

NOTICE OF MEETING

There will be a meeting of the
Senate Governance Committee
on Monday, September 26, 2022
2:00-3:30pm

LOCATION: Toldo Health Education Centre (Room 203)

AGENDA

- 1 Approval of Agenda
- 2 Approval of the minutes of the meeting of May 18, 2022 SGC220518M
E-Vote of July 21, 2022 SGC220721E
E-Vote of August 9, 2022 SGC220809E
- 3 Business arising from the minutes
- 4 Outstanding Business
- 5 Reports/New Business
 - *5.1 Senate Standing Committee – Membership Gordon-Approval
SGC220926-5.1
 - 5.2 Black Scholars’ Hiring Initiative – Recruitment Process Weir/Beckford/Delia-Deckard-Approval
SGC220926-5.2
 - 5.3 Department of Interdisciplinary and Critical Studies – New AAU Proposal Collier-Approval
SGC220926-5.3
 - 5.4 Black Studies Institute Weir/Beckford/Collier/Delia-Deckard-Approval
SGC220926-5.4
 - 5.5 Proposed Revisions to Bylaw 31 and Student Code of Conduct Dixon-Approval
SGC220926-5.5
 - 5.6 Proposed Bylaw Revision Dixon-Approval
SGC220926-5.6
[Bylaws 2, 23]
 - 5.7 Senate and Senate Standing Committee Diversity Report (2022-2023) Gordon-Information
SGC220926-5.7
 - 5.8 Strategic Items for Senate Discussion Gordon-Discussion
SGC220926-5.8
- 6 Question Period/Other Business
- 7 Adjournment

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

**University of Windsor
Senate Governance Committee**

*5.1: **Senate Standing Committee Membership**

Item for: **Approval**

Forwarded by: **University Secretariat**

MOTION: That the Senate Governance Committee recommend to Senate the approval of the following Senate Standing Committee membership:

Dr. Darren Stanley, Faculty of Education – Senate Governance Committee

**University of Windsor
Senate Governance Committee**

5.2: **Black Scholars' Hiring Initiative – Recruitment Process**

Item for: **Approval**

Forwarded by: **Dr. P. Weir, Dr. C. Beckford, Dr. N. Delia-Deckard**

MOTION: That, in lieu of Section 2 of Bylaw 20, the hiring of the 12 Black Scholars be undertaken based on a two-stage selection process, which includes members of the AAU appointments committee and additional membership from University of Windsor Black-identified scholars, as outlined in *The 12 Black Scholars Recruitment Process*.

Rationale:

In keeping with its commitments as signatory on the Scarborough Charter and to fulfill the recommendations of its own Anti-Black racism Task Force, the University of Windsor is moving forward in the promised hiring of 12 Black Scholars. We seek to do so in a way that makes our significant investment in fighting anti-Black racism work for positive institutional change, and to ensure that the whole initiative is more than the sum of its parts.

To that end, the Black Scholars' Hiring Initiative is being developed to ensure success throughout the entire hiring cycle, including the development of a targeted ad, the evaluation of criteria related to Black identity, and the evaluation of disciplinary expertise. With this purposeful and thoughtful start, we will make real the promise of support, inclusion, mentorship, and fair renewal, tenure, and promotion processes through the creation of an academic home for Black ways of knowing and being at the University.

To accomplish this, it is desirable to have a two-stage applicant selection process: Stage 1 – Involves a committee of current Black-identified scholars who will review each application for criteria related to Black identity and the constitution of individual searches (Core Selection Committee); Stage 2: Involves the application(s) being reviewed by selected AAU appointments committee members and will have additional membership from University of Windsor Black-identified scholars (Full Selection Committee).

Bylaw 20, Section 2 defines appointments committees for the hiring of faculty members. To carry out the two-stage approach outlined above, it will be important to alter the appointments committees as described above and per the Recruitment Process document. In order to fully inform this motion, the proposed Recruitment Process is being furnished to the Senate as outlined in this document.

The 12 Black Scholars Recruitment Process

Recruitment Consultancy and Soliciting Applications

We will engage KBRS to assist with developing a targeted outreach strategy, including key messaging to Black-identified candidates to elicit excitement about the uniqueness of UWindsor's hiring initiative and leveraging KBRS' global network and relationships to identify potential candidates.

International Scope

We have a legal obligation to prioritize applications from Canadian citizens and Permanent Residents. In adjudicating candidates, we will also keep in mind the principle that the professoriate should reflect the student body and the community. This means that we have a responsibility to ensure that Black-identifying Continental Africans and Afro-Caribbean scholars, particularly, should also be actively encouraged to apply.

Placing Advertisements

We anticipate consulting with KBRS and the Deans to determine that best placement of the ad across three continents. We anticipate considerable cost will be associated with ad placement.

Selection Committees

The **Core Selection Committee** will be comprised of a pool of Black Scholars and Stakeholders already at the University of Windsor. Core Selection Committee members will include (but may be more extensive than):

1. Clinton Beckford (VP EDID)
2. Natalie Delia Deckard (Director, BSI)
3. Richard Douglass-Chin (Black Faculty)
4. Judy Sinanga-Ohlmann (Black Faculty)
5. Kemi Anazodo (Black Faculty)
6. Francisca Omorodion (Black Faculty)
7. Nicole Scott (Black Faculty)
8. Andrew Allen (Black Faculty and Anti-Racism Pedagogies)
9. James Oloo (Black Faculty)
10. Mohamed Hassan Mohamed (Black Faculty)
11. Equity Assessor (Daniella Beaulieu – EDI)

The Core Selection Committee will be responsible for creating a long-list of candidates from applications submitted. They will do this by:

1. Receiving all applications and verifying that all candidates are eligible, in that they identify as Black;
2. Ascertaining the presumed status of the applicant on appointment: Ancillary Academic Staff – AAS (for candidates that may lack terminal degrees), Lecturer status (year-long grace period for dissertation deposit from date of hire), Assistant Professor (dissertation must be deposited before start date, or PhD in hand at time of application), Associate Professor (Associate Professors, or advanced Assistant Professors at other institutions may be offered Associate Professor with tenure at the University of Windsor per Senate Bylaw 20, 1.1.1b "Appointments with tenure: An initial appointment at this university may be made with tenure"), Full Professor; Probationary Librarian; or Librarian with Permanence.

Note that all statuses conform to Senate Bylaw 20 for Regular Faculty – "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."

3. Assessing the applicant's capacity and willingness to contribute to the life of:
 - a. Black Studies;

- b. The co-hiring Faculty;
 - c. The University of Windsor; and
 - d. The Windsor-Essex-Detroit community
4. Categorizing eligible applications into Faculties;
 5. Develop, in informal consultation with individual Deans, the final long lists, in keeping with the goals of the hiring initiative as a whole; and
 6. Document the agreement of each Dean with the final long-list distribution; and
 7. Operationalize the agreed-up number of searches.

The **Full Selection Committees** will be constituted collaboratively with the co-hiring Faculties to evaluate and short-list applicants and, ultimately, make offers. Pending the realities of the number and statuses of applications received, the below represents a proposed distribution of considered candidates:

1. Faculty of Arts, Humanities and Social Sciences – 12 candidates (4 searches)
2. Faculty of Education – 3 candidates (1 search)
3. Faculty of Engineering – 3 candidates (1 search)
4. Faculty of Human Kinetics – 3 candidates (1 search)
5. Faculty of Law – 3 candidates (1 search)
6. Faculty of Nursing – 3 candidates (1 search)
7. Odette School of Business – 3 candidates (1 search)
8. Faculty of Science – 3 candidates (1 search)
9. Library – 3 candidates (1 search)

For each search, a full selection committee will be constituted of:

1. Natalie Delia Deckard (Director, BSI)
2. 2 Black Faculty Members from the Core Selection Committee
3. Faculty Dean
4. 2 Faculty Members from within Faculty, including any Heads as appropriate, as determined by Faculty Dean
5. Student Representation, with Alternates
6. Equity Assessor (Daniella Beaulieu - Senior Executive, EDID)

It should be noted that the make-up of the Full Selection Committee differs from that mandated in Senate Bylaw 20, 2.1.1 and 2.1.2:

“For joint appointments the appointments committee shall be composed as follows:

- Deans or Associate Dean(s) as delegate(s), ex officio (Co-Chairs)
- EE/PA [non-voting]
- two faculty members elected by and from all regular faculty members in each AAU (four total), one of whom in the case of an AAU that is also a Department shall be the Head
- one student representative from each AAU elected by and from the students in each AAU.
- student alternates, to a maximum of two, may be elected by and from the students in each AAU to serve as representatives in cases where the elected student representative is unable to participate for an extended period of time due to program requirements (e.g., co-op or field placements, internships, etc.). In all instances, there shall be no alternating among and between student representatives during the course of a single search.”

Because the Interdisciplinary and Critical Studies AAU, the site of the cross-appointments for the 12 Black Scholars, is being constituted concurrent to the hiring process, it will be represented in the search process by the new Black Studies Institute affiliated with it – proxies from the Core Selection Committee. Additionally, Senate Bylaw 20 makes no provision for “Cluster Hires” of this sort – and so there is no provision for Core Selection Committees that vet eligibility and shape what searches will be operationalized based on the pool of applicants. The Senate motion addresses these two irregularities – 1) The striking of a Core Selection Committee that works to vet candidate eligibility as a Black-identifying person and to operationalize each search, and 2) The use of proxies for the Interdisciplinary and Critical Studies AAU for the purposes of constituting the joint appointment Full Search Committees.

