SENATE AGENDA

1:30 p.m., Friday, June 3, 2016
University Community Centre*, Room 56*

1. **Minutes of the Meeting of May 6, 2016**

2. Business Arising from the Minutes

3. Report of the President   (A. Chakma)

4. Report of the Senate ad hoc Committee on Renewal – **EXHIBIT I**   (B. Skarakis-Doyle)

5. Reports of Committees:
   Operations/Agenda - **EXHIBIT II**   (M. Milde)
   Nominating - **EXHIBIT III**   (A. Chakma)
   Academic Policy and Awards - **EXHIBIT IV**   (S. Macfie)
   University Planning - **EXHIBIT V**   (J. Deakin)
   University Research Board – **EXHIBIT VI**   (J. Capone)
   Honorary Degrees Committee – **EXHIBIT VII**

6. Discussion and Question Period

7. New Business

8. Adjournment

Senate meetings are scheduled to begin at 1:30 p.m. and normally will end by 4:30 p.m. unless extended by a majority vote of those present.

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

REPORT OF THE *AD HOC* SENATE COMMITTEE ON RENEWAL
FOR ACTION

OPERATIONS/AGENDA COMMITTEE
FOR ACTION
Senate Memberships
Revision to Section R. Associate Vice-President (Research) of the Appointment Procedures for Senior Academic and Administrative Officers of the University

FOR INFORMATION
Candidates for Degrees and Diplomas
Order of Ceremony – Fall Convocation 2016

NOMINATING COMMITTEE
FOR ACTION
Senate Review Board Academic - Membership
Review/Selection Committee for the Vice-President (Research)

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)
FOR ACTION
Faculty of Arts and Humanities:
  Department of French Studies: Restructuring the Honors Specialization Modules in French Studies and Withdrawal of French Modules
  Department of Modern Languages and Literatures: Withdrawal of the Certificate in Digital Spanish
School of Graduate and Postdoctoral Studies: Introduction of the International School of Leadership Field in the Master of Professional Education (MPEd) Program
Faculty of Education:
  Revisions to the Admission Requirements of the Bachelor of Education (B.Ed.) Program
  Revisions to the Dean's Honor List Policy
Faculty of Engineering, Department of Electrical and Computer Engineering: Withdrawal of the Software Engineering – Embedded Systems Option (D)
Faculty of Law: Revisions to Combined Degree Programs
Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine and Faculty of Science and Faculty of Social Science, Departments of Geography and Sociology: Introduction of a New Subject Area and an Honors Specialization in One Health
Faculty of Science, Department of Chemistry: Withdrawal of Minor Modules
Introduction of the Articulation Agreement between the Faculty of Media and Information Studies, MIT Program and Fanshawe College
Policy Revisions
  Revisions to the Gold Medals Policy
  Revisions to the English Language Proficiency for Admission Policy

FOR INFORMATION
Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA)
SUPR-U Report: Cyclical Reviews
  Ivey Business School – HBA Program
  Jewish Studies
  Brescia University College – Family Studies
  Brescia University College – Psychology
  Brescia University College – Sociology
  King's University College – English
SUPR-G Report: Cyclical Review of History
New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)
FOR ACTION
Department Of Visual Arts – Deferral of The Department Of Visual Arts' Name Change to the Department
Of Art History and Studio Art
Alice Munro Chair in Creativity
Ian McWhinney Chair in Family Medicine – Revisions to Terms of Reference

FOR INFORMATION
Report on Promotion and/or Tenure 2015-16

UNIVERSITY RESEARCH BOARD (URB)
FOR ACTION
Revisions to MAPP 7.12 Policy for the Use of Animals in Research, Testing and Teaching

FOR INFORMATION
Final Report of the URB Task Force Steering Committee Support for SSAH Research at Western
2015 Annual UCAC Report to Senate

REPORT OF THE HONORARY DEGREES COMMITTEE
FOR INFORMATION
President's Medal for Distinguished Service

MINUTES OF THE MEETING OF SENATE

MAY 6, 2016

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

SENATORS: 67

R. Andersen	Y. Huang	K. Olson
I. Birrell	G. Hunter	H. Orbach-Miller
P. Bishop	L. Jackson	G. Parraga
M. Blagrave	C. Jones	W. Pearson
J. Boland	J. Knowles	S. Roland
J. Capone	A. Kothari	L. Rosen
A. Chakma	G. Kulczycki	M. Salvadori
K. Clark	D. Laird	V. Schwean
R. Collins	G. Lucas	K. Siddiqui
E. Comor	S. Macfie	A. Singh
D. Coward	J. Malkin	R. Soulodré-La France
M. Crossan	M. McDayter	C. Sprengler
K. Danylchuk	L. McKivor	V. Staroverov
C. Davidson	K. Mequanint	C. Steeves
J. Deakin	R. Mercer	L. Sunseri
G. Dekaban	M. Milde	S. Taylor
G. Dresser	L. Miller	M. Thomson
J. Eberhard	J. Mitchell	G. Tigert
J. Faflak	K. Moser	J. Toswell
K. Fleming	D. Murdoch	M. Wilson
J. Garland	B. Neff	B. Younker
B. Hovius	C. Nolan	
A. Hrymak	V. Nolte	

Observers: K. Campbell, E. Chamberlain, L. Gribbon, K. Hoffmann, J. Luker, A. Weedon

By Invitation: R. Ezekiel, C. Richmond

S.16-115   **MINUTES OF THE PREVIOUS MEETING**

The Minutes of the meeting of April 8, 2016 were approved as circulated.

