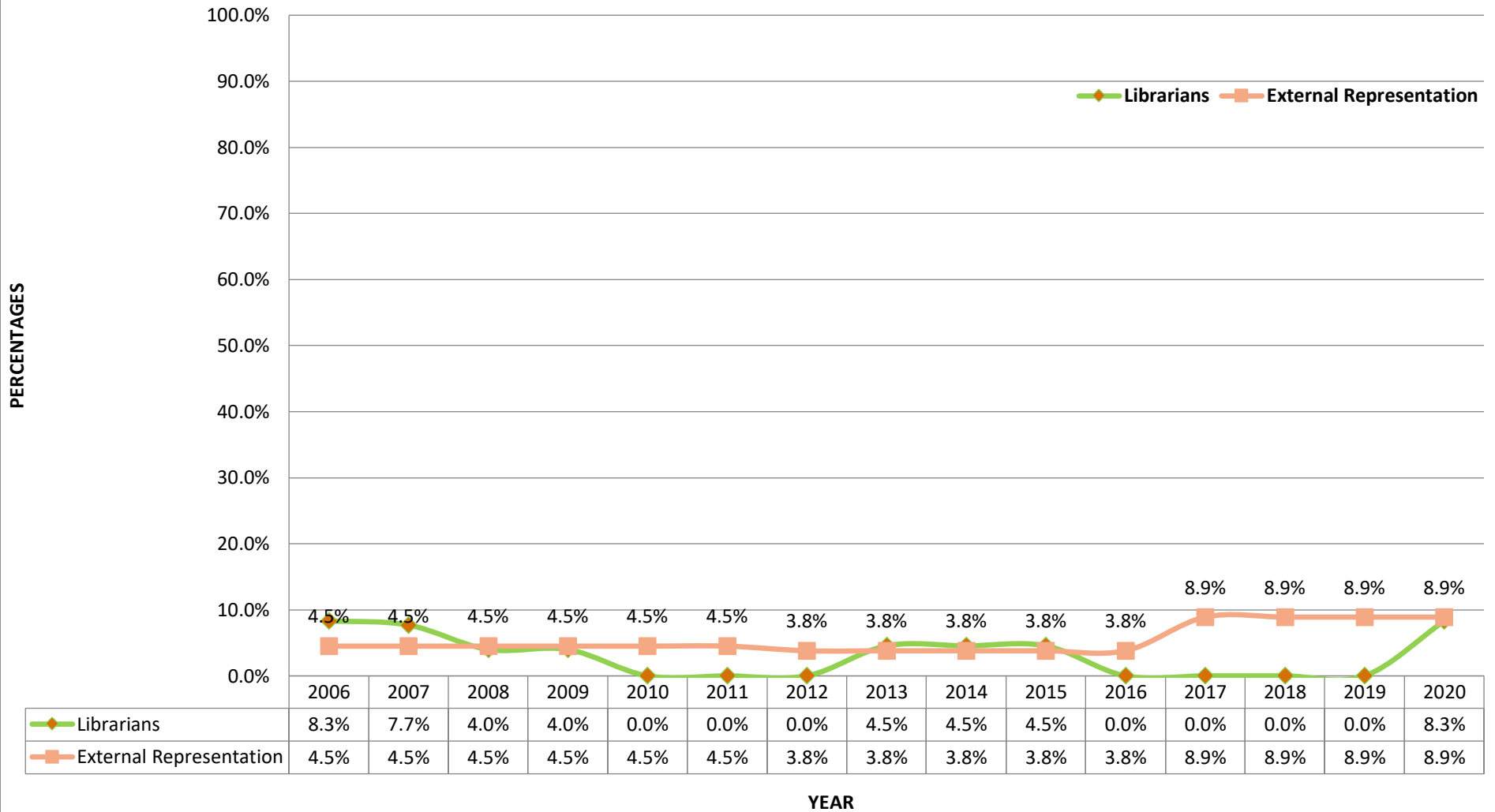
2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

### Librarians - Visible Minorities (2006-2020)



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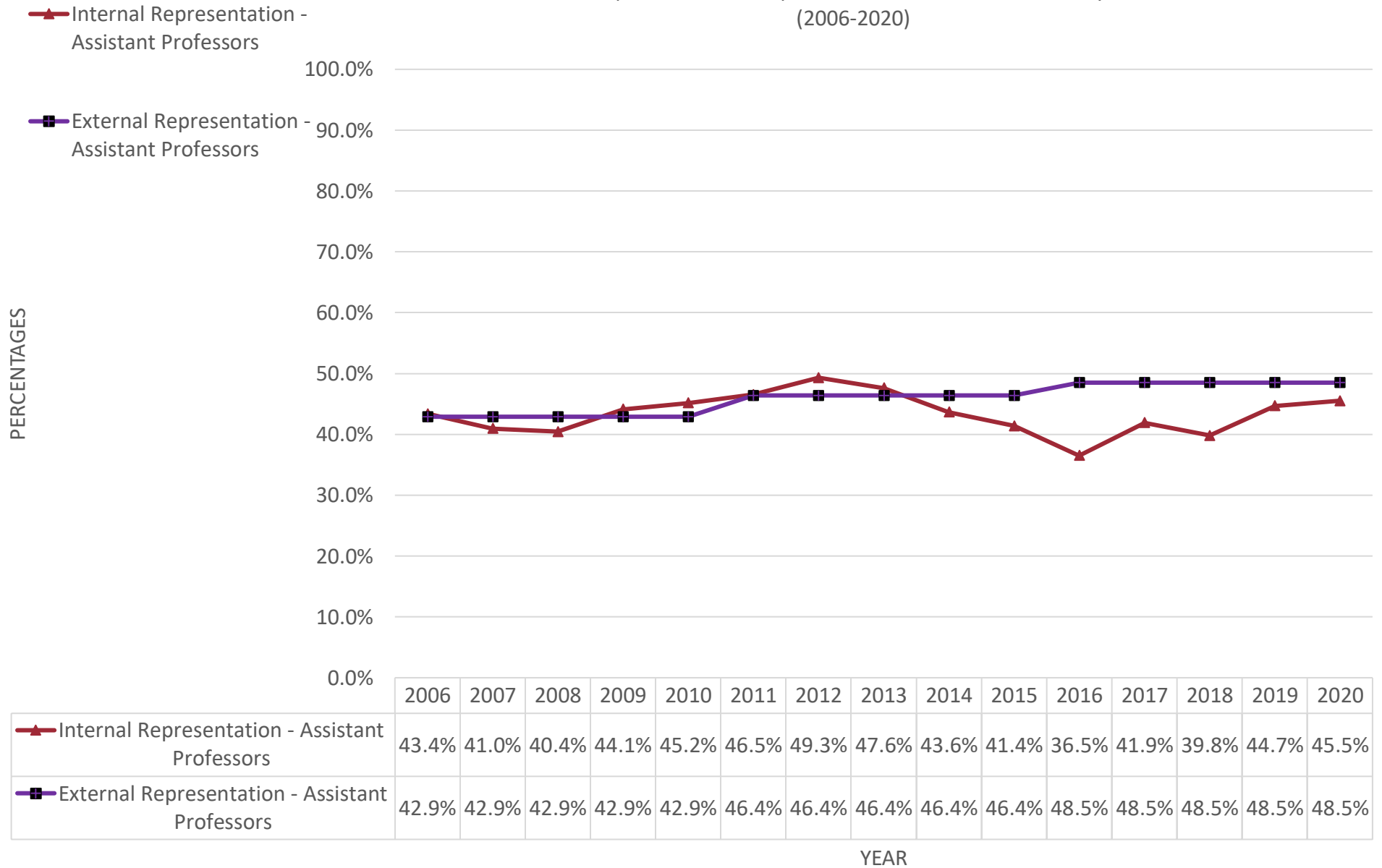
### Librarians (Persons with Disabilities) 2006-2020



