

## MINUTES OF THE MEETING OF SENATE

OCTOBER 21, 2016

The meeting was held at 1:30 p.m. in Room 1R40, Arts and Humanities Building.

SENATORS: 76

R. Andersen	D. Jorgensen	W. Pearson
E. Ansari	A. Katz	A. Pero
A. Bachman	R. Kennedy	M. Pratt
A. Bhatt	J. Knowles	S. Rodger
I. Birrell	G. Kopp	D. Rogers
P. Bishop	A. Kothari	L. Rosen
A. Bowlus	G. Kulczycki	C. Roulston
J. Capone	D. Laird	B. Rubin
T. Carmichael	R. MacDougall	J. Scarfone
A. Chakma	S. MacDougall-Shackleton	Z. Sinel
A. Chant	S. Macfie	A. Singh
K. Clark	E. Macpherson	W. Siqueira
R. Collins	L. McKivior	V. Staroverov
E. Comor	C. Mcleod	C. Steeves
M. Crystal	B. Meharchand	S. Stewart
C. Davidson	K. Mequanint	T. Straatman
J. Deakin	M. Milde	M. Thomson
C. Dean	K. Myers	G. Tigert
J. Emberley	P. Nesbitt-Larking	J. Toswell
A. Grzyb	G. Ng	S. Trosow
C. Hardy	V. Nolte	T. Tucker
J. Hatch	C. O'Connor	Z. Turner
A. Hrymak	H. Orbach-Miller	C. Wang
Y. Huang	G. Parraga	H. Zafari
M. Jadd	I. Paul	
C. Jones	B. Paxton	

Observers: E. Avila, A. Bigelow, K. Campbell, E. Chamberlain, A. Di Sebastiano, J. Doerksen, T. Hinan, J. Luker, J. McMullin, J. Sadler

By Invitation: C. Beynon, R. Ezekiel, S. Knabe, C. Richmond, B. Stonefish, J. White

*[Visiting Elder to Western, Myrna Kicknosway, led a ceremonial indigenous opening in acknowledgement of the historic importance of the Indigenous Strategic Plan.]*

S.16-201

## MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of September 23, 2016 were approved as circulated.

Responding to a request that going forward the Senate minutes include the names of Senators who speak to items during the meeting, the Secretary noted that she would refer this request to the Operations/Agenda Committee as the format of the Senate minutes is prescribed by the rules of Senate.

S.16-202

**REPORT OF THE PRESIDENT**

The President's report distributed with the agenda contained information on the following topics: President's Priorities for 2016-19 – Strategic Capacity Building, submissions from the U15 Group of Canadian Research Universities and Universities Canada in response to the federal government's review of how it funds scientific research, Professor Emeritus Ron Wonnacott's appointment to the Order of Canada, and the \$45 million award Western received through the federal government's Strategic Investment Fund towards the construction of Western's Interdisciplinary Research Building and Three C+ Engineering addition. He also reported on the Ivey Business Leader Award gala recently held in Toronto.

On behalf of Senate, Dr. Chakma thanked Gitta Kulczycki for her contributions and service to Western during her 12-year tenure as Vice-President (Resources & Operations) and wished her success in her position as Vice-President (Finance and Administration) at the University of Alberta effective November 1.

A member asked why Western does not include a strategic priority on diversity and inclusiveness. The Provost said that specific text regarding diversity and inclusiveness is not included in the strategic plan but it is a focus in a variety of ways. The President took the suggestion under advisement with the notion of looking at ways to include such a statement in the Strategic Plan.

With respect to the strategic priority of internationalization, concern was expressed about the impact of cost for international graduate student support on departments and faculty members. The Provost reminded Senators that 85% of all incremental tuition revenue from international students is returned to the Faculties through the revenue sharing mechanism. Costs associated with international graduate students is an ongoing, dynamic issue that is discussed through the planning process and was part of the discussion of the Graduate Funding Sub-Committee of the Provost's Task Force on University Budget Models submitted to Senate in February.