Selection Process

The full search committees will determine the viability of candidates and the advisability of extending campus invitations. We anticipate leaks in the pipeline of candidates at the following junctures:

1. Short-lists ➔ Accepted Campus Visits
2. Accepted Campus Visits ➔ Successful Campus Visits
3. Successful Campus Visits ➔ Tendered Offers
4. Tendered Offers ➔ Accepted Offers
5. Accepted Offers ➔ Teaching on the First Day of Class, Fall 2023

Given this, we need to estimate the percentage yield at each step before developing a target number for short lists.

Selection Timeline

1. Senate meeting for support/approval of selection process (amendment to Bylaws 20 and 22) - October 7, 2022
2. Open-Discipline Hiring Ad Published – October 10, 2022 (after Senate approval)
3. Faculty-Specific Hiring Ads – November 1, 2022
4. Grids – November 15, 2022
5. Applications Due – January 10, 2023
6. Short lists with Faculty Dean Input – February 15, 2023
7. Accepted Campus Visits – February 25, 2023
8. Successful Campus Visits – March 20, 2023
9. Tendered Offers – April 5, 2023
10. Accepted Offers – April 20, 2023

**University of Windsor
Senate Governance Committee**

5.3: **Department of Interdisciplinary and Critical Studies – New AAU Proposal**

Item for: **Approval**

Forwarded by: **Faculty of Arts, Humanities, and Social Sciences**

MOTION: That the Senate Governance Committee recommend to Senate the creation of the Department of Interdisciplinary and Critical Studies.*

**Subject to the approval of expenditures required.*

Rationale:

See attached.

PROPOSAL TO CREATE AN INTERDISCIPLINARY AND CRITICAL STUDIES AAU

Faculty of Arts, Humanities, and Social Sciences, University of Windsor

OVERVIEW AND STRATEGY

1. Background

The University of Windsor has committed to promoting equity, diversity, inclusion and decolonization (EDID) in teaching, research, employment, and student recruitment, retention, and success (Office of the Vice-President, Equity, Diversity & Inclusion, N.D.). The University is investing in anti-racism and organizational change, the challenging of anti-Black racism, and the advancement of diverse ways of knowing across the curriculum. Key initiatives include the completed hiring of six tenure-track faculty members through the President’s Indigenous Peoples Scholars Program and the commitment to hire twelve Black Scholars. The Faculty of Arts, Humanities and Social Sciences (FAHSS) has an important role to play in promoting EDID as the largest faculty on campus, with approximately 5,000 full- and part-time students. FAHSS offers over fifty-degree programs and a wide range of unique undergraduate certificates and minors in the fine and performing arts, the humanities and culture, and the social sciences. FAHSS has identified the need to bring interdisciplinary and critical programs together under a new AAU to improve efficiency, promote synergies, and enable growth. In bringing this proposal to Senate, we use existing and committed budget lines conservatively and cogently. The new ***Interdisciplinary and Critical Studies AAU*** will combine the following programs of study:

Interdisciplinary Studies

1. Liberal Arts & Professional Studies

Critical Studies

Existing programs

2. Disability Studies
3. Women’s & Gender Studies

Emerging and new programs

4. Latin American Studies – Minor
5. Social Justice Studies -- Minor
6. Black Studies – New Program

There are currently three core undergraduate programs slated for inclusion in the Interdisciplinary and Critical Studies AAU: Liberal Arts & Professional Studies, which offers an entirely flexible program based on a combination of certificates and three minors. Disability Studies, which has a

minor and honours and combined honours in Social Work and Psychology. Women’s & Gender Studies, which has a general and honours program and combined honours programs in Social Work and Business Administration. Although these majors have been stable or declined in the last five years (Table 1), they offer popular courses and together represent over 12% of full-time FAHSS enrollment.

Table 1: Full-time Head count for all students within the relevant FAHSS degree programs and streams (2018-2022) (Not all FAHSS programs are shown)

Established Programs – All Enrollment	2018	2019	2020	2021	2022
Disability Studies	275	246	189	191	171
Liberal Arts & Professional Studies (not including Aeronautics)	453	383	315	265	172
Women’s and Gender Studies	123	99	101	78	67
Total	851	727	605	534	410

Table 2: Student Enrollment Units (SEUs) for Programs with Classes slated for the new AAU (2021/2022)

Established Programs	Spring 2021	Fall 2021	Winter 2022	Total
Disability Studies		141	80	221
Women’s and Gender Studies	125	578	480	1183

2. Objective

To expand interdisciplinary and critical studies in FAHSS by creating a new and cohesive department that focuses on growing and strengthening research, training and education. The creation of the AAU has three sub-objectives:

1) **Improve efficiency in FAHSS** by bringing programs that currently report directly to the Dean of FAHSS and new and emerging programs into a coherent single AAU, and

2) **Promote synergies in FAHSS** by combining programs with shared theoretical and pedagogical approaches into a single AAU where students can benefit from cross-listed classes and faculty can develop research and mentorship hubs, and

3) **Enable growth in FAHSS** by leveraging AAU status to support the growth of existing programs (Latin American Studies), new programs (Black Studies), and create a hiring, renewal, and tenure and promotion home for the 12 Black Scholars and future Black Studies Research Institute – the proposal for which is moving through the Senate approval process concurrent to this proposal.

3. Rationale

Critical Studies is a growing and evolving field at the intersection of the Arts, Humanities and Social Sciences. Given its popularity with students and scholars, new departments in Equity Studies, Social Justice Studies and Identity Studies have been established at universities throughout North America over the last two decades. Where there is established demand, departments like Women’s and Gender Studies, Black Studies and Disability Studies – core Critical Study subfields – flourish not only in Canada, but globally.

The existing literature establishes the difficulties encountered by marginalized scholars in heterosexist, ableist, masculinized, White institutions (Arday & Safia Mirza, 2018; Grosfoguel, 2012). That students and faculty members working to theorize systems of oppression would work well within departments and faculties devoted to these paradigms – rather than in collaboration with scholars who benefit from the replication of the status quo – can be best practice (Grosfoguel, 2012; Yang, 2000). At the University of Windsor, existing programs proposed for Critical Studies have struggled from a predictable combination of bureaucratic instability, structural under-resourcing, and high student and faculty turnover. Programs that are currently without students have failed to gain the departmental-level buy-in to staff classes or advise perspective students. Despite the fact that Senate voted to create the programs and approved them for students, we have thus far provided minimal support or opportunity for growth and our new program – Black Studies – must work as part of a broader anti-racist initiative, not replicate existing racist systems.

In an effort to address the needs and concerns of both students and faculty, we propose to create a Department of Interdisciplinary and Critical Studies that provides a comprehensive research and training approach to grow, support and strengthen the area of Critical Studies at the University of Windsor, while managing and scaffolding the Liberal Arts and Professional Studies program within a framework of interdisciplinary education. A dedicated department would also ensure increased student success in the field, and provide avenues that extend beyond traditional pathways by expanding the types of academic programs that we currently offer.

The typical Interdisciplinary and Critical Studies student embodies comparable and complementary skills and learning outcomes with students in other arts, humanities, and social science majors in the job market and the graduate school application process. That is, they are well-prepared for a variety of professional trajectories. This is particularly true when students choose to augment pre-professional programs with minors in one of the Critical Studies disciplines. Employers and graduate schools demand critical literacy for a diverse and equitable world – our undergraduates establish this with majors and minors in Interdisciplinary and Critical Studies.

4. Research and Teaching Needs of an Interdisciplinary and Critical Studies AAU

Through several discussions among current faculty members in the Faculty of Arts, Humanities and Social Sciences, faculty in Women and Gender Studies and Disability Studies have expressed interest in joining a new Interdisciplinary and Critical Studies AAU (with additional cross-appointments from expressed interested faculty in other FAHSS departments). These faculty have expertise in both research and teaching in the areas of intersectionality, power, and oppression that would support both the training and education of students in the Interdisciplinary and Critical Studies AAU. In addition to faculty members who are already teaching within Women's and Gender Studies and Disability Studies, faculty members teaching classes and researching in fields related to Black Studies, Social Justice Studies, and Latin American studies are excited about working with and within the new AAU.

Women's and Gender Studies

Current Coursework

- WGST-1000: Women in Canadian Society
- WGST-1200: Gal Pals: Women and Friendship
- WGST-2500 Women's Bodies, Women's Health
- WGST-2800 Boys to Men: A critical exploration
- WGST-3470 Social Work and Violence
- WGST-2100 Gender Sexuality and Social Justice
- WGST-2200 Women, Race and Social Justice
- WGST-3500 Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
- WGST-4500 Practicum in Social Change

Disability Studies

Current Coursework

- DISB 1000: Social Justice in Action
- DISB 2010: Disability Studies: Theory and Culture
- DISB 3020: Historical Approaches to People with Disabilities
- DISB 4010: Community Approaches, Advocacy and Empowerment

- DISB 4020: Service Delivery Systems and Independent Living
- DISB 4650: Community Orientation to Disability Issues

Social Justice Studies

Current Coursework

- SJST-1000: Social Justice in Action
- SJST-1400: Queer Activism
- SJST-2180: Everyday Disputes and Their Resolution
- SJST-3500: Intervening-Prevent Sexual Assault
- SJST-4500: Practicum in Social Justice

Liberal Arts and Professional Studies

Current dedicated Coursework

- None

Future Coursework

- IACS 1500: Introduction to Liberal Arts and Professional Studies
- IACS 4500: Capstone in Liberal Arts and Professional Studies

5. Proposed Undergraduate and Graduate Programs for consideration in the Interdisciplinary and Critical Studies AAU:

- **Major in Latin American Studies** – Within the Interdisciplinary and Critical Studies Department, interested faculty will have the critical mass to build a major in Latin American Studies. This is particularly important given the significant population of people of Latin-American descent in Windsor-Essex, and their anecdotally increased presence among our student body.
- **MA/PhD in Interdisciplinary and Critical Studies** – The creation of this new graduate program, or program specific MA/PhD programs (e.g., an MA in Disability Studies) will take time to develop and certify under the direction of the relevant faculty and staff. In the interim, we propose connecting with the existing graduate program in The Faculty of Arts, Humanities and Social Sciences. This can be achieved through leveraging expertise in the new AAU and cross-appointments.
- **Minor and Major in Black Studies** – With the growth of Black Studies, in part, to the strategic investment made with the hiring of the 12 Black Scholars, the Department will grow a minor and a major in Black Studies.