S.16-116   **REPORT OF THE PRESIDENT**

The President reported that Western professors John Leonard (Arts and Humanities) and Jesse Zhu (Engineering) had been awarded the 2016 Hellmuth Prize for Achievement in Research. He also provided an update on the federal government research infrastructure program, the provincial international education strategy, and the recent Mustang Gala in Toronto.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit I]

S.16-117   **Senate Membership: Health Sciences Constituency**

It was moved by M. Milde, seconded by P. Bishop,

> That the seat held by Meg Cheesman (Comm. Sci. and Disorders), Faculty of Health
> Sciences representative on Senate, be declared vacant effective July 1, 2016 as a result
> of her resignation, and that Trish Tucker (Occupational Therapy) be elected to complete
> her term until June 30, 2017.

> CARRIED

S.16-118   **Senate Membership: Undergraduate Student – At Large Constituency**

It was moved by M. Milde, seconded by P. Bishop,

> That the seat held by Trevor Hunt, undergraduate student representative on Senate, be
> declared vacant effective May 1, 2016 as a result of his resignation, and that Arjun Singh
> be elected to complete his term until June 30, 2016.

> CARRIED

S.16-119   **Senate Membership: Vacancies Filled by Appointment**

It was moved by M. Milde, seconded by P. Bishop,

> That the Senate seat be filled for the July 1, 2016 – June 30, 2018 term by appointment
> at the recommendation of the unit concerned as shown below:

> Faculty of Education: Melody Viczko

> CARRIED

REPORT OF THE NOMINATING COMMITTEE [Exhibit II]

S.16-120   **Decanal Selection Committee – Faculty of Arts and Humanities**

E. Arts (M&D) was elected by Senate to the Decanal Selection Committee – Faculty of Arts and
Humanities to replace N. Wathen who has resigned.

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

S.16-121   **The Western Degree Outcomes (Undergraduate)**

It was moved by S. Macfie, seconded by M. Milde,

> That Senate approve "The Western Degree Outcomes (Undergraduate)" as shown in
> Exhibit III, Appendix 1.

Senate received the Report of the Working Group on Western Degree Outcomes included with
the agenda as Exhibit III, Appendix 2. Dr. J. Doerksen, Vice-Provost (Academic Programs),
provided an overview of the report. Overhead slides used to highlight his presentation are
attached to these minutes as **Appendix 1**.

Dr. Doerksen explained that, some years ago, the Quality Council had established broadly construed, province-wide degree outcomes, with the expectation that universities would develop their own unique expression of those general degree expectations. Western has been using the province-wide degree outcomes since 2011. A working group was formed to identify the distinctive characteristics of a Western degree. The process involved broad consultation and opportunity for feedback. Some of the characteristics of the outcomes identified were as follows:

- They were focused on undergraduate and second-entry professional programs
- They captured distinctive characteristics of a Western degree
- They were broadly stated and would acquire deeper meaning within individual disciplines' contexts.
- They would assist in making explicit the implicit learning outcomes of Western's programs.

They were not intended to limit the possibility of learning outcomes across the campus. Rather, they formed a core that could be added to. He also cautioned that they should not be expected to do more than they are designed to do: they are deliberately not aspirational but rather speak to what the university already does. They may provide guidance for curricular innovation within the university, but the Quality Council will be using them to map against existing curricular objectives when they look at new programs.

Dr. Doerksen indicated that future plans include the development of an implementation guide for departments, and the development of documentation to assist students in thinking about their learning in terms of degree outcomes. There would be broad consultation around the creation of the guidelines.

A member commended the Working Group for developing outcomes that set Western apart from the provincial University Undergraduate Degree-Level Expectations (UDLEs) by elevating character alongside competencies and being less focused on technical knowledge.

Asked about the process for measuring outcomes, Dr. Doerksen said that the goal is to have students become independent learners. The outcomes will help programs be more purposeful about developing meaningful assessment mechanisms that fit their disciplines. The Provost added that while the measures themselves are not aspirational, they provide an opportunity for departments to map their programs against the outcomes and determine what is the appropriate teaching methodology or assessment process for that course or segment.

A member noted that there is a difference between degree outcomes and learning outcomes. How did student experience as a whole fit in? Dr. Doerksen agreed that so much of what is learned at university happens outside of the classroom and will continue to be a focus at Western. However, the quality assurance framework is confined to academic matters. He noted that the requirements of IQAP have had some positive impact in that they have resulted in the development of a substantive curriculum review process at Western.