\*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.  
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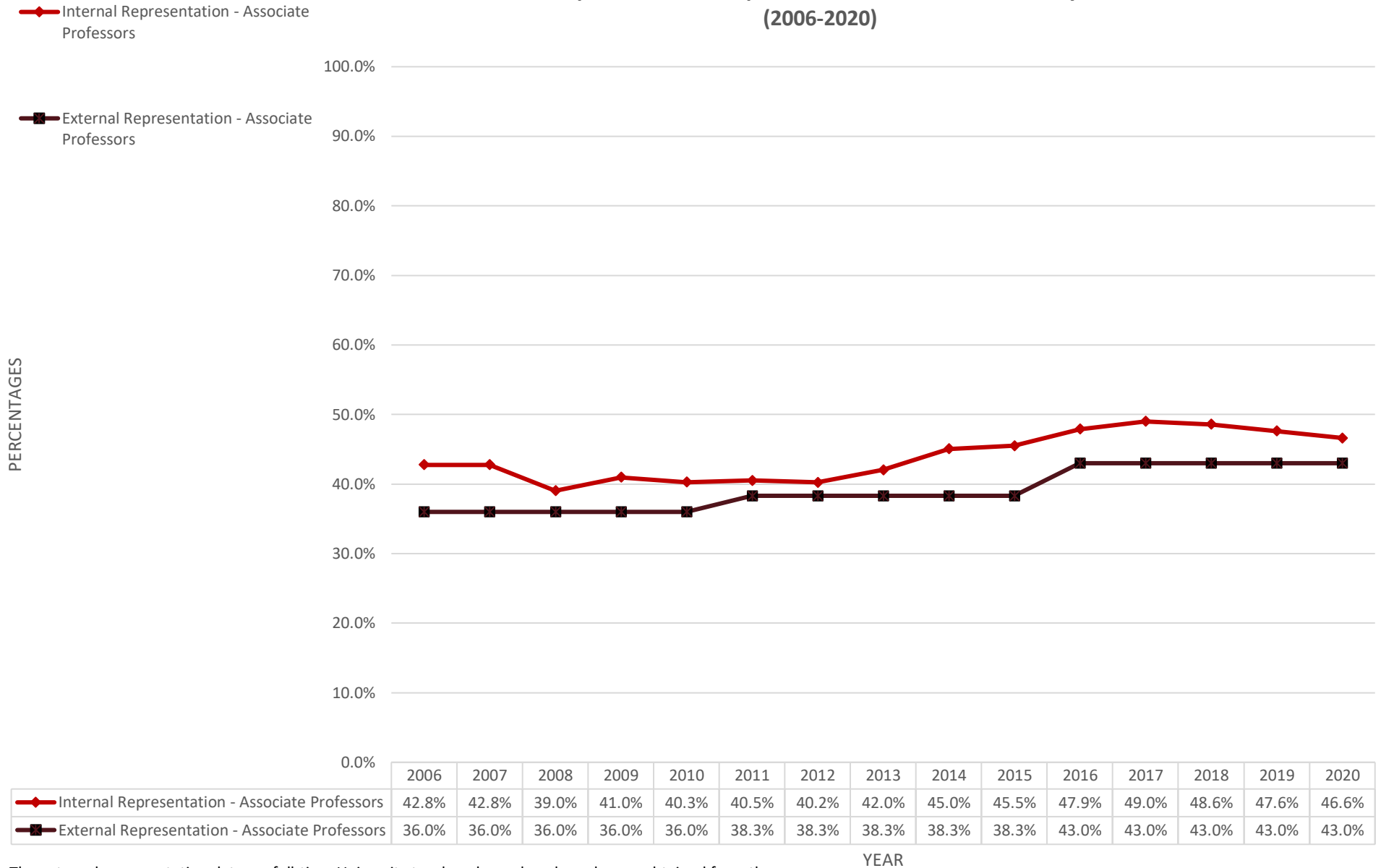


Assistant Professors (Tenured or Tenure-Track) - Women  
Internal Representation compared to CAUT Full-time University Teachers  
(2006-2020)



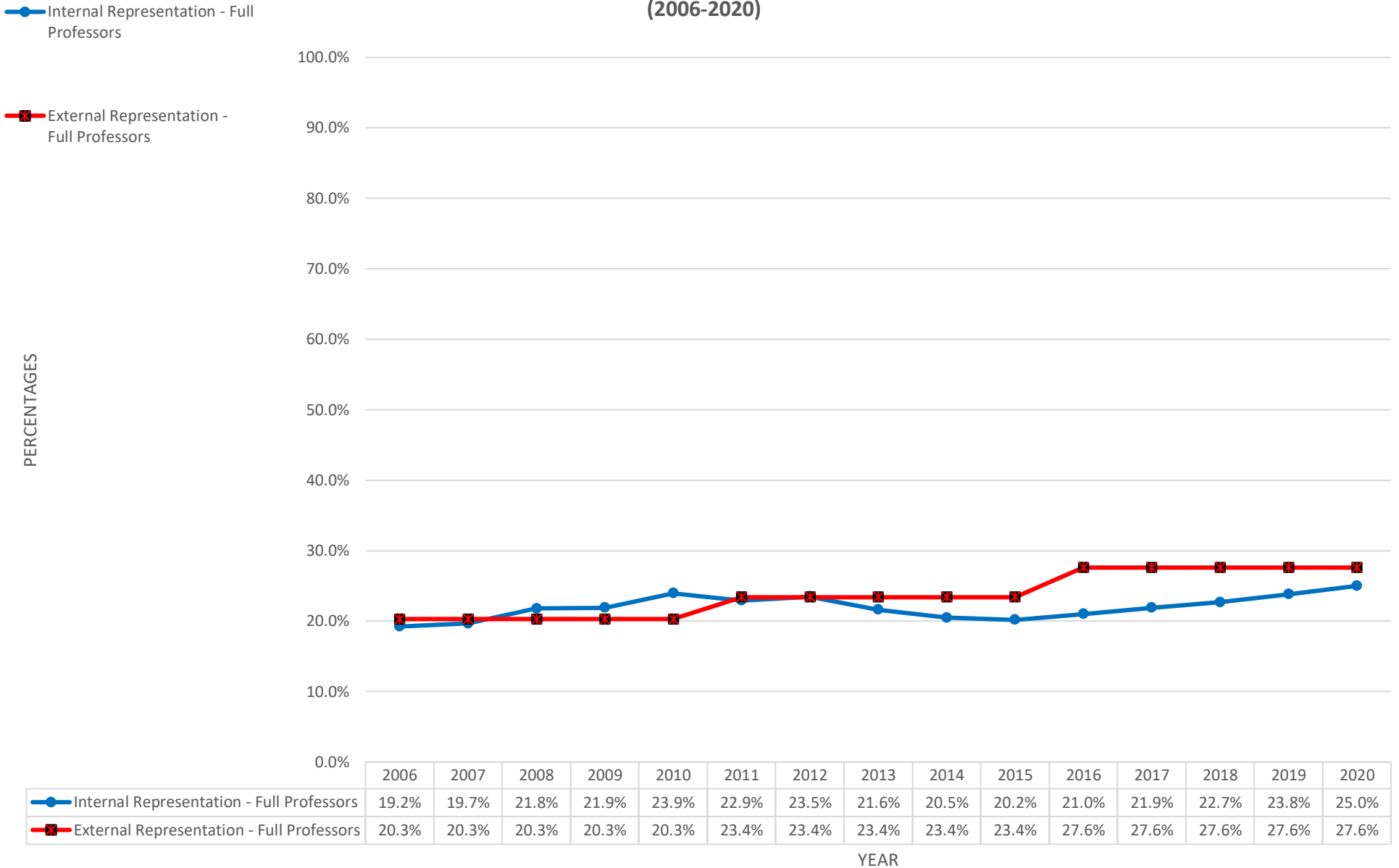
The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report

**Associate Professors (Tenured or Tenure-Track) - Women**  
**Internal Representation compared to CAUT Full-time University Teachers**  
**(2006-2020)**



The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report

**Full Professors (Tenured or Tenure-Track) - Women**  
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**(2006-2020)**