Responding to questions regarding new capital projects, the Provost clarified that it is too early to provide a lot of detail regarding animal care facility upgrades and that the proposed new student building will be a teaching, innovation and gathering space to address issues resulting from increasing enrolment, not a new student services building.

**REPORT OF THE OPERATIONS/AGENDA COMMITTEE** [Exhibit I]

S.16-203

**2015-2016 Annual Report of the Senate Review Board Academic**

The 2015-2016 Annual Report of the Senate Review Board Academic, detailed in Exhibit I, Appendix 1, was received for information.

S.16-204

**Candidates for Degrees and Diplomas – Autumn Convocation 2016**

On behalf of the Senate, the Provost approves the list of Candidates for Degrees and Diplomas upon the recommendation of the Registrar [S.96-124]. The list of Candidates approved by the Provost is appended to the official minutes of this meeting.

S.16-205

**Report of the Senate ad hoc Committee on Renewal – Update on Implementation Plan**

The Chair of the Operations/Agenda Committee (OAC), Dr. Milde, provided a brief overview of the update on the Implementation Plan detailed in Exhibit I, item 3.

With regard to implementation of recommendation 5(b), which concerns providing early opportunities for Senate to have input into major proposals, in his absence, Senator Dyer-Witthford's submission to the Operations/Agenda Committee was read on his behalf. The essence of the proposal is:

That once a year, at the beginning of the Fall semester, the President and/or Provost present to Senate a report describing the concrete initiatives to be undertaken by the senior administration in the upcoming academic year to implement the recommendations of the Strategic Plan. This report should also include an account of any major initiatives that fall outside the mandate of the plan, with a rationale for their introduction. This report should be briefly updated at the beginning of Winter and Summer semesters.

M. Milde noted that OAC will discuss this suggestion with the President and Vice-Presidents as to how it might be operationalized.

In response to a concern about the pace at which the recommendations are moving forward, M. Milde explained that it is hoped that many of the processes will be ready to bring forward to Senate for approval in December with a view to implementation in the spring.

Some members voiced concern at OAC's determination that its own meetings should remain closed, arguing that there was nothing inherently confidential about matters before the committee. M. Milde responded that it was the Committee's view that remaining closed allowed for free and wide-ranging discussion in order to bring Senate its best advice. All items are reported to Senate for final consideration and members have every opportunity to ask questions about the rationale behind recommendations then.

#### **REPORT OF THE NOMINATING COMMITTEE** [Exhibit II]

##### **S.16-206      Selection Committee for an Associate Vice-President (Research)**

The following were elected to the Selection Committee for an Associate Vice-President (Research):  
H. Qi (Student), C. Crooks (Educ), C. Richmond (SS), and S. Sliwinski (FIMS).

##### **S.16-207      Decanal Selection Committee – Faculty of Law**

The following were elected to the Decanal Selection Committee – Faculty of Law:  
J. Garland (HS/Dean), G. Parraga (Schulich).

#### **REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS** [Exhibit III]

##### **S.16-208      Faculty of Information and Media Studies: Withdrawal of the Western/Fanshawe Combined Degree/Diploma Program in Media Theory and Production (MTP)**

Senate granted speaking privileges to S. Knabe, Associate Dean, FIMS and C. Malbeuf, MTP student program representative.

Prior to presenting the recommendation concerning the withdrawal of the MTP, S. Macfie, Chair of SCAPA, provided the following background information:

- Two days before the last SCAPA meeting, some members of SCAPA received copies of letters from the FIMS Studies Student Council and the University Students' Council, voicing their opposition to the withdrawal of the Western/Fanshawe combined degree/diploma in Media Theory and Production (MTP). The students felt they had been excluded from the decision-making process.
- SCAPA invited a representative from the FIMS's dean's office, Susan Knabe, Associate Dean, and Kathie Hess, Senior Academic Counsellor, to the October 5 SCAPA meeting to answer questions about the consultation process around withdrawing the program.