The question was called and CARRIED.

S.16-122   **School of Graduate and Postdoctoral Studies: Revisions to the Biomedical Engineering MESc Program**

It was moved by S. Macfie, seconded by L. Miller,

> That effective September 1, 2016 the course requirements for the Biomedical Engineering MESc program be revised as shown in Exhibit III, item 2.

> CARRIED

S.16-123   **Faculty of Law: Revisions to the Structure of the Academic Year Policy**

It was moved by S. Macfie, seconded by J. Eberhard,

> That the Faculty of Law: Structure of the Academic Year Policy be revised as shown in Exhibit III, Appendix 3, effective May 1, 2016.

> CARRIED

S.16-124   **Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program**

It was moved by S. Macfie, seconded by J. Toswell,

> That effective April 1, 2016 the Admission Requirements for the MD program be amended as shown in Exhibit III, Appendix 4.

> CARRIED

S.16-125   **Revisions to the Articulation Agreement between the Faculty of Arts and Humanities, Theatre Studies and Fanshawe College, Theatre Arts**

It was moved by S. Macfie, seconded by M. Milde,

> That Senate approve revisions to the Articulation Agreement regarding graduates of the Theatre Arts Diploma at Fanshawe College seeking admission to Western's Faculty of Arts and Humanities, Theatre Studies Major, as shown in Exhibit III, Appendix 5, effective June 1, 2016.

> CARRIED

S.16-126   **Revisions to the 2016-2017 Sessional Dates for the Faculty of Education**

It was moved by S. Macfie, seconded by P. Bishop,

> That Senate approve the revised undergraduate sessional dates for the Faculty of Education for 2016-2017 as shown in Exhibit III, Appendix 6.

> CARRIED

S.16-127   **Revisions to the Structure of Academic Year Policy**

It was moved by S. Macfie, seconded by G. Tigert,

> That the Structure of the Academic Year policy be revised as shown in Exhibit III, Appendix 7, effective May 1, 2016.

A member questioned the decision to establish fixed start times for evening classes noting that this meant the 5:30 – 6:30 p.m. start could not be used even though many students were on campus.   Dr. Macfie noted that some time had to be allowed for students to eat and not all classes were able to accommodate food in the rooms.

The question was called and CARRIED.

S.16-128   **SUPR-U Report: Cyclical Reviews: Huron University College, Theology and Psychology Programs**

Senate was informed that SCAPA approved the following cyclical reviews:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Huron University College	Theology and Religious Ethics, Bible Studies	February 11, 2016	Good Quality, With Report in Two Years
Huron University College	Psychology	January 25, 2016	Good Quality

The detailed Final Assessment Reports for each of these reviews are found in Exhibit III, Appendix 8.

S.16-129   **New Scholarships and Awards**

Senate was informed that SCAPA had approved the terms of reference for the new scholarships and awards shown in Exhibit III, Appendix 9, for recommendation to the Board of Governors through the Vice-Chancellor.

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

S.16-130   **Draft Indigenous Strategic Plan**

Senate received for information the draft Indigenous Strategic Plan, detailed in Exhibit IV, Appendix 1. Dr. Chantelle Richmond and Mr. Rick Ezekiel provided an overview of the strategic plan which is the product of lengthy and wide-ranging consultation and discussion. Overheads used to highlight their presentation are attached as **Appendix 2**.

Dr. Richmond asked Senators to provide input by the end of May. The final plan will be brought to Senate and Board for approval in the fall.

With respect to the range of options related to curriculum development, Dr. Richmond, in response to a question, remarked that her preference would be to have it built across the curriculum within faculties and disciplines rather than creating a mandated course.

Dr. Deakin encouraged members to review the plan in detail and provide comment back to the draftees. She noted that this was a very important initiative for the university and that the indigenous scholars should not be expected to be responsible for all the work.

S.16-131   **REPORT OF THE ACADEMIC COLLEAGUE** [Exhibit V]

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

S.16-132   **REPORT ON THE BOARD MEETING OF APRIL 21, 2016** [Exhibit VI]

Mr. J. Knowles, member of the Board of Governors, provided an overview of the Report on the Board Meeting of April 21, 2016, detailed in Exhibit VI.

DISCUSSION AND QUESTION PERIOD

S.16-133   **Endowed Chair in Economics**

Dr. Chakma reported that on Monday, May 9, 2016 the first endowed Chair in the Department of Economics will be announced. The $2 million endowed gift will be matched by Western.

ADJOURNMENT

The meeting adjourned at 3:15 p.m.