Black Studies

Current Coursework that could be incorporated into the burgeoning minor (other courses will be considered for inclusion in the future):

- SACR 2400: Introduction to Race and Ethnicity
- SACR-4200: Advanced Seminar on Race and Ethnicity

- WGST 2200: Women, Race and Social Justice
- ENGL 3310: Postcolonial Literature
- ENGL 3320: Literature of the African Diaspora
- ENGL-3759: Literatures is Contemporary America
- HIST 2200: History of Africa – 700-1800
- HIST 3200: Africa and the Atlantic System
- HIST 3210: Colonialism in Africa – 1830s-1860s
- HIST 3610: Slavery in North America – 1600s-1877
- HIST 3620: African Americans/Canadians After Emancipation – 1877 to the Present
- HIST 4210: State of Apartheid: South Africa (1900s-1990s)
- PHIL 2380: Social Identity, Diversity and Race
- POLS 4410: The New Scramble for African Resources
- CMAF 3430: Cinema and/in Culture

Potential Future Coursework – *Sample* Faculty Cross-Lists

Black Studies

1. Introduction to Black Studies
2. Issues and Controversies in Black Studies
3. Black Feminist Thought
4. The Black Trans-Atlantic Diaspora
5. Black Canada
6. Modern West African Society
7. Modern East African Society
8. Modern Black Caribbean Society
9. Modern African-American Society
10. Modern Afro-Brazilian Society
11. Black Flourishing: Studies in Black Community
12. Theorizing the Post-Colony

Business Cross-List

1. Black Political Economy
2. Small Business and the Black Community
3. Segregated Micro-Economies

Education Cross-List

1. A Pedagogy of Black Liberation
2. Closing the Racialized Achievement Gap

Engineering Cross-List

1. Fractals
2. Heterodox Engineering

English Cross-List

1. Literature of the Black Diaspora
2. Slam Poetry, Hip Hop Lyricals, and Black Art of the Spoken Word
3. Black Vernaculars: Studying the Grammars of the Post-Colony

History Cross-List

1. Pre-Colonial African Empires
2. Black Revolutions
3. The Dreamers and The Maroons: Black Canadian History
4. The History of Enslavement
5. West African Post-Colonial History
6. East African Post-Colonial History
7. Black Caribbean Post-Colonial History
8. Building the Panama Canal: The History of Black People in Central America
9. African-American History

Nursing Cross-List

1. Black Healthcare: Access and Exclusion
2. Black Culture in Healthcare Settings

Social Work Cross-List

1. The Intersection of Child Welfare and Blackness
2. The Social Worker as an Anti-Racist Activist

Sociology and Criminology Cross-List

1. The Criminalization of Blackness
2. Black Mobilization Movements
3. Black Identities and Communities
4. Walls to Bridges – Marginalization in the Prison System

Visual Arts Cross-List

1. Black Aesthetics and the Visual Arts of the Diaspora
2. Clothing, Fashion, and Blackness: The Black Body in Popular Culture

6. Retention Pathways

Programs and courses listed above would still allow students in the Interdisciplinary and Critical Studies AAU to have retention pathways to other programs in the Faculty of Arts, Humanities and Social Sciences. Transfers between programs in the new AAU will be a streamlined process. Outside the department, students may transfer to other FAHSS programs.

7. Space and Resources

There are significant proposed changes to existing office spaces, meeting rooms, and student spaces as a part of this proposal. Ideally, the Interdisciplinary and Critical Studies AAU would have a

physical space similar to the one currently housing the EPICentre. We propose that a single continuous space would house: 1) The Interdisciplinary and Critical Studies Department, 2) The Black Studies Institute, 3) RAACES, and 4) The RAACES Review Journal. This would require:

1. Meeting Space for students, faculty, and community
2. Food and Beverage Facilities
3. Eight Faculty Offices
5. Significant Faculty co-working space
6. One Editorial Office

We will submit a Space Request form to pursue an appropriate space from the University after Senate approval of the AAU.

8. Financial Budget

The salary budget of the new Interdisciplinary Studies AAU will be proportioned off from the current budgets of WGS, Disability Studies, LAPS and the Black Studies Institute, as well as the budget committed to recruitment for the 12 Black Scholars Hiring Initiative. The Dean of FAHSS and the Provost have supported the funding, human resources and space requirements of the new AAU.

9. Faculty and staff positions of the new Interdisciplinary and Critical Studies AAU

We have existing and committed lines for faculty teaching in Interdisciplinary and Critical Studies. Additionally, there is significant faculty interest in teaching within the AAU as this becomes possible.

Women's and Gender Studies

Full Appointments

- Two Lines/Members crossing disciplinary lines – Merrick Pilling (Disability Studies – currently an LTA in the Dean's Office Budget) and Ashley Glassburn (WGS)

Cross Appointments

- Six Tenured Members – Jane Ku (Sociology), Richard Douglass-Chin (English and cross-disciplinary: Black Studies), Charlene Senn (Psychology), Catherine Hundleby (Philosophy), Carol Davison (English), Betty Barrett (Social Work)
- One AAS Member: Frances Cachon (Bystander Initiative)
- One Sessional Lecturer – Brandi Lucier (WGS)

Liberal Arts and Professional Studies

We are building towards a committed line for faculty teaching in

- One Potential Tenure[d/ Track] "Black Scholar" Line

Disability Studies

Full Appointments

- One Tenured Member – Jijian Voronka
- Two Lines crossing disciplinary lines – Merrick Pilling and a Potential “Black Scholar” Line*

Latin American Studies

Full Appointments

- 1 Potential Tenure[d/ Track] “Black Scholar” Line*

Cross Appointments

- 2 Tenured Members – Natalie Delia Deckard (Criminology and Black Studies) and Victor Sevillano Canicio (Languages, Literatures, and Cultures)

Black Studies

We are building towards Full Appointments

- Potential 4 Tenure[d/ Track] “Black Scholar” Lines – 3 crossing disciplinary lines within Critical Studies

Cross Appointments*

- We are building towards - 8 Potential Tenure[d/ Track] “Black Scholar” Lines
- 6 Tenured Faculty Members – Richard Douglass-Chin (English and WGS), Francisca Omorodion (Sociology), Judith Sinanga-Ohlmann (Languages, Literatures, and Cultures), Natalie Delia Deckard (Criminology and Latin American Studies), Kemi Anazodo (Business)

10. Program Streams

Women’s and Gender Studies

BA (General) in Women's and Gender Studies Worksheet (docx)

BA (Honours) in Women's and Gender Studies Worksheet (docx)

BA (Combined Honours) in Women's and Gender Studies and another subject Worksheet (docx)

Disability Studies

Honours BA in Disability Studies

Honours Bachelor of Social Work and Disability Studies

Honours BA in Disability Studies and Psychology

2 Year Honours BA Disability Studies for Ontario College CYW Graduates

Honours BA Disability Studies for College Graduates

Disability Studies Minor

Liberal Arts and Professional Studies

Liberal Arts and Professional Studies with Honours – Existing Program

Liberal Arts and Professional Studies – Existing Program

Latin American Studies

Latin American Studies Minor

Social Justice Studies

Social Justice Studies Minor

Black Studies

Major – New Program to be developed with incoming faculty

Minor – New Program to be developed with incoming faculty

11. Proposed Timeline

We propose structuring a new Interdisciplinary and Critical Studies Department over the next 10 months, to be functioning for July 1, 2023. We anticipate class codes beginning with the “IACS” designation will be taught for the Fall 2023 semester, and incoming faculty who are appointed to Interdisciplinary and Critical Studies will have a July 1 hire date.

Dr. Jane Ku, former Head and current coordinator of Women’s and Gender Studies has agreed to act as the Acting Head of the Interdisciplinary and Critical Studies AAU for the first year. After this initial year, the AAU members will move forward with selecting a Head.

Proposed 5-Year Timeline for the Interdisciplinary and Critical Studies Unit

Year	Major Activities
2022+	<ul style="list-style-type: none"> • FAHSS council and Senate approvals • Commence July 1 with assignment of Interim Dept. Head • Structure/review of programs • Plan the branding and marketing of the new AAU • Move into a physical space • Document RTP requirements per Senate bylaws
2023+	<ul style="list-style-type: none"> • Begin with classes in the Fall • Complete requirements for personnel management, with special attention to new hires • Recruitment and retention efforts for students • Begin growth plans for new programs
2024+	<ul style="list-style-type: none"> • Teach and administer existing classes • Manage the approval process for new classes in new/growing program majors • Structure collaborations with Institute(s) and other Faculties and Departments.

2025+	<ul style="list-style-type: none"> • Teach and administer existing classes • Begin teaching classes in new majors • Recruitment and retention efforts for students • Complete requirements for personnel management
2026+	<ul style="list-style-type: none"> • Maintain a working interdisciplinary department with effective collaborative partnerships across the institution

12. Teaching assignments

All teaching assignments currently employed in existing programs (WGS, Disability Studies, and LAPS) will be maintained as status quo until new curriculum development has been completed and approved through PDC and Senate. As all required/optional courses will be cross-listed between existing programs, no issues regarding assigning teaching courses in 2023 should occur. Teaching is assigned by the Dean in consultation with the Department Head, which will ensure that all courses are appropriately covered and that students will not be adversely affected.