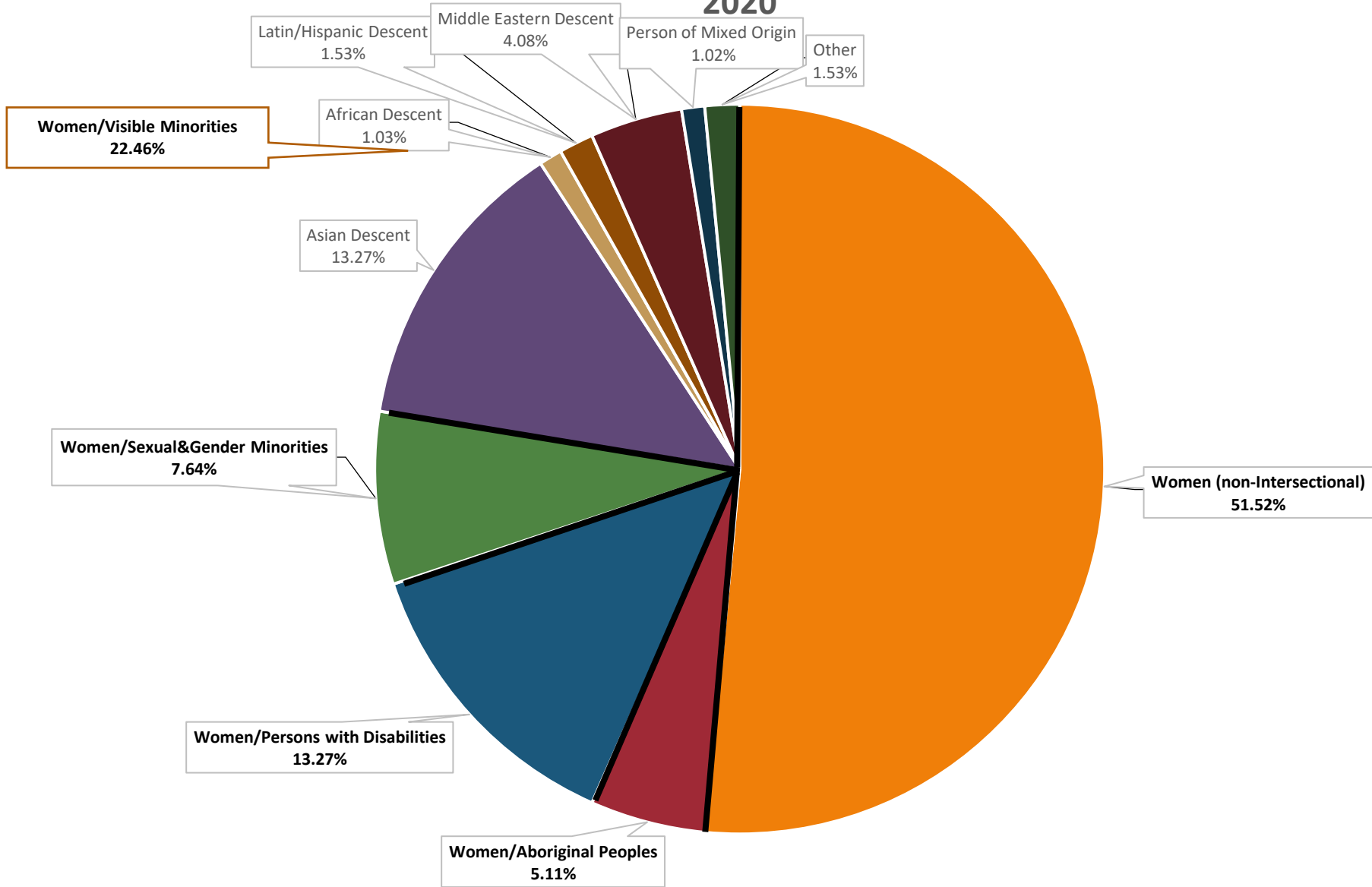


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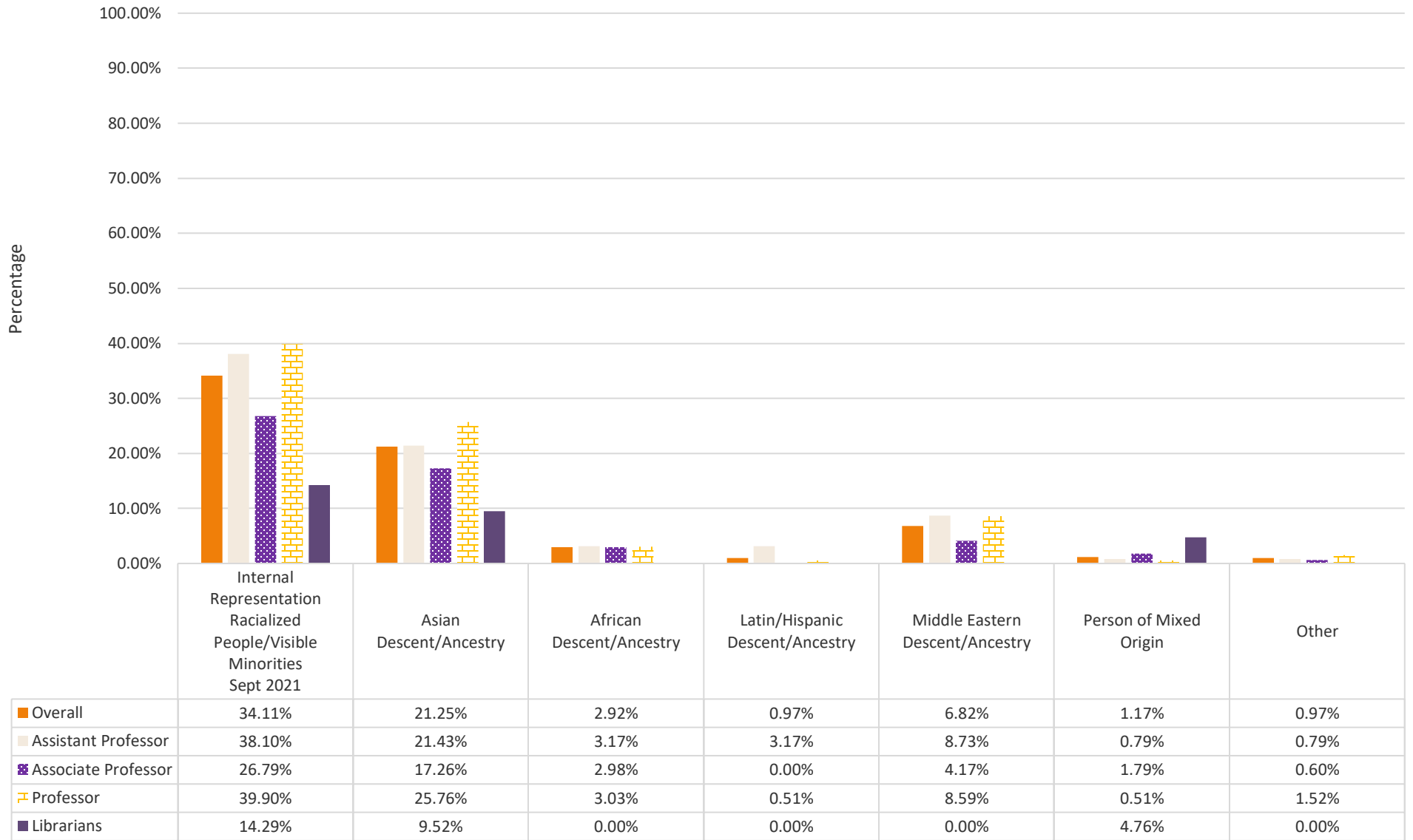
# Professors and Librarians (Internal Representation) - Women Intersectionality

(total percentage of women of internal academic workforce is 39.5%)

2020



**Visible Minorities - Disaggregated Groups**  
**As of September 2021**  
 (includes assistant professors, associate professors, full professors and librarians)