_____   _____
A. Chakma   I. Birrell
Chair   Secretary

Western Degree Outcomes

- **Context: Quality Assurance Framework**
- **WDOs: Attributes of a Western Graduate**
- **The role of WDOs in the IQAP process**
- **Consultation**
- **Next Steps**

Western 🛡️   Western Degree Outcomes

Ontario Quality Assurance Framework

- **Applied key elements of the former OCGS process to undergraduate programs**
- **External reviewers now part of cyclical reviews and new program approval process**
- **Key focus: Learning Outcomes**
- **The framework for learning outcomes: University Degree Level Expectations (UDLEs)**

Western 🛡️   Western Degree Outcomes

Ontario Undergraduate Degree Level Expectations

Six Categories of Learning Outcomes:

1. **Depth and Breadth of Knowledge**
2. **Knowledge of Methodologies**
3. **Application of Knowledge**
4. **Communication Skills**
5. **Awareness of Limits of Knowledge**
6. **Autonomy and Professional Capacity**

Western 🛡️   Western Degree Outcomes

UDLEs

- **The generic institution-level learning outcomes for Ontario universities**
- **UDLEs are Western's current "WDOs"**
- **QAF:**
    "Each university is expected to develop its own institutional expression of the…Degree Level Expectations and to have them applied to each academic program"
- **Proposed WDOs are Western's "expression" of the UDLEs**

Western 🛡️   Western Degree Outcomes

WDOs: Attributes

- **Undergraduate and second-entry professional programs**
- **Seek to capture distinctive characteristics of a Western degree**
- **Broadly stated and acquire greater meaning within disciplinary context**
- **Assist in making explicit the implicit learning outcomes of our programs**

Western 🛡️   Western Degree Outcomes

WDOs

- **Do not limit possible learning outcomes**
- **Do not describe the grand vision of higher education in its entirety**
    - **Serendipity and the unexpected in learning remain crucial**
- **Are not principally aspirational but rather articulate what we already do**
    - **However, WDOs will provide guidance for curricular innovation**

Western 🛡️   Western Degree Outcomes

WDOs and IQAP

- Take the place of UDLEs
- A framework for curriculum development
- Help students describe the links between academic and generic skills
- Externally accredited programs and WDOs
  - Attributes or competencies map to WDOs
  - Gap analysis to assist in limiting duplication of effort and maximizing usefulness

Western 🛡️   Western Degree Outcomes

Consultation

Consultation Document released

- Faculty Councils and Educational Policy Committees
- Chairs, Directors & Undergraduate Chairs
- Undergraduate Instructors
- Affiliate University Colleges
- University Students' Council
- Open Town Hall Meeting
  - Staff, Students, Faculty, Campus Community

Western 🛡️   Western Degree Outcomes

Consultation

Information and Feedback

- Western News and Gazette interviews
- Advertising: Western events page, social media, posters, Western News, mass emails
- Western Degree Outcomes OWL website
- Email: learning-outcomes@uwo.ca
- Mass circulation of Draft WDO Report
- 200+ engaged in consultations

Western 🛡️   Western Degree Outcomes

Western 🛡️   Western Degree Outcomes

Initiative Timeline

January 2015
- Western Degree Outcomes Working Group formed

September – November 2015
- Campus-wide consultations

December 2015 – February 2016
- Western Degree Outcomes drafted and call for feedback / solicit input

March 2016
- Draft Western Degree Outcomes report completed and circulated for feedback

Western 🛡️   Western Degree Outcomes

Next Steps

- Curriculum Guide
- Student Guide

Western 🛡️   Western Degree Outcomes

Working Group Members

- Mark Blagrave, Dean, Faculty of Arts & Social Science, Huron University College
- Erika Chamberlain, Associate Dean (Academic), Faculty of Law
- Debra Dawson, Director, Teaching Support Centre
- Nanda Dimitrov, Associate Director, Teaching Support Centre
- John Doerksen, Vice-Provost (Academic Programs) (Chair)
- Susan Knabe, Associate Dean – Undergraduate, Faculty of Information and Media Studies
- Felix Lee, Professor, Department of Chemistry, Faculty of Science
- Margaret McGlynn, Assistant Dean, Graduate Affairs, Faculty of Social Science
- Linda Miller, Vice-Provost (School of Graduate and Postdoctoral Studies)
- Kim McPhee, Teaching and Learning Librarian, Western Libraries
- Richard Sookraj, Undergraduate Student Representative
- Tom Sutherland, Graduate Student Representative, Faculty of Science
- Bryce Traister, Chair, Department of English and Writing Studies, Faculty of Arts & Humanities
- Gavan Watson, Associate Director eLearning, Teaching Support Centre

Western   Western Degree Outcomes

Slide 1

Creating Western's
INDIGENOUS
STRATEGIC PLAN

www.indigenousstrategicplan.uwo.ca

Western

Development of the Draft Plan

Date	Milestone
November 2014	Indigenous Strategic Initiatives Committee (ISIC) Formed
March 2015	Release of draft Vision, Purpose, Guiding Principles to campus community for feedback
October 5, 2015	President's email inviting submissions for development of the strategic plan
October 13, 2015	Western's Indigenous Initiatives Inventory
October – December 2015	Community Engagement Meetings – 25 focus groups / consultation meetings with 435 members of the campus community and surrounding Indigenous communities
January 2016	Development of draft goals based on themes emerging from input provided
February - March 2016	Consultations with Senior Leaders (PVP, Deans, Campus Council)

