



MINUTES OF THE MEETING OF SENATE

January 24, 2014

The meeting was held at 1:30 p.m. in Room 56, University Community Centre

SENATORS: 68

J. Aitken Schermer	C. Gobert	C. Nolan
M.A. Andrusyszyn	R. Graham	N. Pilo
T. Baerg	A. Grzyb	B. Prajapati
C. Beynon	A. Hrymak	D. Rogers
I. Birrell	Y. Huang	M. Rothstein
P. Bishop	G. Jim	P. Ryan
M. Blagrove	G. Kelly	S. Saravanabaran
J. Burkell	R. Kennedy	C. Schnurr
S. Camiletti	R. Klassen (Eng)	V. Schwean
J. Capone	J. Knowles	I. Scott
A. Chakma	G. Kulczycki	R. Sookraj
M. Clapton	H. Lagerlund	M. Strong
K. Cole	A. Lalka	T. Sutherland
A. Conway	J. Lamarche	Z. Syed
L. Davies	C. Lee	D. Sylvester
J. Deakin	A. Leschied	B. Timney
G. Dekaban	J. Malkin	E. Tithecott
J. Doerksen	K. Mequanint	J. Toswell
S. Doshi	M. Milde	J. Weese
N. Dyer-Witthford	S. Mischler	G. West
A. Edmunds	A. Nelson	C. Wilkins
J. Etherington	D. Neufeld	B.A. Younker
S. George	T. Newson	

Observers: K. Godbout, K. Okruhlik, J. Tennant, A. Weedon, P. Whelan

By Invitation: H. Connell

S.14-01 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of December 6, 2013, were approved as circulated.

S.14-02 **REPORT OF THE PRESIDENT**

Dr. Chakma welcomed Ms. Kelly Cole, Western's new Vice-President (External) to the meeting. He also announced that Mr. Chirag Shah and Mr. Hanny Hassan were recently appointed Chair and Vice-Chair, respectively, of Western's Board of Governors.

Dr. Chakma reported on the federal government's launch of Canada's International Education Strategy; Western's newest Rhodes Scholar, Saumya Krishna; the success of the United Way campaign which raised \$785,000; the launch of the Master of Financial Economics program; the launch of the fundraising campaign for the Alice Munro Chair in Creativity and Western's Fundraising Campaign which as of December 2013 had reached 61-62% of its goal.

S.14-02a Western's Fall Study Days – Update [S.13-171]

Dr. Doerksen recalled that at the November Senate meeting questions/concerns were raised about Western's Fall Study Days and that the results of a survey regarding the break would be provided to Senate. Overhead slides used to highlight the results of the survey are attached as **Appendix 1**. He noted that the survey had identified some administrative issues which would be addressed.

S.14-02b Strategic Mandate Agreement - Update

Dr. Deakin provided an update on the Strategic Mandate Agreement process noting that the process is expected to draw to a conclusion by the end of March. She said that, among other things, the SMA process will be used to determine how funding for additional graduate spaces will be allocated among the province's universities.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE (Exhibit I)

S.14-03 **Senate Membership**

S.14-03a **Senate Membership – Faculty of Health Sciences Constituency**

It was moved by J. Weese, seconded by M. Strong,

That the seat held by Robert Vigars (Kinesiology), Faculty of Health Sciences representative on Senate, be declared vacant effective January 1, 2014 and that Matt Heath (Kinesiology) be elected to complete his term (June 30, 2014).

CARRIED

S.14-03b **Senate Membership – Faculty of Science Constituency**

It was moved by J. Weese, seconded by M. Strong,

That the seat held by Bob Mercer (Computer Science), Faculty of Science representative on Senate, be declared vacant effective January 1, 2014 and that Greg Kelly (Biology) be elected to complete his term (June 30, 2014).

CARRIED

S.14-03c **Senate Membership – Don Wright Faculty of Music Constituency**

It was moved by J. Weese, seconded by M. Strong,

That the seat held by Edmund Goehring (Music Research and Composition), Don Wright Faculty of Music representative on Senate, be declared vacant effective January 1, 2014, and that Theodore Baerg (Music Performance Studies) be elected to complete his term (June 30, 2014).

CARRIED

S.14-04 **Faculty of Health Sciences Constitution - Revision**

It was moved by J. Weese, seconded by A. Lalka,

That Senate approve that the Constitution of the Faculty of Health Sciences be revised by deleting Section 9 given that the Advisory Committee on Sports and Recreation Services no longer exists.