- SCAPA learned that consultations around withdrawing the program had started over three years ago. Formal consultations with students took place in 2012-2013, as part of an overall curriculum review process. In addition, over a number of years, students who left the program were consulted individually in order to understand specific program challenges. Student representatives were also full voting members of the Faculty Undergraduate Affairs Committee, which last year discussed and voted for the withdrawal of the MTP program and approval of the new articulation agreement. Student representatives also had a vote at the Faculty Council meetings at which these items were discussed and ratified.
- Since the October 5 SCAPA meeting, the FIMS dean's office has been reaching out to MTP students to provide information and receive feedback. On October 6, Dean Carmichael, Associate Dean Knabe, and Kathie Hess, the FIMS Undergraduate Student Services Manager, met with FIMSSC executive and program representatives. Associate Dean Knabe then communicated with all MTP students explaining the upcoming changes to the program, and a general meeting for all MTP students was held on October 17. No students showed up for that general meeting. In addition, FIMS held a Faculty Council meeting on October 19, which was another opportunity for discussion; however, the student representative on Faculty Council did not attend.
- SCAPA also noted that the decision was not made by FIMS unilaterally. Fanshawe College played an equal role in deciding to withdraw the combined MTP program and in designing a new 2 + 2 articulation agreement to fill the gap. This agreement was approved by Senate last June. The FIMS dean's office assured SCAPA that it will continue to consult broadly as this and other new programs develop.

With this as context, SCAPA had supported the proposal.

It was moved by S. Macfie, seconded by T. Carmichael,

That effective September 1, 2016 registration in the Media Theory and Production (MTP) program be discontinued;

That students currently enrolled in the program be allowed to graduate by August 31, 2021; and

That effective September 1, 2021 the Western/Fanshawe Combined Degree/Diploma Program in Media Theory and Production be withdrawn.

T. Carmichael, Dean, FIMS, and S. Knabe, Associate Dean, spoke to the consultation process that had been followed and to the structural difficulties students faced in completing the program.

MTP is a direct-entry four-year combined program between FIMS and any one of four Fanshawe diploma programs. The structure is very complicated with students moving frequently between the two programs over the course of four years. To meet program requirements, often they must take courses at both institutions during the same semester. Two internal reviews (2010, 2012) along with exit interview with students leaving before completion documented the frustration. Enrolment is declining.

A number of student Senators spoke against the decision. In their view, consultation with students enrolled in the program some years past was not sufficient. Many students were not aware of the proposed program deletion until they saw reference to it on the Faculty's website. There should have been a direct communication. There was also concern that the approval of the new articulation program occurred at the June Senate meeting when the number of student Senators in attendance would have been lower than at some other meetings. It was suggested that Senate should defer this decision until more consultation could take place. They were concerned, too, that while the new articulation agreement might open potential access to university for students who might not otherwise come, there was no guarantee of admission once the two-year component at Fanshawe was completed and students might be averse to taking that

risk.

A member remarked that it was a regrettable reality that very large decisions can take a long time and not everyone will be consulted equally. It appeared that there had been a great deal of consultation with students. While student Senators might not always be available to attend summer meetings, materials were posted online and there was still opportunity for them to consult with each other and with constituents.

Dean Carmichael noted that one of the advantages of the new articulation agreement over the MTP program was that students would receive a four-year degree rather than a three-year, leaving the door open for those who might want to pursue graduate studies. Additionally, the Faculty was in the process of developing a production stream within the MIT stream for those who wanted direct entry to university.

C. Malbeuf, speaking on behalf of current MTP students, expressed strong opposition to the change and what he viewed as inadequate consultation. He read a comment, provided by a well-known alumnus of the program working in broadcasting, that spoke to the influence of the program on her success and urging that it not be discontinued. He noted that alumni had not been consulted and a number of them with whom he had spoken shared concerns about the programs' demise. He also believed that while the new articulation agreement would serve Fanshawe well, it was less advantageous for Western. Students enrolled in the MTP program or in Fanshawe's diploma programs were largely not interested in graduate work but rather intended to move into the business. A production stream within the MIT program would not give students the advantage MTP students have now because there would be no professional diploma associated with it.