Visible Minorities - Disaggregated Groups

## 5 UPDATE ON OUTSTANDING RECOMMENDATIONS FROM THE 2015, 2016, 2017, 2018, 2019 & 2020 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	2020 Report <i>Next Steps</i> and Recommendations	Status
1.	<b>RCEE recommends</b> that the University ensures that the disaggregated data are used in the various searches/appointments.	Completed
2.	<b>RCEE recommends</b> that New Faculty Orientation regularly includes at least one section on anti-racism, anti-oppression, unconscious bias, et cetera.	Completed
3.	<b>RCEE recommends</b> that the University explores the impact of the pandemic on the recruiting and hiring processes.	For Consideration
4.	<b>RCEE recommends</b> the University continues to recognize the unique pressures on junior faculty, and RCEE supports steps they are initiating, such as enabling the requests for consideration for extensions of the tenure or permanence probationary period.	Completed
5.	<b>RCEE recommends</b> that the University follows up on research and action regarding pay equity to ensure any discrepancies are identified and rectified.	Completed
6.	<b>RCEE recommends</b> that the University identifies best practices to prevent equity-based anomalies in compensation.	For Consideration
7.	<b>RCEE recommends</b> that incoming faculty and librarians are made aware of the negotiating range of salary, and that faculties are consistent in offers.	For Consideration
8.	<b>RCEE recommends</b> that the University works with stakeholders, such as WUFA/SWDEAC, to explore options or best practices to proactively address racism and other forms of oppression.	In Progress
9.	<b>RCEE recommends</b> that the University and stakeholders build professional development relationships and engage in capacity building for cultural competency, anti-bias training, et cetera.	Completed and Ongoing
Item	2019 Report <i>Next Steps</i> and Recommendations	Status
		All Recommendations from the 2019 Report have been Completed
Item	2018 Report <i>Next Steps</i> and Recommendations	Status
4.	<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.	Ongoing and For Consideration

5.	<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
6.	<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
7.	<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
<b>Item</b>	<b>2017 Report <i>Next Steps</i> and Recommendations</b>	<b>Status</b>
8.	<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.  <u>Note:</u> 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
9.	<b>RCEE recommends</b> that the University ensures equity is weighted on all hiring grids.	Varying Degrees of Implementation
<b>Item</b>	<b>2016 Report <i>Next Steps</i> and Recommendations</b>	<b>Status</b>
10.	<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.	In Progress
<b>Item</b>	<b>2015 Report <i>Next Steps</i> and Recommendations</b>	<b>Status</b>
11.	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 provides disaggregated data on the designated group women on an ongoing basis.
- 2) **RCEE recommends** that the University enhances the definition of persons with disabilities in the University's employment equity self-identification survey and census to better align with the newly refined federal wording.

### Enhancing Equity

- 3) **RCEE recommends** that the University develops a plan to identify and rectify the systemic issues that create pay inequities.
- 4) **RCEE recommends** that the University builds upon the 2020 recommendation of identifying best practices, and takes steps to ensure equity is built into the structures so as to proactively prevent equity-based anomalies in compensation.
- 5) **RCEE recommends** that the University works with the AAUs to engage in a process to review and identify areas with significant underrepresentation of women, and develop/implement a targeted recruiting process.
- 6) **RCEE recommends** that the University builds on the successes of the Indigenous Scholars hiring, in order to strengthen the presence and engagement of Indigenous peoples.

### Enhancing the Equity Infrastructure

- 7) **RCEE recommends** that a review of employment equity standard training and best practices (e.g., EE/PAs and hiring committees) be carried out to produce an updated cohesive and coordinated process in keeping with the mandates of the Office of the Provost, the Office of Human Rights, Equity and Accessibility and any new changes to the WUFA Collective Agreement.
- 8) **RCEE recommends** that service is included as a component in job ads and that the hiring committee gives it due consideration in the hiring process, i.e., included in the pre- and post- interview grid with rating attached.

### 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 is suggested for further exploration:

- 9) **RCEE recommends** that the University ensures the Office of EDI is properly resourced in order to support the University community's ability to support current effective practices and to make necessary changes.



Positive action has occurred on campus regarding equity concerns over the past year. In particular, efforts have been made to identify and begin to address both immediate and systemic issues linked to anti-Black racism. Proactive work continues regarding Indigenizing the University in a variety of ways. Administrative structures are being created so that long-term change can occur in these and other areas of marginalization. Ongoing attention and support are needed to ensure these actions can continue and are appropriately resourced. Such efforts will help to sustain the longer-term changes needed so that an equity-informed learning and working environment is available to all.

RCEE Committee Members:

Kaye Johnson  
Daniella Beaulieu  
Vicki Jay Leung  
Vicky Paraschak

**University of Windsor  
Senate Governance Committee**

**5.2: Senate Meeting Scorecard – Results from Fall 2021 Meetings**

Item for: **Discussion**

**Actions:**

1. Review results of Fall 2021 Senate meetings scorecard
2. Summarize key findings for Senate
3. Propose recommendations to Senate for changes/improvements (as required)

**Proposed Summary for Senate:**

57 of 83 Senators completed the Fall 2021 Senate Meetings Scorecard. While there is an appreciation for the focus on building greater openness and transparency evidenced through the many reports and updates provided to Senate, many felt that much of the information shared could be communicated in another way (written reports rather than presentations) or in a different forum. Survey results indicate the need for better balancing how and what to report at Senate, keeping in mind the role and mandate of Senate and the fact that there are other fora in which to report on institutional activities and initiatives.

The majority of respondents raised concerns around length and nature of presentations, the overall length of the meetings, and what respondents argued was the tone and content of discussion by a few Senators which many argued inhibited participation by other members. While many suggested limiting the number and length of time that an individual member can speak per Robert's Rules of Order, it should be noted that the latter allows for all member to speak twice per item/question, for up to 10 minutes each time.

**Recommendations for improvements:**

1. Change the order of agenda so that items from the Standing Committees are at the beginning of the agenda, with presentations and reports from Administration to follow. This places more focus on the academic matters which are the mandate of Senate. (see SGC220124-5.2a for draft agenda)
2. Presentations from Administration should focus on institutional strategic priorities and should be limited to 1-2 per meeting. It is important to include Senate in strategic discussions of institutional priorities.
3. Updates on ongoing activities and initiatives should be relegated to written reports and included in the Senate package distributed ahead of the meeting. Members will be expected to have reviewed the reports and the floor will be open for questions or comments at the Senate meeting. VP presentations can be scheduled on a rotating basis. VPs could be invited to provide a presentation on a rotating basis.
4. Continue to begin each meeting requesting that members be respectful in tone and of each other's time. When speaking to an item, ask that members limit themselves to new comments not already made.
5. Provide orientation and quick reference sheet to Senators on Robert's Rules of Order.

## Senate Meetings Evaluation – Fall 2021 Scorecard

Response rate: 57/83 (68.7%)

### Q1 - Senate Meeting Attendance for the Fall 2021 Semester

Question	%	Count
I was present (in-person or remotely) for all of the meetings in the Fall 2021 semester.	70.18%	40
I was present (in-person or remotely) for most (>50%) of the meetings in the Fall 2021 semester.	22.81%	13
I was present (in-person or remotely) for some (<50%) of the meetings in the Fall 2021 semester.	7.02%	4
I was not able to participate in any of meetings for this period.	0.00%	0
Total	100%	57

### Q2 - Senate Meeting Evaluation for the Fall 2021 Semester

Question	Strongly Agree		Agree		Somewhat Agree		Disagree		Strongly Disagree		Total
Materials: Agendas and supporting documents were made available five calendar days prior to the meetings to allow sufficient time to prepare; documents, presentations, and decisions requested were clear and easy to understand, providing enough information and context to enable the Senate to discharge its responsibilities.	76.92%	40	19.23%	10	1.92%	1	0.00%	0	1.92%	1	52
Presentations: Those presenting during the meetings were prepared and effective, and information was appropriate, interesting and relevant.	42.31%	22	34.62%	18	19.23%	10	1.92%	1	1.92%	1	52
Participation: All Senate members were encouraged to participate.	32.69%	17	19.23%	10	34.62%	18	7.69%	4	5.77%	3	52
Participation: The level of participation and contribution from members was appropriate.	7.69%	4	13.46%	7	38.46%	20	25.00%	13	15.38%	8	52
Senate Role: Senate performed its governance role (i.e., focused on the mission of the University, academic strategic directions, programs, and policies; and discussion and decision-making supported the best interest of the University) and did not become overly involved in operational issues.	26.92%	14	32.69%	17	25.00%	13	13.46%	7	1.92%	1	52
Leadership: The structure and leadership (Chair) of Senate meetings encouraged thoughtful and respectful discussion; time for discussion/debate was adequate – all sides were heard and decisions reached, as appropriate.	42.31%	22	26.92%	14	13.46%	7	11.54%	6	5.77%	3	52

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

discussions were dominated by same individuals for too long perhaps preaching was involved and perhaps individual decided not to speak dur to the time involved

My "somewhat agree" is not so much with the leadership or conduct of our campus leaders, but that some senators are dominating the discussion, and some of their commentary is verging on inappropriate in what they are implying, and in some cases, almost verging on discourteous in manner and tone. Some of the discussion is veering from constructive critique to almost a personal interpretation and individual agenda. While all opinions can be helpful, certain voices are dominating, suggesting that all of Senate thinks similarly, which I suspect is really not the case.