CARRIED

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (Exhibit II)

S.14-05 **Faculty of Law: Revisions to the Upper-Year Admission Requirements and Grading Policy**

S.14-05a **Revisions to Upper-Year Admission Requirements for the Faculty of Law**

It was moved by B. Timney, seconded by C. Nolan,

That effective September 1, 2014, the upper-year admission requirements for the Faculty of Law be revised as set out in Exhibit II, Appendix 1.

CARRIED

S.14-05b **Revisions to the Faculty of Law Grading Policy**

It was moved by B. Timney, seconded by C. Nolan,

That effective September 1, 2014, the Grading Policy for the Faculty of Law be revised as shown in Exhibit II, Appendix 2.

CARRIED

S.14-06 **King's University College: Revisions to Admission Requirements for the Bachelor of Social Work (Honors) Program**

It was moved by B. Timney, seconded by S. Camiletti,

That effective September 1, 2014, the admission requirements for the Bachelor of Social Work (Honors) Program at King's University College be revised as set out in Exhibit II, Appendix 3.

CARRIED

S.14-07 **Faculty of Science, Department of Statistical and Actuarial Sciences: Introduction of "Financial Modelling" as a new Subject Area and Courses in Financial Modelling**

It was moved by B. Timney, seconded by T. Sutherland,

That "Financial Modelling" be introduced as a new subject area and that new courses in Financial Modelling be introduced as listed in Exhibit II, Appendix 4, effective September 1, 2014.

CARRIED

S.14-08 **Faculty of Social Science and Western Centre for Continuing Studies: Withdrawal of the Diploma in Accounting**

It was moved by B. Timney, seconded by T. Sutherland,

That effective September 1, 2013 admission to the Diploma in Accounting be discontinued, and

That students enrolled in the diploma program prior to September 1, 2013 be permitted to continue with the understanding that they must complete all the requirements prior to September 1, 2014, and

That effective September 1, 2014 the Diploma in Accounting be withdrawn.

CARRIED

S.14-09 **Richard Ivey School of Business and Western Centre for Continuing Studies: Introduction of New Courses in Accounting**

It was moved by B. Timney, seconded by S. Camiletti,

That effective January 1, 2014 new courses in Accounting be introduced as joint offerings between the Richard Ivey School of Business and Western Centre for Continuing Studies as listed in Exhibit II, Appendix 5.

CARRIED

S.14-10 **Revision to the Policy on “Convocation; Graduation Diploma and Certificates” – Recording Students’ Names on Diplomas and Certificates**

It was moved by B. Timney, seconded by G. West,

That effective January 1, 2014 the policy on “Convocation; Graduation Diplomas and Certificates” be revised as shown in Exhibit II, Appendix 6.

CARRIED

S.14-11 **Undergraduate Sessional Dates**

It was moved by B. Timney, seconded by J. Aitken Schermer,

That Senate approve the undergraduate sessional dates for the Richard Ivey School of Business HBA program, Faculty of Education, Faculty of Law, and Schulich School of Medicine & Dentistry’s MD and DDS programs for 2014 - 2015, as outlined in Exhibit II, Appendix 7.

CARRIED

S.14-12 **Revision to the Policies “Evaluation of Academic Performance” and “Scheduling of Examinations”**

In October 2013, Senate approved a revision to the policy “Scheduling of Examinations” which deleted the requirement for a mandatory three-hour final exam for each first-year course, leaving the determination for the length of the final exam at the discretion of the academic units.

A reference to the mandatory three-hour final exam was also included in the policy "Evaluation of Academic Performance". In addition, there was a duplication of text regarding the weighting of final exams in first-year courses, listed in both policies.

The two policies, revised to remove these duplications, are contained in Exhibit II, Appendix 8 and Appendix 9.

S.14-13 **Editorial Amendments to the "Academic Records and Student Transcripts" Policy**

Minor amendments were made to the "Academic Records and Student Transcripts" Policy to include reference to requesting transcripts online. The revised policy is shown in Exhibit II, Appendix 10.

S.14-14 **New Scholarships and Awards**

SCAPA has approved on behalf of the Senate, for recommendation to the Board of Governors through the President & Vice-Chancellor, the Terms of Reference for the new scholarships and awards set out in Exhibit II, Appendix 11.

SENATE COMMITTEE ON UNIVERSITY PLANNING [Exhibit III]

S.14-15 **Strategic Plan – Achieving Excellence on the World Stage**

It was moved by B.A. Younker, seconded by T. Baerg,

That Senate approve the new Strategic Plan, Achieving Excellence on the World Stage, attached as Exhibit III, Appendix 1.