The question was called and CARRIED.

S.16-209

**School of Graduate and Postdoctoral Studies: Revisions to the Master of Engineering (MEng) in Design and Manufacturing (Advanced Design and Manufacturing Institute/ADMI)**

It was moved by S. Macfie, seconded by A. Hrymak,

That the proposed revisions to the Master of Engineering (MEng) in Design and Manufacturing (Advanced Design and Manufacturing Institute) be revised effective January 1, 2017 as shown in Exhibit III, Item 2.

CARRIED

S.16-210

**School of Graduate and Postdoctoral Studies: Discontinuation of the Business Skills for Actuaries and Financial Professionals Graduate Diploma (GDip)**

It was moved by S. Macfie, seconded by A. Hrymak,

That effective September 1, 2016 the Graduate Diploma (GDip) in Business Skills for Actuaries and Financial Professionals be discontinued.

CARRIED

S.16-211

**Revisions to the "Registration and Progression in Three-Year, Four-Year and Honors Programs – Breadth Requirements" Policy**

The Registration and Progression in Three-Year, Four-Year and Honors Programs – Breadth Requirements Policy was revised to update the listing of breadth requirements (course subject areas) for graduation. The revised policy was attached as Exhibit III, Appendix 1.

S.16-212 **SUPR-G Report: Cyclical Review of Political Science**

The following cyclical review was approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Social Science	Political Science	January 14-15, 2016	Conditionally Approved Report on plan and progress September 2017 Report on progress and evidence September 2018

The detailed Final Assessment Report for the review was attached as Exhibit III, Appendix 2.

S.16-213 **SUPR-U Report: Cyclical Review of Economics**

Senate was informed that the following cyclical review was approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Social Science	Economics	May 7, 2016	Good Quality

The detailed Final Assessment Report for the review was attached as Exhibit III, Appendix 3.

S.16-214 **New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in Exhibit III, Appendix 4, for recommendation to the Board of Governors through the Vice-Chancellor.

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING** [Exhibit IV]

S.16-215 **Indigenous Strategic Plan – Final Report**

Senate granted speaking privileges to members of the Indigenous Strategic Initiatives Committee in attendance at the meeting: C. Beynon, R. Ezekiel, C. Richmond, B. Stonefish and J. White.

R. Ezekiel and C. Richmond provided an overview of the Indigenous Strategic Plan (ISP) detailed in Exhibit IV, Appendix 1, including the process for the development of the ISP, eight strategic directions, the indigenous approach to knowledge and learning, promising practices from other institutions, early implementation initiatives at Western and future directions and implementation. Overhead slides used to highlight the presentation are attached as [Appendix 1](#) to these minutes.

C. Richmond noted that while indigenization is not new to Western, institutional ownership of the plan will allow systematic shifts to take place. This is a decidedly local plan developed in close consultation with local communities. Indigenization is taking place across the post-secondary environment in Canada and she stressed that there was no one right way to do this. She took pride in the work that had been done so far and was particularly excited by the proposal for a Winter School in Indigenous Cultural Competency which would provide cultural competency training within the university, beginning with faculty.

It was moved by D. Laird, seconded by A. Grzyb,

That Senate approve and recommend to the Board of Governors, the final Indigenous Strategic Plan, provided in Exhibit IV, Appendix 1.

In the discussion that followed, it was noted that how to build indigenous content into the curriculum was a question to be explored within the university and with local indigenous communities. Whatever options were taken up, a key point would be to ensure that those providing curricular and cultural content were fully competent to do so. B. Stonefish pointed out that there is already a compulsory element built into Faculty of Education programming. He believed that all Canadians, all students, had an inherent responsibility to know something about indigenous history and the relationships among nations given that they are the beneficiaries of treaties with those nations.

It was suggested that provisions of the plan related to staff would require engagement with staff associations. R. Ezekiel agreed noting that there had been consultations with staff groups in the development of the plan and that would continue through the implementation process.

Senators applauded the work of the Indigenous Strategic Initiatives Committee in drafting this historic plan.