BENEFITS

Benefits to Student Recruitment

There are a number of strategies for successful student recruitment. Here, we detail the ways in which an Interdisciplinary and Critical Studies AAU benefits these ends:

Tell your unique Campus Story: A consolidated Interdisciplinary and Critical Studies becomes part of a Campus Story that is forward-facing and scholarly. Creating a critical mass of scholars in the vanguard of academic theorization moves us from a place of fighting accusations of racism to creating the ways in which we understand racism in Canada. We can reclaim our identity as the border city at the center of North America: the terminus of the underground railroad, the epicenter of international trade and culture, and the first stop in Canada for people hoping to end their oppression from all over the world. The University of Windsor has a unique campus story of creating belonging – now it will have a Department that renders exclusion and belonging an academic pursuit.

Engage with Perspective Students: The Interdisciplinary and Critical Studies Department is a site of outreach and engagement for students we are particularly trying to recruit – many of whom are gendered, racialized, disabled and/or are seeking to pursue studies across lines of marginalization and in social justice.

Make your Students Feel Addressed: The Interdisciplinary and Critical Studies Department

signifies an investment in the construction and ongoing theorization of alternative ways of knowing at the University of Windsor. This means that, for marginalized students, the University of Windsor is a place where they are addressed and seen as valid members, rather than as outcasts or imposters. With a large and cogent department with significant scholarly presence, the minoritized students who make up a majority of our student body are represented. Their collective existences are addressed.

Be Authentic: By striking this AAU, the University goes beyond platitudes of anti-sexism, anti-ableism, and anti-racism, and actually incorporates the scholarship behind these activisms into its core mission. Prospective students know the difference between public relations and lived praxis, and the Department of Interdisciplinary and Critical Studies makes our spoken commitments authentic realities.

Opportunities for Growth

Having a devoted Interdisciplinary and Critical Studies AAU will allow for strategic growth along the following lines:

Black Studies – The existence of an Interdisciplinary and Critical Studies AAU will allow Black Studies to form as a program. It will also allow the hire of the 12 Black Scholars to proceed in an orderly and cogent manner, and Black Studies to form organically with the structure it needs to flourish.

Disability Studies – With an Interdisciplinary and Critical Studies AAU, Disability Studies will no longer depend on a single faculty member to sustain it, but will exist within a larger framework of Critical Studies. Faculty within other traditional disciplines can also teach seamlessly in classes that focus on Critical Disability Studies. Additionally, Disability Studies will be able to develop a graduate program in Disability Studies over the long term.

Latin American Studies – Including Latin American Studies in the Department of Interdisciplinary and Critical Studies will allow the Minor to grow into a Major and a flourishing program that fulfills our mandate to the Latinx community in Windsor-Essex and at the University of Windsor.

Women's and Gender Studies – Women and Gender Studies has lacked a stable structure within Senate Bylaws for over a decade and has suffered from this in its ability to attract and retain students and faculty members. With an Interdisciplinary and Critical Studies AAU, the program will be brought into compliance and gives it both structure and the ability to participate in its own governance – allowing it to grow as a program.

The AAU will also grow through collaboration with the Black Studies Institute, other institutes on

campus, and collaboration with other Departments and Faculties with which the Interdisciplinary and Critical Studies AAU shares faculty members and classes.

IMPLICATIONS FOR OTHER AAUs

A stated concern with the creation of an Interdisciplinary and Critical Studies AAU is the dilution of existing programs and resources. We want to emphasize that it is **not** our intention to adversely affect other AAUs in FAHSS. Our objective is to grow and strengthen already existing programs (e.g., Disability Studies) in a manner that will also create new opportunities for growth in education and research in other FAHSS AAUs. The AAUs which will be most affected include Social Work, which currently houses Women's and Gender Studies and Disability Studies, Psychology, which offers a Combined BA Honours Disability Studies and Psychology and shares responsibility for the Disability Studies course 4065 which has a placement, and the Department of Languages, Literatures and Cultures, which houses the concentration in Latin American Studies. Social Work has passed a motion in support of Women's and Gender Studies and Disability Studies joining the new AAU. The Dean's Office supports moving Liberal Arts & Professional Studies.

As a collective, these advancements will enhance recruitment strategies, increase enrollment, better support research, and improve the reputation of the FAHSS both provincially and nationally.

CONCLUSIONS

In summary, we are confident that the creation of an Interdisciplinary and Critical Studies AAU in the Faculty of Arts, Humanities and Social Sciences will build upon our existing strengths in the area of EDID interdisciplinarity and critical scholarship. With this focus, we can continue to expand both the research capacity that advance our faculty and their research programs, and educational pathways for our students as a mechanism to address their growing needs and interests as well as future market demands. While aligning with many of the University of Windsor's Strategic Mandate Agreement, this proposed Interdisciplinary and Critical Studies AAU will also aim to enhance the reputation of the Faculty of Arts, Humanities and Social Sciences, attract high-quality researchers and students, build and strengthen relationships with community partners and strategically position ourselves for both current and upcoming regional opportunities.

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- Yang, P. Q. (2000). *Ethnic Studies: Issues and Approaches*. Albany: SUNY Press.

Attachments

Motions:

School of Social Work Motion approves the recommendation to move the Disability Studies and the Women's and Gender Studies programs out of the School of Social Work effective July 1, 2023.

Support letters:

Dr. Clinton Beckford (Acting Vice-President, Equity, Diversity, and Inclusion)

Dr. Jane Ku (Women's and Gender Studies Program Coordinator)

Dr. Jijian Voronka (Disability Studies Program Coordinator)

Adrian Guta

Subject: FW: Social Work School Council voted on new AAU Interdisciplinary Studies

From: Nancy St. Onge <nstonge@uwindsor.ca>

Sent: Monday, August 29, 2022 10:32 AM

To: Cheryl Collier <ccollier@uwindsor.ca>

Cc: Robin Wright <rwright@uwindsor.ca>

Subject: Social Work School Council voted on new AAU Interdisciplinary Studies

Good Morning Cheryl,

I hope you had a good vacation. I just wanted to let you know that we held a special school council meeting this morning to vote on the recommendation from FAHSS to create a new AAU, *Interdisciplinary Studies*. I know that you are looking to bring this forward at the first FCC meeting of the year on September 15th. Overall our faculty were in favour and the motion passed as follows. Please let Robin or I know if you have any questions. Thank you.

Motion: The School of Social Work approves the recommendation from FAHSS of a newly proposed AAU, *Interdisciplinary Studies*, which will include moving the Disability Studies and the Women's and Gender Studies programs out of the School of Social Work effective July 1, 2023.

Sincerely,

Nancy St. Onge
Administrative Assistant to the Director

School of Social Work, University of Windsor
Phone: 519-253-3000 x. 3067
Room 201-A, Windsor Hall (Downtown Campus)
167 Ferry Street, Windsor ON N9A 0C5
Email: nstonge@uwindsor.ca
Web: www.uwindsor.ca/socialwork



Acknowledgement: The University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibwa, the Odawa, and the Potawatomi.

September 6, 2022

To Whom It May Concern:

I am writing in support of the establishment a new Interdisciplinary and Critical Studies AAU in the Faculty of Arts, Humanities, and Social Sciences at the University of Windsor. This is an important step as the university continues its renewed commitment to creating an equitable and inclusive campus for its students, faculty, and staff. This new AAU will be fundamental to us making transformational change in EDI, anti-racism, and decolonization at the University of Windsor, which is the mandate of my office.

The new AAU would create an institutional home and a cogent organizational structure for existing critical studies programs and scholars. It will be critical to the establishment of a long overdue Black studies program at the University of Windsor and will support the institution's goal of hiring 12 new Black scholars. It will, therefore, be instrumental in implementing key recommendations of the Anti-black Racism Taskforce and promoting the Black inclusion and flourishing committed to by the University of Windsor and over 50 other Canadian post-secondary institutions.

An AAU in Interdisciplinary and Critical Studies will help position the university as an institution where anti-oppression values and principles are embedded through the fabric of the academic mission. It would signify another structural and systemic change in opposition to the typically performative actions on this front. It is exactly the kind of bold and innovative action necessary to create the institution we say we want to be.

Yours truly,



Clinton Beckford (PhD)
Interim Vice president of Equity, Diversity, and inclusion
University of Windsor



Women's Studies

401 Sunset Avenue
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womenst@uwindsor.ca
www.uwindsor.ca/womens

September 8, 2022

Dean Cheryl Collier,
FAHSS

RE: Support for Black Studies Institute and Critical Studies AAU

We thank you for advancing this new initiative. On behalf of the Women's and Gender Studies, I would like to express our firm support for the development of an Academic Administrative Unit which would house the Black Studies Institute and would include Women's and Gender Studies, Disability Studies and Liberal Arts and Professional Studies.

The WGST Advisory Committee met on August 25, 2022 where we discussed and endorsed this new initiative. Four WGST representatives also participated at the School of Social Work Council meeting on August 29th where the motion passed to support the relocation of WGST and Disability Studies in the interest of the programs. We believe that this new AAU would enable us to attain and share our resources in a way that would meet both budgetary constraints and program planning needs, providing the administration is committed to supporting this financially and in spirit. This would allow Work and Employment certificate and Social Justice minor, which currently offer courses staffed and planned by WGST, to be more appropriately resourced, administered and planned.

From the perspective of Women's and Gender Studies, aside from the administrative advantage, the collaboration of these programs would enhance interdisciplinary studies and further the practice and theory of intersectionality. This would help revitalize WGST through new program and research collaborations, joint programming and re-envisioning of our courses. Some of our faculty already work at the intersection of Black Studies, Disability Studies and WGST. LAPS students are already taking certificates and minors in WGST, Work and Employment and Social Justice, this would allow us to better identify, guide and support them. This AAU would facilitate many like-minded critical scholars to work together to create better programs and experience for faculty, students and administrative staff. We expect growing pains and adjustment difficulties but we are also committed to collaboration and communication to make this work

This is a time to send out a strong signal in support of programs that have been minoritized and where marginalized members of our university community are most concentrated. We are behind you in this development.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jane Ku", on a light blue background.