Dr. Deakin provided background on the process leading up to the final version of the Strategic Plan "Achieving Excellence on the World Stage" and thanked members of SCUP and the community for their contributions to the three drafts that were publicly available for comment. Overhead slides detailing the Strategic Plan consultation timeline are attached as [Appendix 2](#).

During discussion, the following comments/concerns were raised by members and observers:

- Appreciation was expressed for the new recognition of alumni in the plan which is a powerful endorsement of the roles and values the alumni bring to Western and the important role alumni can play in supporting the university world wide.
- Concern has been raised about the public/private partnerships; there is support as long as the values of academe are not compromised. Are there existing policies or will there be new policies developed to govern such partnerships?
- It is important that a focus on research inputs does not overlook the need to recognize research outputs as a key factor in some faculties. In the course of the budget planning process there have been concerns raised about selectivity in funding. The perception is that there is a greater focus on education for the marketplace and this is seen as marginalizing basic research and teaching.
- Learning outcomes is not necessarily a controversial concept but it is only one way among others to articulate a curriculum; concerns have been raised that requirements on learning outcomes could have impact on academic freedom.
- The plan does not seem inclusive enough. It is difficult for a lone researcher who has no need of large research grants to see herself/himself in this document with the focus on big research. The plan does not take the university forward as a community.

- The administration should be less focussed on identifying new sources of revenue and more focussed on taking a greater advocacy position with respect to chronic government underfunding. There is also concern that the university is acquiescing to notions of selectivity that are being imposed by the government through differentiation initiatives.
- Some faculties have been forced to model budget cuts that if enforced will drastically reduce resources. What is the relationship between the \$30 million set aside for research and the budget modelling?
- This plan is good for students and responds to many of the ideas submitted by the USC during the consultation process. Requiring learning outcomes is a student-focussed approach to curriculum building and should be supported. The plan speaks to educating and supporting the whole student, increasing international opportunities for students and increasing research opportunities for undergraduates. It is a very positive document and the consultations were greatly appreciated.

In response to the various points made, Dr. Deakin provided the following comments:

- The four-year budget planning cycle requires a check in the fourth year of a cycle with respect to the financial situation of the faculties. This has been conflated, erroneously, with the drafting of the new strategic plan. The modelling of various budget scenarios is not an outcome but a starting point for discussions around where we are financially (for example whether there are structural deficits to be managed) and where we are going. There is no relationship between the \$30 million set aside for research and the operating budget planning process. The set aside is one-time funding. After the stock market downturn in 2008, the administration and the Board of Governors made it clear that, henceforward, one-time funds were not to be taken from operating budgets, nor were they to be used to support operating budgets.
- The concern about public/private partnerships reflects a tension that exists on university campuses across the country. Current policies are adequate and the document explicitly references the need to respect academic freedom and autonomy. The plan acknowledges the value of partnerships and the need that they be explored carefully on a case by case basis.
- The document takes great pains to recognize that scholarship varies widely across the community. It also states in many places that interdisciplinarity is necessarily underpinned by excellence in basic research. The intention is to create opportunities to address societal problems that need to be dealt with in an interdisciplinary way and to remove structural barriers to that.
- Tri-Council funding is important and plays a major role in keeping research moving forward; among other things, it drives CRC program and CFI funding. Indirect funding from research supports many important things on campus such as libraries. The goal is to provide support and assistance to those who need those grants so they can be more successful.
- The provincial government, with the creation of the Ontario Council on Quality Assurance, has required that learning outcomes be developed but nothing in the document prescribes or specifies the way in which those learning outcomes have to be derived. Faculty are free to decide what they are going to teach and how. Equally, however, students deserve to know what they can expect to received as an outcome of taking a particular course.
- With respect to selectivity, the plan does call for support of emerging areas of strength; research clusters are but one tool to do that.

The question was called and CARRIED

S.14-16 **Report on Entering Averages and First-Year Grades**

It was moved by B.A. Younker, seconded by J. Doerksen,

That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in Exhibit III, Appendix 3.

CARRIED

S.14-17 **Energy Consortium Fellowship**

It was moved by B.A. Younker, seconded by R. Kennedy,

That Senate approve establishment of the Energy Consortium Fellowship with academic appointment in the Richard Ivey School of Business as detailed in Exhibit III, item 3.

CARRIED

S.14-18 **Designated Chairs, Professorships, Fellowships Approved by SCUP**

Designated Chairs, Professorships, and Fellowships approved by SCUP are contained in Exhibit III, Appendix 4.