The question was called and CARRIED (Unanimous).

S.16-216 **Update on Capital Planning**

J. Deakin, Vice-President (Academic) & Provost, provided an update on capital planning reporting that Western will receive \$45 million from the Strategic Infrastructure Fund (SIF). Those funds will support the Interdisciplinary Research Building (WIRB) which will be a LEED Gold project and the new Engineering Building (Three C+) which will be a LEED Platinum project, both with expected completion in April 2018. Funding was already in place for those projects, therefore, Western can consider moving forward with other capital projects already identified in the long-range space plan including: construction of an Integrated Learning and Innovation Centre, modernization of Thames Hall, and the renewal and expansion of medical school facilities and upgrades to animal care facilities.

S.16-217 **REPORT FROM THE BOARD OF GOVERNORS** [Exhibit V]

The Report to Senate from the Board of Governors, detailed in Exhibit VI, was received for information.

S.16-218 **REPORT FROM THE ACADEMIC COLLEAGUE** [Exhibit VI]

The Report of the Academic Colleague, detailed in Exhibit VI, was received for information.

**DISCUSSION AND QUESTION PERIOD**

[Note: The text of questions received prior to the meeting are attached to these minutes as [Appendix 2.](#)]

S.16-219 **Disciplinary Matters, Freedom of Speech and the Code of Student Conduct**

Two related questions had been received from H. Orbach-Miller and K. Clark with respect to the "Western Lives Matter" incident on Homecoming Weekend (Reunion Weekend). As well, in his question, Senator Orbach-Miller cited an occurrence at King's University College during Orientation Week when a King's professor made unacceptable remarks about Muslim women, and the response of a university staff member to a sign that advocated sexual violence posted on a student house off campus. It appeared that students involved in such incidents were being treated much more severely by the university – through the Code of Student Conduct – than staff and faculty. Concern was also expressed that invoking the Code could have a chilling effect on the academic lives of students and could constitute an infringement of their right to freedom of speech.

In response, J. Deakin said that freedom of speech is a concept that needs to be protected, especially in a university community. Issues of this type offer an opportunity for perspectives on the importance of free speech and also the limits on free speech. When the university receives a complaint, information is gathered and the complaint is investigated. If the individuals involved are students, then the framework for dealing with the complaint is the Code of Student Conduct and the first thing that needs to be determined is whether the event rises to the bar of the Code. In the case regarding “Western Lives Matter”, there were a number of images that were being investigated in the context of the Code of Student Conduct not just the one image published by the media that has been unfairly characterized as the lone trigger of university action. The Code process is generally confidential and the focus is on restorative justice. In this case the Campus Police conducted their investigation and concluded that the threshold for the invocation of the Code of Student Conduct had not been reached. With respect to the issue about comments made regarding sexual violence, the Provost said that educating the community is an ongoing process. Equity and Human Rights Services offers education in many forms including the sexual violence awareness week. The Western community must continue to prioritize sexual violence prevention at Western and work to educate staff, faculty and students to reduce harm and address attitudes and behaviours that are sexually violent.

J. Deakin explained that Western has no jurisdiction over faculty at the affiliated university colleges. J. Doerksen noted that he had spoken to King’s Principal, David Sylvester, who could not be at today’s meeting but who provided the following statement:

King’s is fully committed to cultivating a rich campus environment that is open to respectful dialogue, academic freedom, and free speech. At the same time, King’s is committed to creating a safe place for all community members. As a university college that is legally distinct from Western, King’s maintains its own rigorous institutional policies to protect these values. While aligned with those of Western, they are, in the end, King’s policies developed and approved by students, faculty, staff, and the Board at King’s.

With regard to the situation raised, King’s did undertake an investigation and the process included student voices at all stages. The matter has been resolved in accordance with King’s policies, and the process has served as a healthy occasion to reflect on our work as a university community committed to respectful engagement.

H. Orbach-Miller clarified that the Muslim students who had approached him with their concerns about the comments made at King’s were students of the Constituent University so it is important that Western make clear that such comments are unacceptable. A member remarked that he was concerned about the potential chilling effect on free speech noting that it would have been helpful to know that there was more than one image that factored into the “Western Lives Matters” incident.