Western

Community Engagement Summary

- **Gathering Our Voices Talking Circles** – 2013-2014
- **Graduate Student World Cafe** - 2014
- **Indigenous Awareness Week Consultations** – March 2015
- **Online / Written Submissions** – Fall 2015
- **Indigenous Initiatives Inventory Survey** – 152 participants
- **Indigenous Student Experiences Survey** - 102 participants, 98 Indigenous
- **Community Consultations (Meetings, Presentations and Focus Groups)** – Fall 2015
  – 25 engagements, 435 participants

Western

Next Steps in Developing the Plan

Date	Milestone
April 2016	Launch draft strategic plan to campus community for final round of feedback
May 20, 2016	Deadline to submit feedback on the draft plan
September 2016	Finalized plan reviewed by SCUP, Senate & Board of Governors
November 2016	Launch final plan

Western

High Level Strategic Directions

1. **Strengthen and build relationships with Indigenous communities**

2. **Nurture an inclusive culture that values Indigenous peoples, perspectives, and ways of knowing**

3. **Enhance Indigenous students' experience at Western**

4. **Achieve excellence in Indigenous research and scholarship**

Western

High Level Strategic Directions

5. **Excel in Indigenous teaching and 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**

Western

Thank You!

indigenousplan@uwo.ca

Western   www.indigenousstrategicplan.uwo.ca

Report of the Senate ad hoc Committee on Renewal

Recommended: That Senate accept the Report of the Senate ad hoc Committee on Renewal in principle; and

That the report be forwarded to the Operations Agenda Committee for review and preparation of an implementation plan for submission to Senate in fall 2016.

Background:

The Committee has identified a set of recommendations that are aspirational and has provided suggestions as to how those recommendations might be implemented. Some of those suggestions are measures that can be implemented in the short term, others will take longer or may need further review and discussion by Senate.

Report of the Senate ad hoc Committee on Renewal

May 26, 2016

A.   INTRODUCTION

The events of April 2015 revealed the degree to which members of the Western community both care about their university and desire a strong voice in its governance. Recognizing this, Western's Senate took the opportunity to examine, reflect upon, and renew itself by creating the ad hoc Committee on Renewal in June 2015. The Committee's mandate has been to examine the status of collegial governance at Western, with a focus on Western's Senate. We were directed to consult widely with the Western community, as well as review Senate's constitutional documents in order to formulate recommendations that would improve our current practices. To provide context for our recommendations, we begin this report with a brief history of university governance and the characteristics defining collegial governance based on our review of the relevant literature. The Committee's consultation and review processes are then described, followed by ten recommendations. The recommendations align broadly with themes identified in our interim report: Transparency, Representation, Structure, and Senate-Board Relations, and are intended to lead to positive changes in Western's governance culture.

B.   BACKGROUND ON UNIVERSITY GOVERNANCE

Governance[1] in the context of the post-secondary education system refers to the "process of policy making and macro-level decision making within higher education…It is a multilevel phenomenon including various bodies and processes with different decision making functions. Certain entities have authority over specific kinds of decisions." (Kezar & Eckels, 2004, p. 375). As early as 1906, the Flavelle Commission laid the foundation for bicameral or 'shared' governance models in Canadian universities, assigning authority for academic matters to members of the university community (faculty and academic administrators) and authority for the administrative affairs of the institution to a board of citizens (Jones, Shanahan, & Goyan, 2001 p. 136). Provincial legislation established Western's bicameral governance structure (a Board of Governors and an Academic

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[1] Governance is distinct from administration in that the latter pertains to the day to day implementation of policy. Leadership or leadership style should also be distinguished from governance in that it determines the manner in which policy is implemented.

Senate) via a 1923 amendment to The University of Western Ontario Act, specifying that governance at Western is a shared process and responsibility.

Over the last several decades, debates about university governance have intensified in Canada and across the globe. As governments worldwide recognized higher education's role in promoting economic competitiveness in a global knowledge economy (OECD, 2008), provincial governments in Canada renewed their focus on ensuring the quality and accountability of Canadian universities. At the same time, in Ontario, public funding for universities has been regularly reduced, with the resulting financial vulnerability experienced by Ontario's universities posing a potential threat to institutional autonomy.