Very difficult to participate in the virtual format. Some members are allowed to dominate which inhibits others. Time limits might be considered and the Chair should be more mindful of those who dominate the discussion.

We are in the midst of a pandemic, which has major impacts to our teaching and other duties. Relatively little time has been spent on these discussions. Usually decisions have already been made about how the university will proceed, without a discussion at Senate. Perhaps this is categorized as operational but it is difficult to separate from the best interest of the University. Also, with the very long senate meetings we have experienced recently (sometimes I have had to leave before it has ended), I would like to suggest a time limit and suggest conciseness whenever possible. Thanks for this opportunity to give feedback.

Some senate members had insights that took up far too much time of the Senate meetings. Their opinions could have easily been expressed through the chat section on Teams rather than take up time.

The presentations were well organized (e.g., curriculum consultation, 13 principles, data presentation)

Some people spoke at length when the subject could be abbreviated considerably.

Senate does not feel like a place where all senators are encouraged to speak. It is always the same 3-4 individuals who are making inappropriate comments, conducting in unprofessional behaviours and creating a hostile environment.

Majority of the senate members are silent during the meeting

Although I answered Agree, I'd like to say that sometimes particular Senators are allowed to go on unnecessarily

There were occasions where agendas needed several amendments and the issue with Nursing failing to pass something was due to the missing documents rather than actual Senate objections (evidenced by the later passing of the proposal). This may not be anybody's fault at Senate level but ultimately Senator's could not review it. I think packed agendas lead to very quick discussions while there are a few Senators who take way too long in their responses on each item, most did very well and gave thoughtful information.

There are one or two people who typically dominate the meeting with endless and pointless rants (i.e. do not lead to a motion or closure). This needs to be stopped. It is not appropriate to go beyond 5pm on a regular basis for just cause. There should be a limit to single sided opinionated discussions that are not related to a motion and if necessary move these discussions to the end of the meeting under "other business". Not all detailed documents are provided in advance all the time. I expect the chair to ensure presenters come prepared with a certain agreed upon tentative time limit so as to be mindful of senators' time and allow room for questions without being pressed for time. This term the priorities were all wrong. In my opinion, while indigenous and black initiatives are important, no motion nor decision that I can remember recently came from senate about any of these matters. Whereas items concerning students and our COVID situation and planning were almost non-existent (as per the last meeting) which significantly and directly impact every aspect of student academic and non-academic life!

We need to focus on what makes us unique as an institution and how we pursue excellence,

Discouraging use of the chat limits engagement and participation and feels like we are just supposed to sit there

most meetings were over 3 hours. Far too long for anyone to focus

The chair is not effective at maintaining the conversation and allows a small minority of voices to dominate the discussion.

The major issue affecting Senate's effectiveness was individual Senators personal opinions and thoughts taking the place of discussion points that were being addressed. In many cases the comments were unprofessional and should not have been made in Senate. They were not relevant to the topic at hand. I would like to see time limits put on individuals comments and especially when they were not germane to what had been discussed and nothing new was being added to the conversation. The fact that most Senate meetings go past 5PM is indicative that there should be greater control over members making irrelevant comments, especially many, many times over.

I have been on Senate for several years now. In the last two or three years it has become a complete joke and an absolute waste of time. No longer is the Senate performing any governance at all. We are merely a body to receive information from a few select committees and Vice-Presidents while we ignore the REAL issues that are crushing this University, while also providing a place to air ugly grievances and disagreements. I must say that under President Gordon's leadership the Senate has declined to the point where it is an almost useless exercise. All of that responsibility must be laid squarely on him, as this never occurred during Dr. Wildeman's tenure (during which I was also a senator). I cannot tell you how absolutely frustrating and exasperating it is to continually have the conversation dominated, over-dominated actually, and controlled by one or two voices from the Senate. Those voices absolutely keep the rest of the Senate from expressing their opinion because they dominate the conversation and that is their sole intent, let us not fool ourselves. The Senate is no longer a safe place to have any opinion other than the one championed by a very small but overly-vocal minority of senators. In talking with other senators, I am convinced that this is a truly minority opinion by the way. A few voices are allowed to speak over and over and the rest of us are supposed to be cowed or brow-beaten into silence and compliance. Also I believe that many people are speaking out of order most of the time. The Chair should call them on that, but he never will, I know that. The level of that participation is absolutely improper. What we should be doing is deciding and voting on things. We never debate and vote on anything anymore. It is all accomplished fait accompli before we arrive, then we are told about it, then people complain, and then a few loud voices spend a half hour telling us all how horrible we have been and how horrible we continue to be, and how horrible the University will be for the rest of time. This is a disaster of a Senate if you ask me. By the way, the last time we voted on anything of consequence, the very next Senate was begun with yet another intent to shame us for our actions by an aggrieved party unhappy with the way the democratically-conducted vote wound up. This I expect will now be typical going forward, as even when we do get to vote, we will all be morally chastised if we ever deign to "vote the wrong way."

On many occasions, the discussion would seem 'hijacked' by a small number of vocal senators for what seems an unbalanced amount of time; this practice discourages others to speak up because of the already lengthy agenda being prolonged by those long-winded senators

soliloquies by members gets out of control.

The agenda is often too long to accommodate real discussion. I might reduce some of the detailed power points reporting from various units. Possibly those reports could be provided in advance and stared. Also, some senators tend to dominate the discussion, and leave little room for their colleagues to participate in an already very long meeting.

Senate members need to be considerate of other senators' time and keep comments and questions relevant to the issue being discussed.

The same 5-6 people have long speeches. the chair could limit comments to 2 minutes....2-3 times per meeting.

While all are encouraged to speak, the meetings are dominated by a few voices. These voices are important but with almost 100 people in the meeting, it is not clear why only around 10 voices are speaking. Some speakers need not feel they need to comment on every single topic or for the length they do. Speakers should synthesize their comments to the most important points and be brief to have a greater impact. When they go on about a subject, I tend to "tune out".

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I think that operational issues are relevant (e.g. covid response, implementation of policies etc.) - operational issues can be very relevant when overseeing implementation of policies. In general, Senate and Administration seem to work better together if compared to the former administration. There is an effort of Administration to be more open and transparent to Senate.

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the majority of senate members do not contribute for whatever reasons; we keep getting updates to the package AFTER the 5 days which is not supposed to happen; senate and admin disagree over where our responsibilities lie and point 5 on the role is offensive; some administration is still defensive and more concerned ignoring its responsibilities under its Act and still tries to shut down debate when made uncomfortable

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It is discouraging and disappointing that so few members actually contribute thoughts, opinions, ideas, etc. Senate seems to be comprised of 20 people, not 80+.

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The level of participation/contribution from a small group of senators is unnecessarily long and not always on point. In a few cases, one senator in particular, made inappropriate comments about the chair and does not seem to care that there is a schedule to keep.

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Some members are prone to speaking without adding to the conversation.

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Some voices are given too much time to share their perspective.

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Senators are verbally encouraged to participate, but the participation is skewed towards a small number of people who speak more than is appropriate to get their points across. Some presentations are not very helpful, ie, those from the VPRI. A suggestion could be to have the VPRI table a written report.

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there are a handful of senators who treat the space as their own personal soapbox, speaking at length and on multiple issues at every meeting - this extends the time beyond the 5 pm deadline and totally disrespects the home life of senators

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The senate meetings are bit too long

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We have too many meetings that go overtime. This is hard on parents. I'm okay with meeting more frequently if needed. I think some people monopolize the conversations and monologue. I think the chat should be turned off. "Chat" doesn't occur in-person and it often takes on a life of it's own. I'm supportive of discussion but many "discussions" are repetitive, circular, or nonproductive.