Members discussed the need for ongoing education and discussion for all members of the university community, not just students, and the preference for restorative justice measures rather than punitive actions whenever possible. It was important to recognize, too, that opportunities for discussion did not always need to be led by the senior administration or Equity and Human Rights Services. They can be taken on by those who are faced with discrimination on a daily basis or by other members of the community. A member said that the university had responded well to the “Western Lives Matter” incident. We have to be sure that we are not creating a chilling atmosphere for people of colour. They need to be made to feel welcomed and these issues have to be addressed.

S.16-220

#### **International Students and Final Exam Schedules**

Responding to a question from Senator A. Bhatt regarding the final exam schedule and the difficulties faced by some international students in being able to return to their homes, G. Tigert, University Registrar, said that accommodating the needs of a range of stakeholders in developing the exam schedule, including the needs of out-of-province/country students is challenging. Senate’s current deadline to post the final exam schedule is the Monday of the 10<sup>th</sup> teaching



week. This year, as a pilot, the exam schedule will be released on October 31 which is two weeks ahead of the deadline.

S.16-221

**Potential Gun Threat on Campus**

Responding to a concern that very little communication was provided to the Western community about a recent potential gun threat on campus, G. Kulczycki, Vice-President (Resources & Operations) reported that the investigation surrounding the apprehension of a suspect by London Police at an off-campus location on Monday October 3 at no time posed a direct threat to Western's campus. Had there been any concerns for safety on campus, appropriate steps would have been taken to both deal with the situation directly and communicate as appropriate. There was an acknowledgement of this event posted on Western's website as quickly as possible. In general people are directed to Western's homepage for any major incident, so this was the appropriate place to put the communication.

Asked about procedures in place about dealing with dangerous incidents, G. Kulczycki said that Western has a robust emergency operations control group that holds training exercise every year, sometimes in conjunction with London Police and Fire Services. Western's Safe Campus Community initiative reinforces a commitment to ensuring members of the University community are able to study, work and conduct their activities in an environment free of violence. This culture of respect is supported through policies, resources, regulations, programs, community support and requires a commitment from all campus community members to help to keep Western a safe place. It was suggested that while those in the emergency operations group were well trained, ordinary members of the community might be unsure as to what to do in the event of certain kinds of emergencies and more communication was needed.

S.16-222

**Executive Compensation Framework**

Responding to a question regarding the executive compensation framework, Dr. Chakma said that he will advise Senate regarding the new provincial process that will be followed for Western's implementation of the framework once it is determined. Consultation are ongoing between COU and the government.

**ADJOURNMENT**

The meeting adjourned at 4:25 p.m.

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A. Chakma  
Chair

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I. Birrell  
Secretary



## Overview

1. Process for development of the ISP
2. 8 Strategic Directions & Indigenous Approach
3. Promising Practices from Other Institutions
4. Early Implementation Initiatives at Western
5. Future Directions and Implementation

Western

## Process for Development of Western's Strategic Plan

*Collection was shared with stakeholders*  
• 157 participants

*Openhouse Student World Cafe*  
• 120 participants

*4000 Faculty Survey*  
• 28 submissions

*Online and In-person Consultations*  
• 150 participants

*Indigenous Student Experience Survey*  
• 98 participants

*Community Consultations through Cultural Technology*  
• 26 events, 420 participants