In 1966, The Association of Universities and Colleges of Canada (AUCC, now Universities Canada) and the Canadian Association of University Teachers (CAUT) jointly established the Duff-Berdahl Commission to undertake a review of the governance practices of all universities in Canada. The review was commissioned in response to increasing "demands for more transparent governance processes and greater faculty and student participation" (Jones, Shanahan, & Goyan, 2001, p. 137). Its final report unequivocally endorsed the bicameral governance model, argued for the inclusion of students on senates, and urged universities to scrupulously safeguard their autonomy from the threats posed by undue external influence. While the report confirmed the role of boards of governors in overseeing the fiscal affairs of the university, it specifically argued that senate should function as a "deliberative body" with "substantial powers" and comprise "the central educational forum" of the university (Duff & Berdhahl,1996, p. 28-32). Twenty-seven years later, in 1993, the CAUT established the Independent Study Group of University Governance (ISGUG) because, in its view, many of the concerns that motivated the Duff-Berdahl Report had yet to be adequately addressed. The ISGUG focused on internal university structures and on the university's accountability to governments and the public. The report found that faculty viewed senate as merely a "rubber stamp" for administrative initiatives, and administrators saw senate as slow and often ineffective. The ISGUG made 19 recommendations, among them that the chair of senate should be elected from the floor and should not hold an administrative position, and that all faculty members should be eligible to vote for and serve as senators (Benjamin, Bourgeault, & McGovern, 1993, p. 12).

Much of the academic study on the topic of university governance has focused primarily on the efficiency and effectiveness of governance structures, but some has also focused on the human factors that impact governance (Kezar & Eckel, 2004). Jones and Slonick (1997) conducted the first rigorous study of Canadian university governing boards, examining composition and roles of both board members and the boards themselves. Although there were differences across Canadian universities, findings suggested that additional clarification of the role of governing boards in academic decision-making and in the relationship between board and academic decision-making bodies was warranted. Jones, Shanahan, and Goyan (2004) replicated that study with a focus upon Canadian university academic senates. Surveying senators from 38 institutions, they found that there was:

a) a lack of clarity among senate members regarding their responsibilities in relation to their boards and their own role in academic decision making,
b) ambiguity in how academic decisions are defined and understood,
c) mixed perceptions regarding areas within which senate should play a role and whether it was perceived to be playing a role in those areas,
d) the challenge of enhancing the representative nature of membership on senate,
e) discontinuity between incoming and outgoing senators, as well as there being considerable variability in the level of orientation and prior governance knowledge among senators, both of which create problems for achieving smooth transitions,
f) the belief on the part of many senators that academic decision making was shifting to senior administrators and the boards, and finally,
g) that few senates devote any effort to assessing their work or performance.

Pennock, Jones, Leclerc, and Li (2013) conducted essentially the same survey and found that many of the same responding universities (including Western) had made some changes to their bylaws and committee structures but many of the concerns that originated in the Duff-Berdahl (1966) report remained. The authors specifically noted that further clarification of the roles and responsibilities of senates and regular reviews of senates' work were needed. Challenges facing university governance identified more than fifty years ago are persistent and common to universities worldwide. Pennock et al. (2015)

concluded that "the road to increased senate effectiveness likely lies in open, frank, and engaged discussions and work in these areas as much as, if not more than through structural changes." (p. 517).

The ad hoc Committee on Renewal (see Committee Membership, Terms of Reference) was created in response to similar concerns about our Senate's effectiveness as a governance body and the perceived lack of university community participation in decision-making processes at Western. The Board of Governors created its own review task force to examine its effectiveness. These were the first reviews of Western's governance in almost 20 years since a review was last mandated by the UWO Act in 1996.

C.   CHARACTERISTICS OF COLLEGIAL GOVERNANCE

Shared governance in higher education depends on collegial interactions among community members, shared decision-making and joint responsibility. Indeed, in 1996, the joint Board/Senate committee review of the UWO Act emphasized that collegial decision-making is consistent with "the University's character as a public, collegial enterprise" (Final Report of Review of UWO Act, 1996).

Yet characteristics of collegial governance are often implied rather than explicit. Collegial governance entails cultural, structural and behavioural components (Bess,1988). At its best, it should express the university community's values and beliefs about what is appropriate for the institution. To accomplish this goal, the institution's formal decision-making structures — the Board of Governors and the Senate — should then strive to reflect and develop these institutional values so that the university's culture and structure can guide the behaviour and interactions among members of the community; how each member experiences and expresses the institutional values. For those things to happen, it is crucial that trust be earned and maintained, between individual members of the university community and between members of the community and their governing structures (Bess, 1988; Tierney, 2004). "The governance-trust nexus is therefore a dynamic process whereby parties are involved in a series of interactions in which some risk or faith is required on the part of one or all parties" (Tierney, 2006). Changing cultural and behavioural aspects of governance will, therefore, involve more than simply making structural changes because changing those aspects requires sustained and focused efforts in order to break down 'status quo' patterns of interaction (Minor, 2004).

In carrying out its mandate, this Committee adopted the assumption that collegial shared governance expressed in and through the senate is central to the identity and well-being of a university. Especially in times of multiplying external pressures and demands, effective senates are crucial to maintaining the autonomy and success of the university system (Final Report of Review of UWO Act, 1996). The characteristics of good collegial governance include a commitment to values that promote participatory democracy, such as: a) the right to speak without fear of reprisal, b) the requirement to listen respectfully to others, c) the need to respect differences and acknowledge the impact of power differentials where they arise, d) the willingness to act with a sense of shared collective responsibility which entails both accountability to a constituency and to the general welfare of the institution, e) a commitment to inclusiveness, and f) a commitment to collaborative decision-making or advisement through timely access to information and engaged participation (Austin & Jones, 2015; Burnes, Wend, & By, 2014). This Committee's discussions were, therefore, guided by the attempt to create conditions that would enhance Western's commitment to these values.