Jane Ku, Associate Professor, Sociology
WGST Program Coordinator

September 7, 2022

Re: Letter of support

As a disability studies scholar and current Disability Studies Program Coordinator, I support the proposed development of a new Interdisciplinary and Critical Studies AAU in FAHSS. I welcome opportunities to grow the Disability Studies program and to collaborate in new ways with colleagues from Women's and Gender Studies, Liberal Arts and Professional Studies, Latin American Studies, and the proposed Black Studies program. The Disability Studies program is an innovative and unique program that contributes to intersectional interdisciplinary equity-seeking praxis that aligns well with these existing and prospective programs.



Jijian Voronka (she/her)
Associate Professor
Disability Studies Program Coordinator
School of Social Work
University of Windsor
Phone: 519-253-3000 x6775
Email: jvoronka@uwindsor.ca

**University of Windsor
Senate Governance Committee**

5.4: **Black Studies Institute**

Item for: **Approval**

Forwarded by: **Dr. P. Weir, Dr. C. Beckford, Dr. C. Collier, Dr. N. Delia Deckard**

MOTION: That the proposal to establish the Black Studies Institute be approved.

Rationale:

- The proposed institute will enhance the University’s research profile in Black Studies – a strategic priority identified in the University of Windsor’s Anti-Black Racism Task Force Plan. It will support the promised hire of 12 Black scholars. It also puts the University in line with our commitment to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education – to redress anti-Black racism and foster Black inclusion through four broad action areas: Black Flourishing, Inclusion, Mutuality, Accountability.
- This multi-disciplinary and multi-institutional proposal will enhance both research, creative, and scholarly work and community collaboration in the Windsor-Essex-Erie-St. Clair region; establishing the University as a centre of excellence in a region with great historic importance for Black Canadians and a significant role in joining the Canadian Black diaspora to that of the Caribbean, the United States, and Latin America.
- The Black Studies Institute (BSI) will bolster the Black Studies program within the new proposed Interdisciplinary and Critical Studies AAU in the Faculty of Arts, Humanities and Social Sciences, and gives us a space to fulfill our obligation to the 12 Black Scholars that the University of Windsor seeks to recruit and retain by making real the promise of support, inclusion, mentorship, and fair renewal, tenure, and promotion processes. It creates an academic home for Black ways of knowing and being at the University, and allows us to build collaborations within Canada and internationally.
- The initiatives of the BSI touch on each of the five “Shared Objectives and Priorities for Differentiation” to which the University has committed in its Strategic Mandate Agreement with the province: Student Experience, Innovation in Teaching and Learning Excellence, Access and Equity, Research Excellence and Impact, and Innovation, Economic Development and Community Engagement. The institute responds to one of the four grand challenges identified in the existing Strategic Research Plan Implementation: Viable, Healthy and Safe Communities.
- For internal University purposes, the BSI Director will report to the Dean of FAHSS and the VPRI following the Senate Policy on Research Centres and Institutes, with an additional reporting line to the Provost to ensure the institutional commitment to scholarship and academic programming; the University will have a seat on the Advisory Board, which will have governance oversight over the BSI. The VPRI will initiate the review of the institute within five years of its operation. The BSI Director will work closely with the Head of Interdisciplinary and Critical Studies in the day-to-day operations of the Black Studies Program, but neither will report to the other.
- See attached for details.

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Executive Summary

Opportunities for Black Studies in the Windsor-Essex Region

The University of Windsor is the public University in the City of Windsor, with over 218,000 residents, located at Canada's southmost point and a city that boasts of racial, ethnic, linguistic, religious, and cultural diversity (Statistics Canada, 2019). Within the fabric of this rich cultural city exists a strong Black community that represents all areas of the African diaspora. Black people of Windsor represent African, Caribbean, African-American, Afro-Latinx, and African Canadian Underground Railroad descendants. This places Windsor broadly, and the University of Windsor particularly, in a series of diasporic nets that link us to global communities. Simply, the particular context in which the University of Windsor exists demands not only an attention to the mitigation of anti-Black racism – but a praxis and structure for Black excellence. We should see our positionality as a site of opportunity, as a place in which the University of Windsor can distinguish itself as an institution in the vanguard of Canadian scholarship and this motion as a Call for Action.

Our Existing Commitment

A Message from President and Vice-Chancellor Rob Gordon:

“As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.”

In keeping with this institutional commitment, the University of Windsor signed onto the Scarborough Charter. Signatories to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities – a plan for action written by an Inter-Institutional Advisory Committee for equity in Canadian higher education – commit to redressing anti-Black racism and fostering Black inclusion in universities and colleges across Canada through four broad action areas: 1) Black Flourishing, 2) Inclusion, 3) Mutuality, and 4) Accountability.

In keeping with these philosophical commitments, the University of Windsor committed to hiring – and presumably working to retain – 12 Black scholars to begin at the University for the Fall 2023 academic semester. But the question of how to avoid common pitfalls in such a hire remained: 1) how to ensure that the new hires were not isolated in predominantly white academic units and faculties, where they would presumably encounter daily microaggressions; 2) how to ensure that faculty hires felt meaningfully included in the institution as a whole, and were appropriately integrated and mentored to ultimately flourish; and, perhaps most importantly 3) how to make the investment in 12 new hires lead to meaningful institutional change. By creating an institutional structure that supports these new hires in an enduring and meaningful way, we have the opportunity to fulfill our commitments pro-actively, rather than in half measures that the literature predicts will fail to meet our shared goals.

The Landscape in Canadian Higher Education

The University of Windsor is not alone in seeing the relative vacuum in Black ways of knowing, inclusion, and scholarship in its institution – as well as suffering the resultant endemic anti-Black racism. Our commitment to better our University by growing the legitimacy of Black people in positions of relative power is shared with other institutions of higher learning, including the University of Guelph, York University, Queen's University, the University of Toronto, and others. But while each of these Canadian Universities has set aside resources for the new hire of

Black scholars, and various programs are in place or planned to mentor them, none is as ambitious or promising as the University of Windsor's.

The Promise of the Black Studies Institute

The Black Studies Institute will:

1. Host an inter-disciplinary Black Speaker's series to increase the visibility of Black scholarship from across Canada and to build a network of scholars;
2. Attract external research grant funding in Black Studies broadly writ: 1) Black literature, 2) Black history, 3) Black Health, 4) Black education, 5) Black business, 6) Black culture, and other topics as opportunities arise;
3. Attract faculty with research that is adjacent to Black Studies from across the institution to affiliate with the Black Studies Institute;
4. Sponsor study abroad opportunities, especially in the United States and Caribbean;
5. Work to build and support a program in Black Studies within the new Interdisciplinary and Critical Studies AAU;
6. Work within Interdisciplinary and Critical Studies as an AAU for joint appointments for the 12 Black scholars and future hires recruited with similar understandings;
7. Run mentorship programs for Black faculty and graduate students;
8. Liaise with institutional initiatives to address anti-Black racism;
9. Scaffold interconnections across faculties and with government agencies, regional partners, community agencies, and corporations;
10. Work with uWin Talent to facilitate co-op placements, internships, and pathways for Black graduates after they convocate;
11. Build alumni networks to facilitate student career placements, the building of an institute endowment, and a national presence;
12. Maintain a significant media presence at the local and national levels.

The Black Studies Institute does this in service of these strategic mandates:

Student Experience

The Black Studies Institute will support the student experience at the University of Windsor. Fundamentally, it will broaden the ways of knowing available to our undergraduate and graduate students across the institution, holistically: the Institute provides programming and is a site of knowledge creation, and it will support the Black Studies Program within the new Interdisciplinary and Critical Studies AAU that will be charged with knowledge dissemination. Additionally, for the significant proportion of our students who identify as Black, the Institute will provide a place in which they, their histories and communities are intentionally reflected in their institution.

Innovation in Teaching and Learning Excellence

Fundamentally, the presence of faculty members who reflect students' positionalities and embodiments enriches the learning experience. We can meaningfully support teaching and learning by meaningfully supporting teachers and learners – in faculties throughout the institution.

Access and Equity

The Black Studies Institute increases the access that Black students, faculty, staff, and community members have to Black ways of knowing, and to legitimacy, within our institution. This has been an access issue, and one that is mitigated by the existence of a Black Studies Institute.

Research Excellence and Impact

The joint appointments or membership of faculty within the Institute will ensure a balance of resourcing and supports for faculty research, creative, and scholarly work in Black Studies that augment domain-specific supports from existing AAUs. The acquisition of external research funding specific to the Institute, combined with the engagement of new and existing University of Windsor faculty and the importance of speaker series, will position us as leaders in research – in a field that has tremendous impact.

Innovation, Economic Development and Community Engagement

The Black Studies Institute represents a new and innovative way to meaningfully understand the role of Black ways of knowing in the Canadian university. At the University of Windsor, it also means that the Black community of Windsor/Essex will have the same source of enduring economic development that non-Black students have historically had access to.

Viable, Healthy and Safe Communities

That is the point of all of this, ultimately. That all University of Windsor community members have viable, healthy, and safe communities.

Resources for the Black Studies Institute

Staff and Faculty

Director

Dr. Natalie Delia Deckard, as founding director, will be responsible for the day-to-day workings of the Institute.

During the first 5-year term, the Director will:

- Supervise the hiring of the 12 Black Scholars;
- Fulfill the mandates of the Institute as outlined in this document;
- Demonstrate effectiveness empirically; and
- Ensure the movement of the Institute to fiscal self-sufficiency.