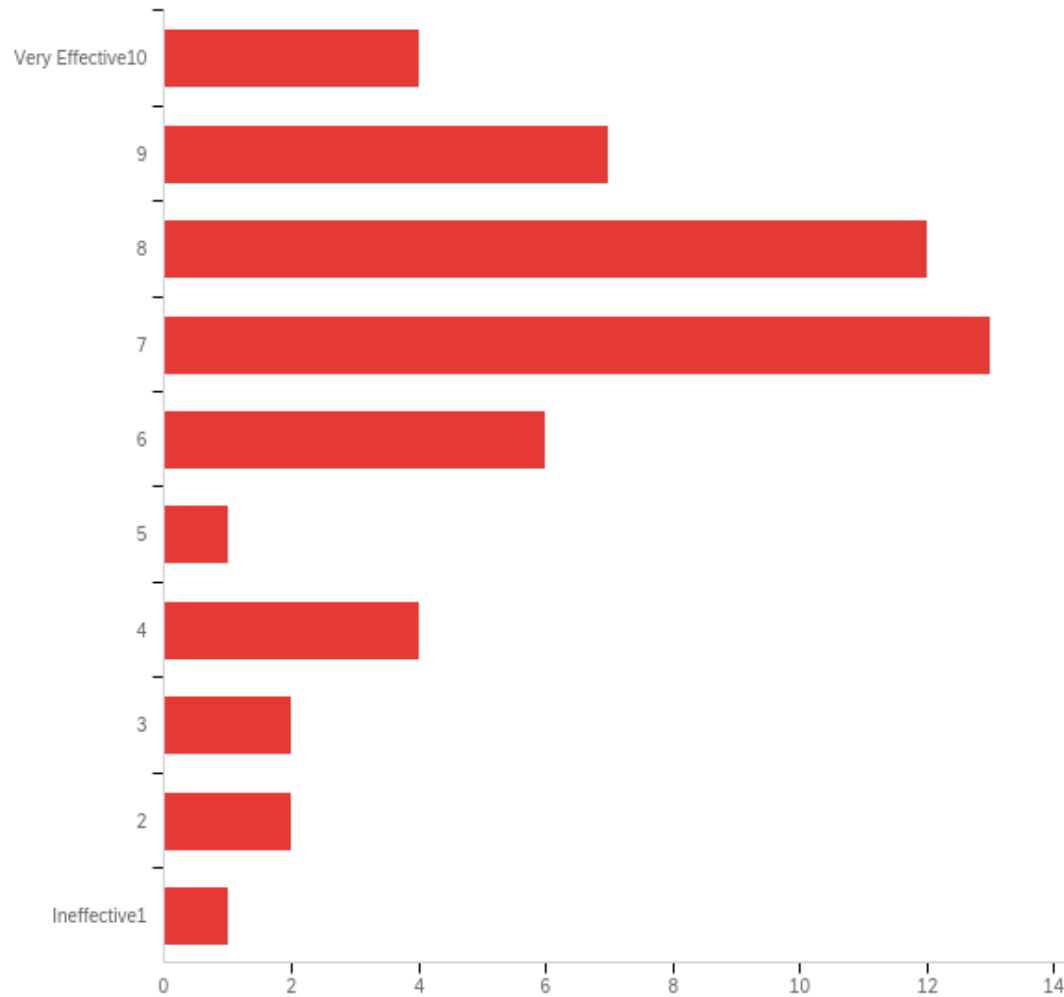
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There are a few senators who are dominating discussions and it happens on a regular basis. I appreciate the value of discussions but some of the feedback are just too negative, overly dramatic, and offer no solution to issues they are raising other than being overly critical of everything. This is extremely frustrating!

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A very few individuals are allowed to dominate the discussions. This inhibits others from participating.

#### Q4 - Overall Senate Meeting Assessment for the Fall 2021 Semester



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

preaching not discussing on the same issues by the same people opinion is part of a short discussion but drawn out individual opinions belong elsewhere it seems

Some members dominated the discussion, decisions were not always in the best interest of students or course delivery. Some members were not focused on the mission of the organization and allowed things to become derailed.

I have already made some comments (see feedback for "If you answered "Somewhat Agree", "Disagree", or "Strongly Disagree", please explain. This will provide context to as results are reviewed and enable improvements to be made". I will add that it would be helpful for starred items to provide links that go directly to the PDC forms (rather than the UPDC website and I have to hunt for them). I hope this is helpful.

See above comment.

Meetings were too long.

It is the fault of the few who dominated the meeting and an agenda that did not address priorities properly.

Pls see above.

The meeting can be divided up as biweekly with a few topics in each, instead of cramping in one session of 4 hours at a time.

The agenda's are too long- 4 hours last week! The conversations are often dominated by a handful of loud voices and it is particularly worse now that we are virtual. The reports are long and drawn out and relatively meaningless.

Stricter control should be put on all Senators to maintain a focus on the ACADEMIC issues that are of concern to Senate. Although Senate debated serious and important issues like race relations and indigenous content, the overall discussion points were hijacked by a few of the most opinionated faculty members. The effect of this is to silence the majority of faculty who are sensitive to these topics and have a strong interest in resolving them. I feel that the environment at Senate has deteriorated to the point that support for dealing with these important issues is being lost. This concerns me greatly. Although I have been a member of Senate for a long time, this will be my last year on Senate. This is the worst Senate environment I have ever witnessed. It is not enjoyable any more and the academic focus has been lost. Covid created major academic issues that I feel Senate has ignored such as academic misconduct, increasing face to face classes, impact of hyflex teaching and the overall lack of concentration on academic issues.

I have explained above why I find it to be completely ineffective.

The meetings are going on too long. The length of time spent on reports vs the importance of the academic mission of the university is not appropriate.

Senate meetings often went over their allotted time. After two hours of a virtual meeting, I believe most people are no longer fully invested in the meeting.

Comments noted about speakers being more concise and somehow getting others beyond the top 5 to voice their opinions. If we are going to empower sub-committees to do their work, then we should support them more strongly. I think controversial subjects like the recent nursing curriculum should be brought forward earlier. Critics were correct in thinking they were being asked to "rubber stamp" something.

There was too much time allowed for grandstanding. Also, I found the negative comments about staff within the university to be unprofessional, especially when they are not at the table to be able to defend themselves.

Disappointed that the values and principles of a university, found in the Windsor Act, are not promulgated within the administrators and ex officio at Senate. It is still a shut down body

Unfortunately, COVID strikes again. Online is highly ineffective, in many ways. ALL SENATORS should be encouraged to participate, or they should not be at Senate. My guess is that some are not actually there, once their computer is turned on.

meetings are too long with no breaks and some folks are given too much time to speak and question, also since the meetings always go over they should be planned for Fridays not before a long week end or on another day.

The meetings run routinely over time and it appears either the agenda needs to be shortened or perhaps more time is planned to cover the entirety of what needs to be discussed. In the last meeting, the discussion of some of the more time sensitive and contentious issues (ie RTC in the Winter) appeared to be rushed.

see above. something has to be done about the domination of the senate by a regular group of senators. I think we should move the time to 9:00 am in the morning and plan for the entire morning. Currently, extending every meeting impacts on lives and other work-related meetings



I find attending Senate online very painful and frustrating. Too many faculty have their own agenda and "crusade" and these people are not succinct.

Meetings are too long. We spend too much time saying the same thing and going in circles. Sometimes it would be best to move on.

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

President's and Vice Presidents reports

The updates and discussion on collective matters (such as vaccinations, return to campus).

Learnt the role and importance of Senate in the academic decision making.

professionalism, attention to detail, collegiality

Information on what is happening on campus and discussions about changes to bylaws, etc.

The updates of different offices and departments on campus, so long as they are relevant to the Senate's jurisdiction and time-efficient in presentation.

information.

We can learn how senate functions

Learning what issues face the University and having a hand in determining the academic decisions.

Having the meeting online. I certainly will not tolerate an in-person meeting and listen to someone rants aimlessly passed 6pm!