WINTER 2013  
JANUARY 2014  
OCTOBER 2014  
OCT - NOV 2014  
OCT - NOV 2015  
OCT - DEC 2015  
FALL 2015 - WINTER 2016

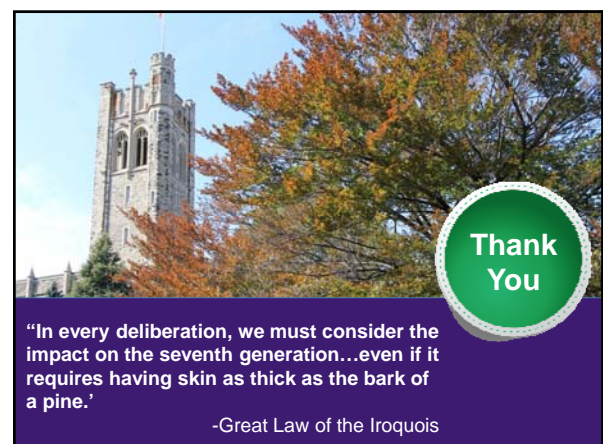
**689 Individuals Consulted**  
from Western and local Indigenous Communities

Western



**8 Strategic Directions**

- 1 Strengthen and build relationships with Indigenous Communities
- 2 Nurture an inclusive campus culture that values Indigenous peoples, perspectives, and ways of knowing
- 3 Enhance Indigenous students' experience at Western
- 4 Achieve Excellence in Indigenous Research & Scholarship
- 5 Excel in Indigenous teaching & learning
- 6 Indigenize Western's institutional practices and spaces
- 7 Become a university of choice for Indigenous students
- 8 Increase Indigenous representation in staff and faculty complement



Question for Senate – Harry Orbach Miller

In the aftermath of Reunion Weekend, Western made national and local headlines after pictures emerged of students posing in front of a sign that read, “Western Lives Matter”. The university responded swiftly condemning the language and explicitly mentioning that the students involved would be investigated under Western’s Student Code of Conduct.

Sadly, this was not the first instance of ignorance our campus has seen this fall. In early September, an off-campus Housing administrator responded to a sign that encouraged sexual violence in a statement akin to “boys will be boys”. In this case, the staff member was appropriately admonished but not until USC Vice-President Jamie Cleary raised the issue and a day after it was reported by the *London Free Press*.

During an Orientation Week event at Kings, the associate academic Dean jokingly downplayed being married to a Muslim woman as some sort of favour and said “it only gets awkward when she wakes up in the middle of the night screaming ‘death to America.’” I’ve had Muslim constituents on main campus tell me how uncomfortable it made them feel that a senior administrator would not have the cultural awareness to understand this was not an appropriate remark for an orientation event. However, King’s administration said he was merely showing how meaningless stereotypes can be.

All three instances were disheartening at best and deplorable at worst, there was a stark difference in administration’s response to the faculty/staff incidents versus the student incident. While the student incident resulted in an investigation and potential sanctions, no such indication has been given in the incidents revolving staff and one has even been supported by administration.

Why is the university holding its students to a different standard than its own faculty and staff?

Furthermore, how does the university plan to educate the entire campus community to increase our communal awareness to appropriately deal with sexual violence and racialized issues?

Question for Senate – Kim Clark

One of our constituents, a Social Science faculty member, has asked that the following issue be raised at Senate:

The university administration is currently investigating four students who posed in front of a banner that said, “Western Lives Matter,” for possible violations of the student code of behavior. Can the administration respond to concerns that this investigation will have a chilling effect on the academic lives of students and may constitute an infringement of these students’ rights to free expression?

Question for Senate - Aniket Bhatt

Recently, several out of province and international students have reached out to me regarding their final exam schedules and their inability to return homes for religious holidays. One of them said that in some aspects they felt “forgotten by Western” and are at the point where they “can barely afford the fare” to travel home over the break.

Given that internationalization is a priority at Western, what steps will the University take to help both international and out of province students, of all financial backgrounds, be able to spend the break with their families?

Question for Senate - Trish Tucker

I am bringing this comment to Senate on behalf of a member of my faculty. Recently, a Western student was arrested for threatening to bring a gun on campus with the intent of injuring people. This was a concerning situation which could have gone much worse. Despite this threat, very little communication was provided to the Western community. In fact, many learned of this occurrence via CBC news. Fortunately, no injury was caused, but a note from the university regarding the occurrences, and positive outcome, should have been provided so we heard about this situation first hand. Not everyone checked the UWO homepage for news updates as they didn't know there was something to be updated on - an email to all of us would have been appreciated.