Dr. Delia Deckard is an Associate Professor of Criminology at the University of Windsor. She is a well-established scholar at the intersection of Criminology and Black Studies, the current chair of the Canadian Sociological Association's Black Caucus, the PI on the "Sealing the Leaky Pipeline: Mentorship Retreat and Workshop for Racialized Faculty and Graduate Students" SSHRC Connections Grant, the co-Editor of the *RAACES Review* journal, and a member of the editorial board of the *Sociology of Race and Ethnicity*. She is the author of 27 peer-reviewed articles. Dr. Delia Deckard is of afro-Latinx descent, and she identifies as Black.

Administrative Professionals (Administrative Assistant)

The Administrative Assistant should support event planning and other tasks per the job description, in keeping with the relevant portions of the UNIFOR contract.

Core Faculty

Core faculty will be comprised of existing University of Windsor faculty members whose teaching and research centre on topics within the discipline of Black Studies and those of the newly hired Black Scholars whose teaching and research centre on topics within the discipline of Black Studies. The disciplinary distribution of core faculty will be determined by 1) which of the eligible existing faculty members chooses to join the ranks of core faculty

members, 2) the outcome of decisions made in tandem with appropriate Deans and Heads, and 3) the success of recruiting new faculty members from particular disciplines. Core faculty will work off of research grants and supervise post-docs, and publish in conjunction with the Institute. The goal will be to have joint appointments for the new scholars in their disciplinary AAU and that new Interdisciplinary and Critical Studies AAU.

Faculty Institute Membership

Black Studies Institute members will be comprised of existing University of Windsor faculty members, new Black Scholars, and those hired over time from outside of the Black Scholar hiring program whose teaching and research align with the discipline of Black Scholars. The disciplinary distribution of primary members will be determined by 1) which of the eligible existing faculty members chooses to join the ranks of primary faculty members, 2) the outcome of decisions made in tandem with appropriate Deans and Heads, and 3) the success of recruiting new faculty members from particular disciplines that would lend themselves to core or affiliated status with the Institute. Members will have the option of a joint appointment between their disciplinary AAU and the Interdisciplinary and Critical Studies AAU.

Advisory Board

The Advisory Board should number 10 people, and will be constituted from stakeholders in the Windsor/Essex community, the University of Windsor, and institutions of higher learning in Canada, the United States, Continental Africa, and the Caribbean. Advisory Board members who are non-University of Windsor employees must be compensated for their labour, and a one-time \$500 honorarium is appropriate for non-University of Windsor employees. Board members may include:

University of Windsor Employees

- VP – Equity, Diversity, and Inclusion
- Provost
- VPRI
- Dean -- FAHSS
- Director of Anti-Racism Organization Change

Non-University of Windsor Employees

- Windsor Black Community Leaders
 - Black-Canadian Community of Southwestern Ontario
 - Black Diasporic Community in Windsor-Essex
- Black Studies Scholars in Canada
 - Program Head from External Institution
 - Scholar from External Institution
- Black Studies Scholar abroad

Budget, Funding, and Expenses

The Institute is currently allocated \$500,000 in start-up funding to stake the initiative for five years from inception, at which point it needs to have projected self-sufficiency through a combination of external funding and program success. **Table 1** details the revenue and costs associated with Institute’s first five years. Unexpected shortfalls in the budget are expected to be discussed with the Office of the Provost and the Office of the VPRI and a contingency plan to be agreed upon.

Table 1: Black Studies Institute Preliminary Budget

Year	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Total
Revenue						
Base Budget	\$ 165,000.00	\$ 130,000.00	\$ 90,000.00	\$ 70,000.00	\$ 45,000.00	\$ 500,000.00
Grant Total		\$ 125,000.00	\$ 200,000.00	\$ 350,000.00	\$ 500,000.00	\$ 1,175,000.00
After Cost Share of Indirects	11%	11%	11%	11%	11%	
Research Indirect	\$ 10,000.00	\$ 13,125.00	\$ 21,000.00	\$ 36,750.00	\$ 52,500.00	\$ 133,375.00
Partnerships	\$ -	\$ -	\$ 10,000.00	\$ 15,000.00	\$ 20,000.00	\$ 45,000.00
Donations	\$ -	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 2,000.00
Decanal	\$ 24,500.00	\$ 17,500.00	\$ -	\$ -	\$ -	\$ 42,000.00
VPRI	\$ 10,500.00	\$ 7,500.00	\$ -	\$ -	\$ -	\$ 18,000.00
TOTAL	\$210,000.00	\$168,625.00	\$121,500.00	\$122,250.00	\$118,000.00	\$740,375.00
Expenses						
Director Stipend	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 100,000.00
Staff	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 400,000.00
Recruitment	\$ 110,000.00		\$ -	\$ -	\$ -	\$ 110,000.00
Education & Outreach	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 125,000.00
TOTAL	\$ 235,000.00	\$ 125,000.00	\$ 125,000.00	\$ 125,000.00	\$ 125,000.00	\$ 735,000.00
NET INCOME	-\$ 25,000.00	\$ 43,625.00	-\$ 3,500.00	-\$ 2,750.00	-\$ 7,000.00	\$ 5,375.00

Revenue

Base Budget

The Base Budget comes from a commitment of \$500,000 from University Strategic Initiatives to support the hiring of the 12 Black Scholars, and is invested in creating a cogent structure in which these Scholars are to be hired, renewed, tenured, and promoted. The budget presumes a greater share of start-up expenditure from the base budget in years 1 and 2 of the initial 5-year budget period.

Grant Total

Revenue from external grants is derived from the indirect costs that go to the University of Windsor from the granting agency. Standard overhead costs are at 40% of the total grant amount, with these fees being split between entities within the University according to the budget model. Standard budget sends 25% of the 40% to the PI first, then 30% of the remainder to the VPRI, and 70% to “the academic Faculty.” For the purposes of budget projections, the BSI assume a split of the academic Faculty portion 50/50 with the faculty member’s home Faculty, resulting in a recapture of 10.5% of total grant amounts (shown as the rounded 11% in **Table 1**). That being said, all grant funding overhead allocations are negotiated on a per-grant basis before the grant proposal is submitted for consideration. These funding sources will be reinvested in the Institute to support future research initiatives.

The budget is predicated on the BSI actively supporting the research of affiliated faculty members, and these faculty members being largely successful in pursuing external grants. This fulfills the additional purpose of furthering their applications for tenure, renewal, and promotion.

Partnerships

These are dollars generated through partnerships with cultural and heritage organizations, corporations, embassies, and the like. We hope to generate \$45,000 in partnership funding before the end of the 5-year budget period.

Donations

At Speakers Series events, on our website and through alumni giving, the BSI will solicit donations. The BSI hopes to attract \$500 in gifts per year.

Decanal and VPRI Seed Funding Support

The Deans have agreed to provide \$5000 seed funding to the Institute for each of the first three years following the hiring of a new scholar, jointly supported by a \$3500 contribution from the Dean and a \$1500 contribution annually from the VPRI. This is based on the budget model allocation between the VPRI office and the academic Faculty.

Expenses

Director Stipend

This is a standard Director stipend of \$20,000 per year.

Staff

This is an estimate for a single administrative assistant.

Recruitment

We are currently negotiating a contract for consultancy services with KBR. They have quoted a total \$90,000 for the recruitment of the 12 Black Scholars, with the following services included in the package:

- Assist the University to develop a targeted outreach strategy for the cluster hire, including key messages for outreach to Black-identified candidates and identify potential sources. This will include Canadian, North American, and Global outreach;
- The leveraging of the search firm's existing memberships and affiliations to promote the opportunities; and
- Assist the University to draft advertisement, develop ad program and Executive brief.

Additionally, for those areas that are struggling to find appropriate candidates, we have planned for additional support. The projected budget assumes five of these "target areas," which will be determined by the volume of applications and existing trends of Black representation in particular disciplines.

- Assist the University to draft advertisement, develop ad program and Executive brief for five faculties that are in need of greater assistance.
- Outreach to existing social networks to identify potential candidates and follow up to increase interest for these five faculties.

In addition to the consulting costs of this recruitment, we have allocated an additional \$20,000 for the placement of job ads across dozens of disciplines on three continents.

The proposed recruitment process, and the BSI's involvement in it, is detailed in the Recruitment Process document, appended to a concurrent Senate motion for the Hiring of the 12 Black Scholars. The creation of RTP criteria for the 12 Black Scholars is being intentionally deferred until such time as the Interdisciplinary and Critical Studies AAU has been constituted and can develop criteria in conjunction with Faculties.

Education & Outreach

The BSI will host a variety of education and outreach events to build its reputation and pool of stakeholders. These events will focus particularly on students, faculty, the scholarly community, the broader Windsor/Essex community, and Black communities in Canada and abroad. They will build solidarity and Black ways of knowing – as well as building the reputation of the University of Windsor.

Physical Space

The Black Studies Institute will share space with the Interdisciplinary and Critical Studies Department, occupying two offices in the larger suite – one for the Director and another for the administrative person. A space with flex-work space with student meeting space and community workshop space, would be ideal.

Technology

- Website
- Dedicated email address
- Web Event Hosting Subscription

The Work of the Black Studies Institute

Inter-Disciplinary Black Speaker's Series

We will have six events per year, with speaker's distributed from across disciplinary lines. These events will be held collaboratively with the hosting department(s)/faculty(s), and we will accept donations towards building an endowed fund. Event speakers would, for example, be:

- With the Faculty of Science – Freeman Hrabowski
- With Engineering and Physics – Shirley Ann Jackson
- With History and Sociology – Rosemary Sadlier
- With Education and Business – Saladin Allah
- With English and Education – Clint Smith
- With the School of Creative Arts – Charmaine Nelson

These talks will be both face-to-face and streamed live, with the in-person gatherings having refreshments, book signings, and the opportunity to meet the speakers and connect. They will be occasions to build the Black Studies Institute's endowment and build social networks.