The President's reports and Dr. Beckford's EDI reports. These are most focused on institutional change and envisioning excellence.

Updates regarding new directions

policy discussion

Presentations, ideas, discussion and reading materials.

President Gordon's acknowledgement of all who wished to speak and thereafter his thanks for their contribution. He did well to foster a sense of collegiality.

It is always interesting and instructive to debate the key issues that are of concern to Senate. I am always amazed to see the breadth and diversity of all the programs/courses at the University. Financial issues are also interesting. Gillian's presentations are always succinct, fact filled and clear.

Nothing.

Well thought-out agenda items providing information from various offices across campus.

Conversations about Indigenization and EDI have been very useful though I have some concerns about attitudes.

That said, I was excited by the report presented by the Anti-Black Racism Task Force.

Updates from the various senior administration.

The Provost's report

Interesting subject matter re adjusting to the pandemic.

The transparency in which the senate discussions are held; and the way all voices are respected.

The discussions about recent policy changes. The President seems to see his role in Senate as facilitator of an open discussion, which is positive if compared to the former administration.

pre-Senate discussions of issues in order to be more fully informed as opposed to being shut down at senate

Discussion.

I took a lot of value from the discussion on things that I would not have known about otherwise. I have been very impressed with the programming that is being done, and how serious the university is taking recruitment and retention, and I am very proud of the many EDI initiatives, positions created, discussions, etc. at the university over a relatively short time. The President said he would take action, and he has. I feel that the university should be using what they have done as a recruiting tool. There is so much value in all the EDI initiatives, positions, discussions, etc. It is about time!

Presentations by folks representing various task forces and new initiatives.

I appreciate all of the updates on COVID-19 planning, and enrollment information. I appreciate the voting approach of no dissents = pass. That makes it move more quickly.

Agenda does support the university business.

The president's report is useful.

anti-Black racism task force report one of the most substantial and important presentations to date

Hearing from other disciplines and the reports (although some reports could be significantly shorter)

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

Time allotment for agenda items and presentations to reduce the number of meetings going past 5pm.

limit number pro/con speakers and time limits on contributions

I am loathe to suggest more adherence to rules, but limiting the amount of discussion by any individual (which is allowed under Roberts Rules I believe) might encourage others to speak up, which should allow for a more balanced discussion.

I think the thought process of the Senate, at least on most the important issues, should be communicated to the individual faculty members. Granted that the agendas and minutes are open and accessible to everyone. Most the discussions during the last semester were on Indigenous contents. I think there is a disconnect between what the faculty at the bottom of the ladder knows and what is expected at the Senate. Also, there should be some provisions

for the continuity on the current Senate interim decisions/suggestions with the next Senate. There was a situation where some groups were going through the approvals of courses and programs. Apparently, the previous suggested the groups to modify in certain way. There were some discussions that the current Senate doesn't have to stick to those suggestions. The proponents have to satisfy the new requirements of the current Senate. It will be helpful to have to some synchronization for the proposals that are under transition.

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Time limits and speaker lists that allows for more voices to be heard.

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limiting the number of some people's interventions

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I do not think it is necessary to indicate lists of speakers, detailed progress of task forces, etc. If we can see that these bodies are progressing via a summary, that should be sufficient.

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Encouraging Senate members to direct their opinions and expressions to matters to the chat box unless they require the initiation of a discussion, addressing a specific question or issue, or opening a new matter of discussion.

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Tell presenters to be brief.

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Only allow each person a certain amount of time to speak during meetings.

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Proper use of Robert's Rules of Order. Faculty members should not be jumping in and out of discussion or asking questions when it is explicitly stated by the Chair and the Agenda that it is not a discussion item.

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Reports can be circulated as starred items in advance.

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Chair should be willing to ask people to be brief in their comments.

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A crash course on Robert's Rules of Order offered asynchronously during the summer may give more of us a feeling of when it is okay to participate or raise a point of order.

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Limit interruptions to agenda items and aimless rants.

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Less focus on operational issues such as covid planning.

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Limit reports to 3 minutes, encourage those reporting to explain the context of their responsibilities/purview as for new Senators, a lot has to be pieced together

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How about having an open platform (online) where senate members can comment openly in writing a few hours prior to the actual meeting. The comments can be seen by all and can be addressed accordingly.

---

Split up the VP reports and separate by month, and the academic colleague discussion is not really on point or a review of what is happening elsewhere in Ontario. The length of the meetings means that many are unable to continue or remain engaged, which means important topics and discussions are missed and it allows certain VP and AVP reports to have limited critique.

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It was efficient for a full agenda with discussion.

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Would it be possible to put time limits on some of the presentations? Of course, this can be challenging if there are a lot of questions or comments in the middle of a presentation since this will throw the speaker's timing off kilter. In this case, is it worth postponing questions and comments until after a presenter has finished so that he/she can keep on track in terms of timing? Of course, this too is problematic.

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Time limits on comments. Senators questions should be less than two minutes long. Once answered, they should have a short rebuttal point and then that's it. A few individuals in Senate are getting way too much air time to vent their personal opinions. They are not relevant to Senate matters.

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To be more effective: First, we need to move the issue of COVID, its impact, and how we are dealing with it to the TOP of the agenda. Every time. At the last meeting and at every meeting, we typically don't even start talking about COVID until 5:15 or 5:30. Any Senator who does not realize that right now this is the #1 issue facing all of us and our students, their head is in the sand. This COVID truly is an existential crisis for us, as it forced us to close our doors and casts the fate of the whole institution into question. This is a real crisis, not one of the "pretend" crises that dominate the first two hours of every single senate. We need to WORK, actually work, to make things better for our students. Yet by its own actions the senate doesn't want to make anything better for the students, since it clearly places no priority at all on the "emergency" it has declared – burying it deep, deep, deep in the agenda. Probably most people have even left by then. Is that respectful of our time? Second, we HAVE to finish by 5:00. There is no reason at all that these meetings, which routinely used to take only two hours, now routinely go over three. No reason at all. It is not like we are deciding on any greater number of things. The reports from the ever-growing list of vice-presidents should be submitted to Senate with a 5 minute cap on what they say in the oral report, and the rest can be provided electronically like it is now. Finally, the Chair MUST reign in the voices that feel it necessary to speak/respond to every single comment made in the chambers. I do not believe Senate is a forum for people to make their personal opinions known while standing on a soap box (and throwing stones to chastise us for how bad we all are at the same time). I know some people think it is, but that is not the proper role of Senate.

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Cap the time permitted to senators for comments to encourage broader participation.

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move major reports OUT of senate. Do public presentation releases and then present to senate for information and specific questions. No long report presentations.

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A few of the same people consistently speaking more than once or even twice on the same item. Would suggest stronger adherence to rules of order to maintain better flow.

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Perhaps move the updates from senior admins to the first part of the meeting and then have items that might have more discussion after.

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I do think the chair has to speak to those dominating the meeting and to those whose voice should be heard but are not to find out why. I think the chair/president does a very good job considering how many are in the meeting, and this is a delicate topic to consider.

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No suggestions

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Time limit in comments, reduce the ability for individuals to just reiterate what others have said. Meetings need to start earlier

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As many fundamental issues have been discussed and implemented in recent months, I do not think it could have been done in less time. Most reports were shown in a timely manner. Informed oversight needs time. However, sessions of four hours should be avoided. Perhaps the sessions could start at 2pm. This would avoid extensions after 6pm.

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separate discussion senate where issues are discussed versus a later senate where votes are held.

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Individuals who repeatedly speak-- especially to admonish, embarrass, insult, or to "grand stand"-- should be asked not to continue. There are certain members who make inappropriate comments, as though s/he speaks for all of Senate members. They should be stopped-- as unpleasant as that is.

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The length of the meetings has to be addressed. The December 10th meeting was just over 4 hours long. It is clear that there is a lot going on and agendas need to be full, but I knew when I saw the agenda that we were going way over time, even before we started. Either the agendas need to be shortened (or topics on the agendas need to be strategically spread out over a few meetings), and the associated delays accepted, or something needs to be done about the amount of time taken up with discussion on some points. It is not fair to ask people to sit and focus for much longer times than scheduled every month. There are many people who have families and things to do on Friday night to stay for that long. I had to cancel an important family thing (that was scheduled for 6 pm .. 1 hour after what is supposed to be the end of the scheduled senate meeting) because I felt obligated to remain at senate. If you are attending while in your office at the university, you need to pack up and get home after that too.