REPORT OF THE HONORARY DEGREES COMMITTEE [Exhibit IV]

S.14-19 **Honorary Degree Recipients – MD, Hong Kong, Ivey Convocations- 2014**

Senate received for information the list of honorary degree recipients who will be honoured at the following spring convocations: Schulich MD, Western's Hong Kong, Ivey MBA.

S.14-20 **REPORT OF THE ACADEMIC COLLEAGUE**

The report of the Academic Colleague, detailed in Exhibit V, was received for information. Topics discussed at the December meeting included: Strategic Mandate Agreements; Demographics; Ontario Online; Funding Formula Review; and a request for stories about teaching and learning that should go directly to COU.

ENQUIRIES & NEW BUSINESS

S.14-21 **Western's Discovery Park and BizInc** [S.13-141]

A member asked about the current status of Western's proposed expansion of Discovery Park and if any additional developments have been made with regard to BizInc. Dr. Capone reported that work continues regarding the development of a strategic plan for medical research and commercialization. Dr. Doerksen advised that Western submitted a grant proposal to the Ontario Centres of Excellence program that made it through the first round; Western has been invited to submit a second application with the deadline being February 28. Should Western be successful in its bid to OCE, it is proposed that efforts be coordinated between Ivey, Engineering and Fanshawe, along with community partners such as TechAlliance and LECD.

S.14-22 **Loss of Huron University College Student**

A memorial service was held for Huron University College student Francis Fondoh who recently passed away after a brief illness and an online donation fund has been set up to help pay for some of the transportation costs back to his home country of Cameroon – <http://www.gofundme.com/6a4mq0>.

S.14-23 **Senator Tea Time in UCC Atrium**

Student Senators reported that they recently held their second annual “Senator Tea Time” in the UCC atrium where members of the Western community had an opportunity to chat with the Student Senators and learn about Senate.

S.14-24 **Cancellation of Classes on January 7, 2014**

A member noted that even though classes were cancelled due to extreme cold on January 7, staff were expected to come to work which caused some to feel that their welfare was not considered by the administration. What is planned to thank and compensate staff for their hard work on that day? Ms. Kulczycki replied that all members of the Western community were considered in coming to the decision to cancel classes. The majority of the students do not drive to campus and once they are on campus students need to travel outside between buildings throughout the day. The vast majority of faculty/staff travel by car to campus and remain in one place. Staff/faculty were advised to come to work “if they could do so safely” and were asked to inform their supervisors of any difficulties. Staff were thanked for their cooperation.

ADJOURNMENT

The meeting adjourned at 2:50 p.m.

A. Chakma
Chair

I. Birrell
Secretary


Fall Study Days Survey

January 24, 2014




Fall Study Days Survey

- ✓ Goals of Fall Study Days:
 - ✓ Provide block of time for end-of-term projects
 - ✓ Help mitigate stress
 - ✓ Implement within provisions of Senate "Structure of the Academic Year" policy
- ✓ Last Thursday and Friday of October
- ✓ Fall Study Days Survey - six questions designed to collect student feedback on the Fall Study Days



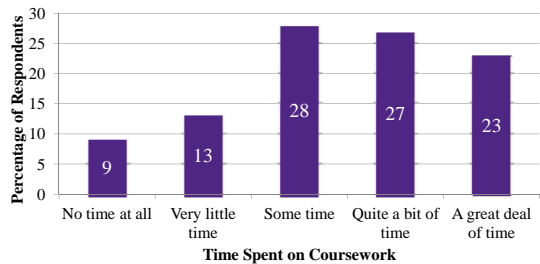
Fall Study Days Survey

- ✓ Survey was conducted between November 21 – December 1, 2013.
- ✓ A stratified random sample of 4000 main campus undergraduate students in first-entry programs were invited via e-mail to participate.
- ✓ 947 students participated, representing a 24% response rate.




Fall Study Days Survey

1) How much time did you spend on coursework during the Fall Study Days?

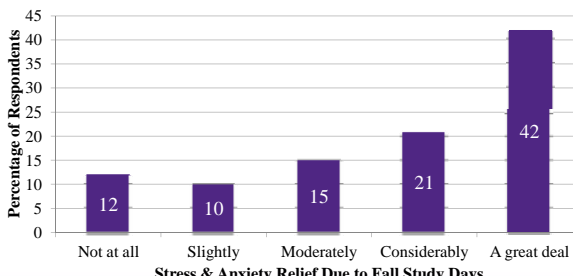


Time Spent on Coursework	Percentage of Respondents
No time at all	9
Very little time	13
Some time	28
Quite a bit of time	27
A great deal of time	23




Fall Study Days Survey

2) To what extent did having the Fall Study Days help relieve your stress and anxiety related to coursework at this time of year?