External Research Grant Funding

There are many potential funding sources to resource the work of the Black Studies Institute. Among many others:

- SSHRC Talent, Insight, Connections, and Partnership Grant streams all apply;
- A Canada Research Chair;
- The Ford Foundation sponsors institution-building of this type;
- The MacArthur Foundation has committed to funding Black-led organizations to increase Black abundance;
- Employment and Social Development Canada has this within its *raison d'être* for programming;
- Cultural and heritage sections of foreign consulates.

The Grant Writer will also be charged with identifying and pursuing opportunities in 1) Black literature, 2) Black history, 3) Black Health, 4) Black education, 5) Black business, 6) Black culture, and other topics as opportunities arise.

Faculty

Identifying and attracting faculty with expertise in Black Studies who are already working and thriving at the University of Windsor is key to building up the faculty ranks of the Black Studies Institute. Potential member faculty members will be identified through current and historic course timetables and grant records, and then invited to join the Institute. Faculty members will not teach within the Black Studies Institute – all courses and students are administered through the Interdisciplinary and Critical Studies AAU.

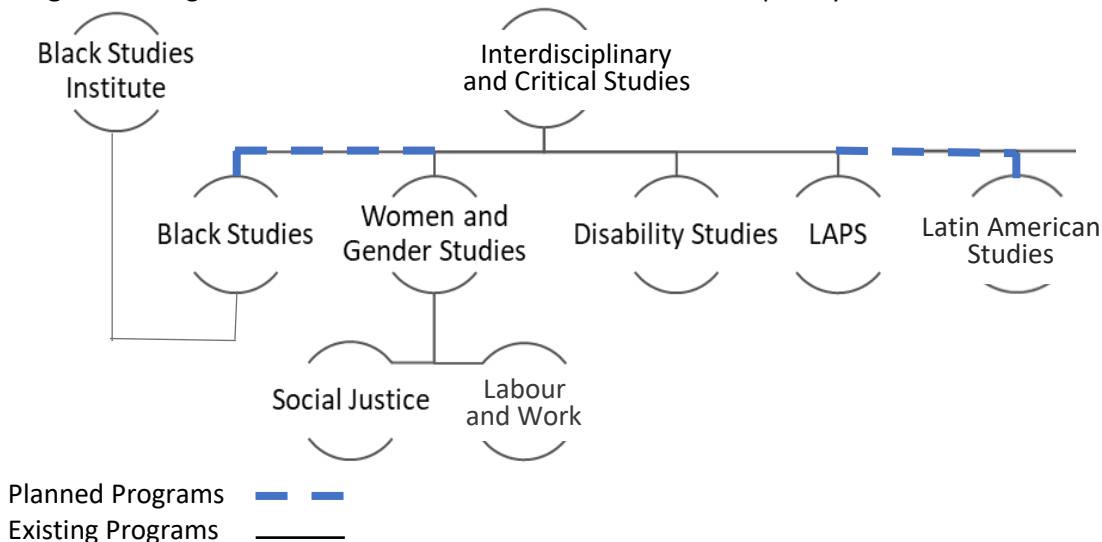
Study Abroad

Intrinsic to the discipline of Black Studies is an understanding of Blackness as diasporic. The cultivation of study abroad opportunities in the United States, continental Africa, and the Caribbean presents an opportunity to build international partnerships for the institution and global competencies for our students. The Black Studies Institute will work in conjunction with Student Exchange to both build existing programs in locations like South Africa, Brazil, and Jamaica and explore new ones in locations like Nigeria, Ghana, Senegal, Cuba, and Panama.

Black Studies Program

The Black Studies Institute will work to bolster the burgeoning Black Studies Program in the Interdisciplinary and Critical Studies AAU. The program will function within the larger (proposed) Interdisciplinary and Critical Studies AAU per Senate Bylaws, per Diagram 1. While some scholars in Black Studies-adjacent fields may teach 2-3 courses cross-listed with their secondary department per year, other scholars from more intellectually distant faculties and disciplines may cross-list a single course every 2-3 years, all will be evaluated by Black colleagues from the Black Studies Institute working within the Senate-anchored authority of the Interdisciplinary and Critical Studies AAU. Actual cross-listed course offerings are entirely dependent on the success of the recruitment process in particular disciplines and faculties. This application anticipates that applications will not be made to the Senate Program Development Committee until the Winter 2024 term.

Diagram 1: Diagram of the Black Studies Institute and Interdisciplinary and Critical Studies



Mentorship Programs

The Black Studies Institute will structure an organized mentorship program for Black graduate students, post-docs, and junior faculty members. Participants will join in National Centre for Faculty Development and Diversity programming, and we will focus Black Studies Institute mentorship programming around solidarity-building and Canada-specific networking.

Institutional Anti-Black Racism

The Black Studies Institute will support the operations of the Office of the VP, Equity, Diversity and Inclusion in its initiatives to lessen and eradicate anti-Black racism at the University of Windsor. Insofar as the Black Studies Institute can assist in the planning of teach-in events to increase knowledge of Black ways of knowing across the institution, it will engage in that work.

Interconnections

The Black Studies Institute will scaffold connections across faculties and with colleges, government agencies, regional partners, community agencies, and corporations. Networking is to advance the mandates of the Institute to increase community engagement, be a centre for research, and increase the inclusion of Black students and stakeholders in the University of Windsor community. The Black Studies Institute will also work to support the African Diaspora Conference, as both a solidarity-building and recruitment event.

uWin Talent

The move to gainful employment in the year after University graduation is perhaps the most important transition of students' undergraduate careers. Insofar as we are able to help students make this transition, their time at the University of Windsor is more likely to be thought of as having been productive and remembered positively. Simply, if we cannot help Black students move into careers, we are not meaningfully integrating them into the fabric of the larger Windsor/Essex community. We will partner with uWin Talent in order to avoid failing in this way.

Alumni Networks

The University of Windsor has graduated a significant number of Black students who are currently in professional positions in Windsor/Essex, throughout Canada, and all over the world. We will build an alumni network to leverage our presence in the global community by accessing existing databases held within the institution and building a following on LinkedIn. A strengthened Alumni network will allow us to build the Black Studies Institute's Talent pathway and Endowment building efforts.

Media Presence

The lack of diversity in news reporting is well-noted and -problematized, and the Black Studies Institute is positioned to act as a facilitator for news outlets seeking Black experts in a variety of topics. This will build the reputations of the University of Windsor, the Black Studies Institute, and members of our networks. To this end, we will actively network with local and national reporters, as well as the institutional Office of Public Affairs and Communication.

The Timeline for the Institute

2022

July-Aug	Consolidation of Institute Plan Consolidation of Core Hiring Committee
Sept-Dec	Senate Approval of BSI and Interdisciplinary and Critical Studies AAU Office Set Up Staff Orientation Event Planning Affiliated Faculty Sign Up External Grant Writing Mentorship Program Design Recruitment per Timeline for Recruitment: <ul style="list-style-type: none">• CVs are vetted by the core Hiring committee

- A long list of scholars is compiled, sorted by discipline
- CVs are distributed to relevant departments for approval in conjunction with core Hiring Committee representatives.
- Approved scholars are contacted for interviews with core Hiring Committee members and Department/Faculty appointments committees.
- A short list of scholars is interviewed by core Hiring Committee representatives and departments
- Departments will work closely with core Hiring Committee members, and 2 core Hiring Committee members are part of each interviewing process.
- Offers are made with consultation of all parties.

2023

Jan-May

Shortlisting, Interviewing, Candidate Selection, and Offers

Event Planning

External Grant Writing

Mentorship Program Mentor Recruitment

Jun-Aug

New Hire Welcome

Mentorship Program Start

Black Studies Program Planning

Interdisciplinary Retreat

Sept-Dec

New Hire Start

Events and Speaker Series

Event Planning

External Grant Writing

2024

Jan-May

PDC Applications for Black Studies Program

Study Abroad Program Planning

Grant Notifications Begin

**University of Windsor
Senate Governance Committee**

5.5: **Proposed Revisions to Bylaw 31 and Student Code of Conduct**

Item for: **Approval**

Forwarded by: **SGC Bylaw Review Committee**

MOTION: That the proposed revisions to the Student Code of Conduct be approved.

Student Code of Conduct - Proposed Revisions

[revisions are in track changes]

2. Application and Scope

This code applies to all students and student groups, including any person who is admitted to, or enrolled at, the University of Windsor in any capacity, full-time or part-time, pursuing credit or non-credit studies, whether or not the individual is currently registered in courses or is currently a candidate for a degree, diploma or certificate, including between semesters.

This code applies to:

- (a) conduct that occurs on the premises of the University or its federated and affiliated institutions; and
- (b) conduct that occurs off-campus and/or a virtual setting, when
 - i. the student is conducting University activities and the student is representing, or presenting themselves as a representative of, the University or a student group/organization;
 - ii. the student's actions or behaviour have, or might reasonably be seen to have, a negative impact on the University or on the rights of a member of the University community to use and enjoy the University's learning and working environments.
 - iii. the student's action gives them an unearned advantage in matters affecting their academic standing.

*the policy also will be revised to ensure it is gender neutral.

Bylaw 31 - Proposed Revisions

[revisions are in track changes]

1.2 This bylaw applies to:

- all current students, including any person who is admitted to, or enrolled at, the University of Windsor in any capacity, full-time or part-time, pursuing credit or non-credit; except for students registered in the Faculty of Law (including students registered in dual degree or joint programs with the Faculty of Law) or students registered in the Schulich School of Medicine and Dentistry.
- individuals (current and former students) who are alleged to have committed an act of misconduct while they were registered as students; and
- students and applicants who are alleged to have committed an act of misconduct to obtain admission, readmission or registration.