Encourage people to stay on topic.

This is not the chairs responsibility but hearing a wider diversity of voices would be welcomed.

I don't know how to make them more effective use of our time, as they are so incredibly long and drawn out. I worry that many times the comments reiterate what was said. Maybe more encouragement of the use of the chat box function. I did appreciate when President Gordon asked that comments include new information or thoughts, and that when it was clear something wasn't going to pass, we end the conversation right away so as not to belabor something that isn't going to be voted on.

set a guideline re. how often a person can speak and decrease the time of the meetings.

I think either we meet more regularly or perhaps the meetings are broken up differently to ensure we have enough time to cover the issues on the agenda.

see above. while I appreciate the need to hear voices, someone needs to have a conversation with the small number of senators who take up a disproportionate amount of time - to the detriment of others

Turn off the chat. Hold people to Robert's rules. Don't go overtime.

Is there a way to limit the time for Senators to comment - be succinct and minimize the drama. It's the same 3 or 4 people.

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

Thank you for the opportunity to provide feedback.

seems much of what was said endlessly belongs in sub committees that exist discussion is the fabric of Senate but where do some long discussions belong before they reach Senate

Some of our student representatives are sharing key comments or observations that should remind Senate that serving our students is one of our key missions. Not everything decided should hinge on whether it is "convenient or not" for our faculty.

no

I appreciate everyone's time, patience, and efforts as these Senate meetings take a lot of work and dedication. Thank you and wishing you all a merry holiday season and a happy new year!

The meetings seem to be increasing in length

It would be much better to end the meetings at the time they are supposed to end at.

No

If there is an expectation of people to be back on campus so should Senate, and given the push for hy-flex why isn't senate run in hy-flex? It seems quite hypocritical that leadership are not willing to return in-person or at least hy-flex senate meetings

None

The December meeting was especially long (four hours and five minutes), and I noticed that there was a steady bleeding out of attendees in the last hour. Can we set an absolute limit to an extended meeting, e.g. that it go no later than 6:00pm or even 5:45pm, and that remaining business will either be taken up at a supplementary meeting the next Friday or rolled over to the next month?

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I do not trust the anonymity of this survey.

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One last comment. At the last meeting, at the very top of the meeting, the president reminded senators to, "please be mindful of the time and respect the other Senator's time." Great. He then turned the floor over to a senator for what I felt was an unfocused, embarrassing, and fairly rambling personal statement that was dressed up like a land acknowledgement statement. That took about 5-10 minutes. This RIGHT AFTER the president had asked people to respect other's time. Clearly, there is no such respect in our Senate anymore. I certainly don't feel respected when people do things like that in a blatant challenge to the authority of the chair. I think the idea of introducing "personal" land acknowledgment statements was a huge mistake and just another virtue-signaling vanity project of this Senate and its leadership. But I guess it will make one or two people feel better, and this is all that is important to this Senate anymore.

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Either start senate earlier or schedule two meetings a month if the length of meetings is going to regularly go past 6 pm.

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none

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No

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No

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I think the meetings overall have been good. I appreciate the efforts that most presenters make to keep things to the point, but there are a few senators who verge on disrespectful at times and take up more time than is necessary with sometimes tangential points. I would hate to see senators starting to call the question on motions, but that is one way to shorten discussion that is dragging on. I would like to hear more from the students, but that is not something that can be forced.

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Although the documents are shared in advance, they are so cumbersome to read through and make sense of because they are so long. I almost wish each one had an index with page numbers, or a hyperlink embedded in the agenda at the top of the document that dropped down to the right section, so I can review it more efficiently, and when we are in the meeting, I can quickly hop to the right section and not scroll and scroll through long sections that are done.



**NOTICE OF MEETING**

There will be a meeting of the Senate on, Friday, [DATE], at 2:30 p.m.  
**LOCATION: Virtual Meeting**  
 Link: [Join Microsoft Teams Meeting](#)

**AGENDA**

*Land Acknowledgement*

- 1 **Approval of Agenda** (Unstarring agenda items)
- 2 **Minutes of the meeting of [xxx]** Approval  
S229999M
- 3 **Business arising from the minutes**
- 4 **Outstanding Business/Action Items**
- 5 **Reports/New Business**
  - 5.1 **Program Development Committee**
    - \*5.1.1 **Program/Course Changes** Greg Chung-Yan-Approval  
S229999-5.1.1a-  
\*a) [...]
    - \*5.1.2 **Learning Outcomes** Greg Chung-Yan-Information  
S229999-5.1.2a-  
\*a) [...]
    - 5.1.3 **New Program Proposal in ...** Greg Chung-Yan-Approval  
S2299994-5.1.3
  - 5.2 **Academic Policy Committee**
    - 5.2.1 **Proposed Revisions to ...** Antonio Rossini-Approval  
S229999-5.2.1
    - \*5.2.2 **Annual Report from ...** Antonio Rossini-Information  
S229999-5.2.2
  - 5.3 **Senate Governance Committee**
    - 5.3.1 **Proposed Bylaw Revisions to Bylaws ...** Rick Caron-Approval  
S229999-5.3.1
  - 5.4 **Senate Student Caucus** Dave Andrews-Information
  - 5.5 **Report from the Student Presidents** UWSA/GSS/OPUS-Information
  - 5.6 **Report of the Academic Colleague** Philip Dutton-Information  
S229999-5.6

**5.7 Report of the President**

**Robert Gordon**-Information  
S229999-5.7

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**5.8 Report of the Provost**

**Patti Weir**-Information  
S229999-5.8

*[Includes COVID-19 Update and Enrolment Management Update]*

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**5.9 Report of Vice-President, Equity, Diversity, and Inclusion**

**Clinton Beckford**-Information  
S229999-5.9

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**5.10 Report of Vice-President, Research, and Innovation**

**K W Michael Siu**-Information  
S229999-5.10

\*\*\*

**6 Question Period/Other Business**

**7 Adjournment**

\*\*\*The Strategic Item for Senate Discussion may be added here depending on the nature of the item.

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



**University of Windsor  
Senate Governance Committee**

**5.3: Strategic Items for Senate Discussion**

Item for: **Discussion**

*The following is the current list of Strategic Items for Senate discussion:*

- 1) Academic and other supports for students transitioning back to face-to-face learning – Post COVID-19
  - Item on February 11, 2022 Senate Meeting under Report of the Provost

*Suggestions for order/scheduling of the following items?:*

- 2) Post-COVID academic programming and delivery
  - Item on March 11, 2022 Senate Meeting under Report of the Provost?
- 3) University and College Partnerships
- 4) Work Integrated Learning
- 5) Curriculum Development
- 6) Frequent updates on student enrollment and SEM
- 7) Individual faculties plans and strategies moving forward
- 8) Internationalization planning
- 9) Entrepreneurship
- 10) Institutional research data
- 11) Knowledge mobilization
- 12) Micro-Credential framework(s)
- 13) Continuing Education

**University of Windsor  
Senate Governance Committee**

5.4: **Proposed Bylaw Revisions to Bylaw 3**

Item for: **Discussion**

*At the January 14, 2022 Senate meeting, the following motion was referred back to SGC for discussion around whether a faculty member representative should be added to the Committee composition to maintain the proportion of faculty members (versus administration/students) on the Committee.*

*It was also noted that the mandate of SGC should be revised to include an annual report on diversity on Senate Committees.*

**MOTION (Referred back to SGC): That the proposed revisions to Bylaw 3 be approved.**

Proposed Revisions to Bylaw 3

*[revisions are in bold and strikethrough]*

1.2.3 Senate Governance Committee

1.2.3.1 Membership (The total membership is ~~seventeen~~ **nineteen**)

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

**Rationale:**

- The proposed change will allow the Vice-President, Equity, Diversity and Inclusion to be able to fully participate and have a vote at the Senate Governance Committee as it reviews bylaw and policy revisions and considers strategic items for Senate discussion.
- This additional faculty member position results in an additional student member due to the 3:1 faculty-student ratio requirement on Committees.