D. PROCESS

In order to carry out the tasks assigned by Senate, the Committee determined that two processes were necessary: a review of Senate documents (including The University of Western Ontario Act (1982; 1988) and the 1996 review of that Act, bylaws, and Senate committee terms of reference), and extensive consultations with the university community to determine the lived experience of collegial governance at Western. This review process was consistent with those typically used throughout the university in reviewing programs and units. The Committee reviewed the constitutional documents in August 2015. We also met with Chairs (current and former) of Senate standing committees in March 2016 following a review of our document summaries. A website on the Secretariat homepage was established in September 2015 to serve as a collection point for communications with the Committee. By the beginning of the Fall 2015 academic term, calls for submissions were made through a variety of channels. These included:

- E-mail requests to campus organizations and groups to provide written submissions and follow-up consultation meetings,

- A broadcast e-mail to the community at large,

- Targeted e-mails to current and former Senators, including Principals of the Affiliates,

- Advertisements in *The Western News* and *The Gazette* (print and online) on two occasions,

- Publication of a link to our website in the electronic *Western Alumni News,*

- Open town hall meetings with each Faculty,

- One-on-one consultations with members of the community who indicated an interest in talking with a Committee member,

- Several calls for feedback to Senators following submission of the Interim Report, and

- A final consultation with the Board's Bylaws Committee whose members have been charged with implementing the recommendations from the Board's governance review committee.

The Committee's objective was to provide multiple avenues for feedback to ensure that the voices of all who wished to address the Committee and the issues within its purview would be heard. An executive summary of the objectives of the Committee, along with an overview of Western's governance structure, was made available to the community as a whole through the Committee's website and was distributed to participants attending town hall meetings. Consultations were largely completed by the end of November 2015, although several that could not be scheduled prior to that date were held in the Winter term of 2016.

The interim report was presented to Senate on January 22, 2016. The report focussed on emerging themes regarding the current state of collegial governance and the Senate. The intention was to elicit feedback from Senators and the community regarding recurring patterns identified to that point. Major themes that were identified included: Transparency, Consultation and Communication, Representation, Engagement, and Culture and Leadership. Aside from comments querying the limitations of the conventional data collection strategy we employed, the feedback received supported the Committee's process and thematic interpretations.

During the Winter term, the Committee considered the suggestions and recommendations it had received, and also formulated some of its own. Our literature review of university governance informed these discussions. The following recommendations focus on outcomes that would address as comprehensively and coherently as possible the themes

we identified in the Interim Report. We considered ways of a) improving the community's understanding of Senate, b) communicating Senate decisions and explaining clearly the processes through which these decisions are reached, c) improving community engagement, d) enhancing the effectiveness of Senators, e) improving information flow and the conduct of Senate meetings, f) enhancing the representativeness of Senate, and g) improving specific Senate committees' terms of reference.

E.   RECOMMENDATIONS

Senate charged this Committee with the task of recommending ways to establish more robust and transparent decision-making processes based on a review of Senate structures and processes. Thus, many of the recommendations below focus on structural change. If implemented, these structural changes may create the conditions for positive changes in the culture, however, in and of themselves, they are not sufficient to greatly improve collegial governance. As much of the relevant literature notes (Kezar & Eckel, 2004; Tierney, 2004), cultural change is essential, and changing the culture is often quite difficult to accomplish. However, we believe that our recommendations might begin the cultural changes necessary to strengthen collegial governance at Western and, particularly, as it relates to Western's Senate.

Senate also tasked us with listening to the opinions and suggestions from a wide variety of members of the campus community. In doing so, we heard a broad range of perceptions about how Senate operates. For example, some in the community perceived that their questions or comments at Senate were not welcomed, while others feared negative consequences for expressing a dissenting or potentially unpopular position. Some felt their input had not been considered because they could see no evidence of it in the decisions that were eventually taken. As a result of these perceptions, many individuals simply chose to stop talking or participating in governance altogether; they did not feel that their voices counted. While some might argue that these people simply do not adequately understand governance processes, at some level, 'perception is reality' and it is critical that these perceptions be acknowledged and addressed in order for governance at Western to improve.

These feelings and experiences of alienation and disengagement may not directly relate to governance structure, however, they are a commentary on the culture of governance

and leadership. Indeed, throughout our consultations we heard concerns about a top-down leadership style in Senate and in other areas of the university. While the evaluation of leadership is not in our mandate, we would state that collegial leadership is essential to good collegial governance, and effective university leadership necessarily involves a strong commitment to Senate, collegiality, consultation, and transparency.