Adjudicator means the Dean or designate of the Dean who will normally act to investigate and adjudicate academic misconduct matters occurring in courses offered by their Faculty. In the case of Continuing Education studies, the

Executive Director of Continuing Education shall act as adjudicator. Where the instructor reporting the misconduct is also the adjudicator who would normally be reviewing the matter, the Dean shall act in the adjudicator's place or designate another to act as adjudicator under this bylaw on that particular matter. In the event of the absence or inability to act of the adjudicator, the Dean shall act in the adjudicator's place or designate another to act as adjudicator under this bylaw. If the Dean or the Executive Director of Continuing Education is the instructor initiating the complaint, the Provost shall act as, or designate, an adjudicator. In the case of academic misconduct involving graduate students, the Dean of the Faculty of Graduate Studies or designate of the Dean of the Faculty of Graduate Studies will normally act to investigate and adjudicate such matters.

*the bylaw also will be revised to ensure it is gender neutral.

Rationale:

- The revisions provide clarity on the application and scope (explicitly noting the new reality of virtual classrooms, meetings, conferences, *etc.*), as well as provide consistency of processes for addressing student academic and non-academic misconduct matters, including ensuring that individuals taking courses through Continuing Education are held to the same conduct expectations and adjudication procedures as students pursuing undergraduate, graduate, or professional studies. As courses offered through Continuing Education are not governed by Senate and do not fall within a Faculty, the equivalent adjudicator is the Executive Director of Continuing Education.
- The revisions to the Code also require approval from the Board for non-academic misconduct matters.

University of Windsor
Senate Governance Committee

5.6: **Proposed Bylaw Revisions**
[Bylaws 2, 23]

Item for: **Approval**

Forwarded by: **SGC Bylaw Review Committee**

MOTION 1: That proposed revisions to Bylaw 2 be approved.

Proposed Revisions
[revisions are in track changes]

I. Rules of Order for Senate Committees and Subcommittees

[...]

Normally, all meetings shall be held in-person and only members present shall be permitted to vote, subject to other bylaw provisions.

For All Senate 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) ~~10% of the voting membership~~ may participate by videoconference. For the months of May-August, sessional lecturers and student members may participate by videoconference, ~~in addition to the 10% of the voting membership~~.
- b) ~~Requests to participate by videoconference are to be accompanied by a rationale for not attending in person and should be submitted at least 48 hours prior to the meeting. Requests will be assessed and approvals granted by the Chair~~.
- c) 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.

Rationale:

- Basing the number of members who can participate virtually on percentage of the total membership provides greater flexibility and fairness, given the varying sizes of committees and Councils. The 10% reinforces that members' default should be in-person attendance, with virtual attendance only in exceptional circumstances.

Deleted: For committees with seven or more members, no more than two members ...

Deleted: plus two other members

Deleted: <#>For committees with six or fewer members, no more than one member may participate by videoconference. For the months of May-August, sessional lecturers and student members may participate by videoconference, plus one other member. ¶

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Deleted: <#>(e.g., at a conference or other work-related activity) ...

Deleted: <#> on a first come, first serve basis

MOTION 2: That proposed revisions to Bylaw 23 be approved.

Proposed Revisions

[revisions are in track changes]

[...]

In this bylaw,

[...]

Scholarship includes research, scholarly and creative activity, such as articles published in reputable scholarly journals, peer-reviewed monographs, invited papers delivered to academic or professional associations, demonstrated ability in creative work, conducting or directing, juried exhibits or performances, peer-evaluated unpublished research deemed by senior colleagues to be of a publishable calibre, and other scholarly activities.

1 Preamble

[...] In accordance with the University's Employment Equity and Education policy/program, the designated groups are:

~~Indigenous persons, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.~~ [...]

Deleted: aboriginal persons

Deleted: sexual minorities

Deleted: visible minorities

[...]

3 Criteria for Renewal of Contract

[...]

3.2 Scholarship¹

A candidate for renewal of contract must have demonstrated the potential for competent scholarship. This may take the form of peer-reviewed scholarship (see definition). The candidate's curriculum vitae and the required statement from the AAU Head must give positive indication that the candidate is likely to continue to maintain or to exceed this level of scholarship.

[...]

4 Criteria for Promotion to Assistant Professor

A candidate for promotion to the rank of Assistant Professor must ordinarily possess the appropriate terminal degree and/or professional registration or certification in their field of study. The criteria for promotion to Assistant Professor shall be the same as the criteria for renewal of contract. (see section 3)

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5 Criteria for Tenure and Promotion to Associate Professor

The criteria and standards for tenure and for promotion to Associate Professor shall be the same. A single application for tenure and promotion to Associate Professor will be required.

The basis for tenure and promotion to the rank of Associate Professor shall be demonstrated academic excellence in their field, as exemplified in teaching and scholarship¹, and a demonstrated willingness to accept reasonable University responsibilities.

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[...]

5.2 Scholarship¹

In addition to meeting the criteria and standards for scholarship for renewal of contract, the candidate for tenure and promotion to Associate Professor must have achieved significant results through scholarship for which they have been largely responsible. Such results must include peer-reviewed scholarship (see definition).

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Additionally, the AAU Head is required to obtain arm's length external evaluations of the quality of the candidate's scholarship as specified in Bylaw 22, sections 5.2.3-5.2.4.

There must be demonstrated evidence that the candidate is likely to continue to maintain or to exceed this level of scholarship based on the candidate's curriculum vitae, the letters from arm's length external reviewers (noted above), and the required statement from the AAU Head containing a detailed assessment of the candidate's scholarship.

[...]

6 Criteria for Promotion to Professor

Promotion to the rank of Professor will normally be granted if the candidate for such promotion has, in the opinion of their peers within the academic community, achieved substantial distinction in their field, as exemplified in teaching and scholarship¹, and demonstrated a willingness to accept reasonable University responsibilities. Though distinction in all areas will not be considered requisite, candidates will be expected to have achieved the levels of performance described below.

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Among the following guidelines, teaching and scholarship¹ will be accorded most weight by the UCAPT. The UCAPT will accord weight in individual cases to service when the candidate's service activity is deemed sufficiently significant.

With the exception of teaching intensive faculty, promotion to the rank of Professor will rarely if ever be granted on the basis of teaching alone; though the UCAPT recognizes that a candidate with a long-standing record of outstanding teaching, including distinguished performance in the classroom and dedication to the welfare of students, constitutes a special case. Even in such cases, it will normally be considered a minimum requirement that some level of peer-reviewed scholarship¹ has been accomplished.

Deleted: Although

[...]

6.2 Scholarship¹

In addition to meeting the criteria and standards for scholarship for tenure and promotion to Associate Professor, the candidate for the rank of Professor must have demonstrated a sustained commitment to their scholarship. Such results must include peer-reviewed scholarship (see definition). Such scholarship must be sufficient in quantity to indicate that the candidate's contribution is widely recognized by academic authorities in their field. The candidate should have achieved some measure of national or international recognition.

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Additionally, the AAU Head is required to obtain arm's length external evaluations of the quality of the candidate's scholarship as specified in Bylaw 22, sections 5.2.3-5.2.4.

There must be demonstrated evidence that the candidate is likely to continue to maintain or to exceed this level of scholarship based on the candidate's curriculum vitae, the letters from arm's length external reviewers (noted above), and the required statement from the AAU Head containing a detailed assessment of the candidate's scholarship.

[...]

¹ For teaching intensive faculty positions, the primary responsibility is teaching and is normally without expectation of scholarship.

Rationale:

- The proposed changes clarify the criteria for renewal, promotion, and tenure for teaching intensive faculty positions in bylaw 23.

**University of Windsor
Senate Governance Committee**

5.7: **Senate and Senate Standing Committee Diversity Report (2022-2023)**

Item for: **Information**

	Current Voting Members	Survey Responses	# Self-Identified	50/30 Challenge	
				50% women-identified persons	30% other designated group members
Senate	85	47 ¹	35	29.4%	28.2%
Academic Policy Committee	17	11 ¹	7	35.3%	17.6%
Program Development Committee	19	13 ¹	11	42.1%	47.4%
Senate Governance Committee	20	10 ¹	8	35.0%	25%
Senate Student Caucus	18	13 ¹	12	50%	27.8%

Updated: as of Sept 13, 2022

¹ still awaiting responses from members.

Response rates are very low. It is difficult to know or be able to report that the University is meeting the federal 50/30 challenge (of which it is a signatory), without active participation by members. The initial request to complete the self-identification survey was sent in July 2022 to all Senators and Senate Committee members, with two reminders sent in August 2022. If members choose not to participate, they can indicate this in the survey.

**University of Windsor
Senate Governance Committee**

5.8: Strategic Items for Senate Discussion

Item for: **Discussion**

Current list of Strategic Items for Senate discussion

Additional suggestions? Suggestions for order/scheduling of the following items?

- 1) Institutional and Research Data (data ethics) → planned for Fall 2022?
- 2) Internationalization planning
- 3) University and College Partnerships
- 4) Work Integrated Learning
- 5) Curriculum Development
- 6) Individual Faculty plans and strategies moving forward
- 7) Entrepreneurship
- 8) Knowledge mobilization
- 9) Continuing Education
- 10) Future of Education (open discussion on differing approaches to teaching, learning, and evaluations; the purpose of education; and what student success means)

- 11) Frequent updates on student enrolment and SEM → This is covered under the regular Enrolment Management Update and will be removed from this list.

Senate Information Sessions - 2:00-3:00pm

1. November 4, 2022
2. December 2, 2022
3. January 6, 2023
4. February 3, 2023
5. March 3, 2023
6. April 6, 2023
7. May 5, 2023
8. May 19, 2023

In-person only? Hybrid? Virtual only?