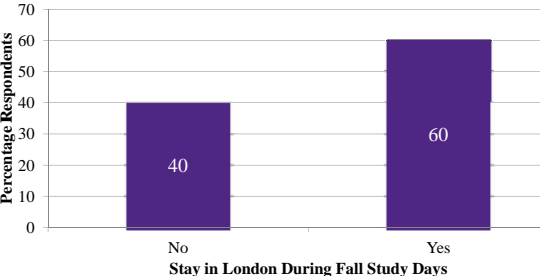


Stress & Anxiety Relief Due to Fall Study Days	Percentage of Respondents
Not at all	12
Slightly	10
Moderately	15
Considerably	21
A great deal	42




Fall Study Days Survey

3) Did you stay in London on the Fall Study Days?

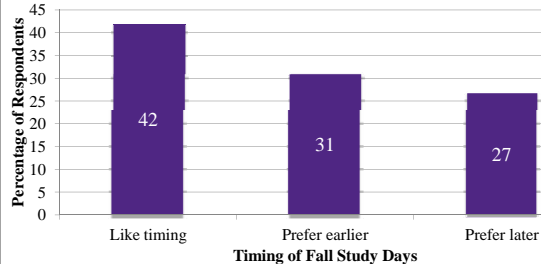


Stay in London During Fall Study Days	Percentage of Respondents
No	40
Yes	60



Fall Study Days Survey

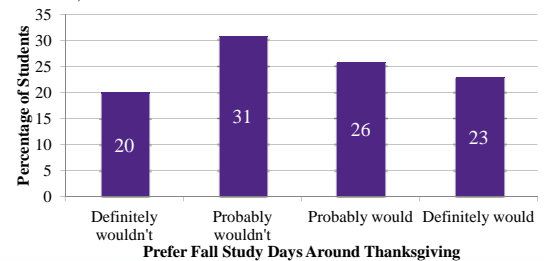
4) How do you feel about the timing of the Fall Study Days (i.e., the last Thursday and Friday of October)?



Western 

Fall Study Days Survey

5) Would you prefer that the Fall Study Days were around Thanksgiving weekend (i.e., around the second Monday in October)?



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Fall Study Days Survey

6) Do you have any additional comments or suggestions?

- ✓ Requesting a **longer break** – with many requesting a full week break
- ✓ Suggesting changes to the **timing of the break** – most requesting the break be earlier
- ✓ Providing **positive feedback** including mentioning that the Fall Study Days allowed students to catch up on school work and it helped relieve stress.

Western 

Fall Study Days Survey

- ✓ Requesting that the break **not** be on or around **Halloween**
- ✓ Requesting that Study Days **not** be on **Thursdays and/or Fridays** because these are already class-free days for many students

Western 

Fall Study Days Survey

✓ The findings from the survey suggest that the Fall Study Days are meeting their goals.

- ✓ A large majority of students reported (1) doing coursework over the Fall Study Days, and (2) that the Fall Study Days helped relieve stress and anxiety.
- ✓ Although about half of students wanted to change the timing of the Fall Study Days, there was no consensus on when they should be.
- ✓ Students had a number of other suggestions for changes, with the most students suggesting that the break be longer (e.g., a full week).

Western 



Strategic Plan:

**Achieving Excellence
on the World Stage**

January 24, 2014

Western 

Strategic Plan Consultation Timeline

- Process led by SCUP and launched at November 2012 Leaders Forum, supported by a dedicated website through which ideas/suggestions were collected
- **First draft (May 2012)** emerged from 190+ written inputs from individual faculty, staff, students and alumni, in addition to group meetings with and/or written inputs received from:

- Faculty councils	- USC
- Academic programs/units	- SOGS
- Administrative units	- PAW
- Employee unions	- City of London
- Alumni Association	- Other external community stakeholder groups

Western 

Strategic Plan Consultation Timeline

- **Second draft (July 2013)** generated 50+ written comments from individual faculty, staff, students and alumni
- This input informed the **third and final draft**, in addition to group meetings with and/or written inputs received from:

- Deans & Vice-Provosts	- Aboriginal Education & Employment Council
- Board of Governors	- USC
- Libraries	- SOGS
- Human Resources	- PAW
- Student Success Centre	- FIMS Student Council
- UWOFA	- Network for Digital Education & Research
- Alumni Association	

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