During the consultation process, members of the community were asked to share not only their experiences of collegial governance, but also potential solutions to the challenges we face. The Committee appreciated the many creative ideas provided by members of the community. We listened and worked to extract the essence of those suggestions during our deliberations. In our many discussions, it became clear that there were a variety of ways to achieve the aspirations behind the recommendations. Thus, we often present a 'package' of actions, which are intended to be viewed as a 'menu' of options for Senate's consideration.

The recommendations that follow are the result of extensive discussion and debate by Committee members. While we did not always achieve unanimous agreement, these recommendations are the result of our best efforts at achieving consensus. The ten recommendations are organized into four categories based primarily on the themes from which they emerged. We also recognize that some of the recommendations are not resource neutral, nonetheless, we do not hesitate to make them because we believe that improving governance is worthy of financial support.

I.   Transparency, Communication, and Accountability

***Preamble*:** Much of what was revealed during the consultation process spoke to issues of transparency, accountability, misunderstanding, or lack of communication and knowledge about our governance structures and processes, including the role and responsibilities of Senators and the differences between governance and administration. The following six recommendations are intended to address these issues.

Recommendation 1: Improve the visibility of Senate's decision-making processes

Rationale: In order to improve the transparency of Senate's and its committees' decision-making processes, we suggest that the following actions could increase awareness of Senate's work.

a. Consistent with collegial governance and with the roles and responsibilities of the position, Senators should regularly communicate with their constituencies, both to consult and inform.

b. Senate should consider whether committee meetings should be open, either to all members of Senate or to the full Western community.

c. Reports that come from Senate committees (oral and written) should be annotated to include the context for decisions and the factors considered in decision-making.

d. The Senate website should be revised to illustrate the flow of information in the decision-making processes, beginning at the local level through Senate committees to Senate itself, and provide links to other key representative groups on campus (such as USC, SOGS, etc.).

e. Standing committee agendas should be posted so that the community can be informed of the issues that are being deliberated in committees.

Recommendation 2: Improve efforts to educate and inform the entire Western Community about Senate and university governance.

Rationale: An informed community is critical to good governance. Since many in the Western community are unaware of the role and responsibilities of Senate, efforts to better inform the community should lead to enhanced transparency and accountability. Suggestions below target both initial education of new members and ongoing education for all members of the Western community.

a. Education should be provided for all new members of the community (e.g., faculty, staff, student leaders) about Senate, its role, responsibilities and processes.

b. Ongoing education should be provided to units and organizations on campus.

    c. All members of the community should be encouraged to attend a Senate meeting.

    d. Communication of Senate decisions should be enhanced through publishing (1) summary reports following monthly Senate meetings and (2) an annual report to the university community on Senate's activities over the year.

Recommendation 3: Articulate the roles and responsibilities for Senators

Rationale: Clearly stating roles and responsibilities enhances governance effectiveness (Kezar & Eckels, 2004), improves accountability and could begin to create conditions for cultural change. Following the principles of collegial governance, such a statement should insist that Senators:

    a. Conduct themselves with a sense of shared collective responsibility.

    b. Are accountable to both their constituency and to the general welfare of the institution.

    c. Prepare more fully prior to Senate and Senate committee meetings in order to make informed decisions at those meetings.

    d. Behave with tolerance and respect toward different views and differences in levels of knowledge.

Recommendation 4: Enhance education of and communication among Senators.

Rationale: Consultations revealed that it often took Senators quite a while to understand how Senate worked (for example, what the roles and responsibilities of Senators are) and to feel confident and prepared to become actively engaged in the work of Senate. In addition, it was noted that there was little opportunity for informal interaction between Senators. While addressing these concerns could be challenging with more than 100 Senate members, the following actions are recommended to facilitate conditions for engagement:

    a. Provide a more comprehensive orientation.

    b. Provide ongoing education processes.

    c. Provide opportunities for both informal social and discussion interactions among Senators.

Recommendation 5: Make Senate a more proactive body by dealing more efficiently with transactional business and increasing time spent in strategic discussion.

Rationale: Prominent among the comments pertaining to engagement in Senate were perceptions of top-down information flow and of Senators merely 'rubber stamping' decisions made elsewhere. Since much of Senate's work is done by its standing committees, it can easily appear as though much of what is done in Senate as a whole is purely transactional and reactive. During our consultations, many expressed a desire for more debate and discussion of substantive issues at Senate. While we recognize that Senate has already expanded its existing question period to allow for more discussion, we offer the following suggestions for actions that we believe will continue to build and support a culture of robust strategic discussions consistent with principles of collegial governance.

a. Change the information flow such that major institutional issues:
   i) are brought to Senate first for strategic discussion and initial advice,
   ii) then are directed to the appropriate Senate or administrative committee for detailed work, culminating in
   iii) reports brought back to Senate for appropriate action (e.g., approval, transmittal, advice, etc.).

To realize the potential of this change in information flow, a deliberately developed annual plan for strategic discussions would likely be required, recognizing that what issues are considered to be major issues will change over time. This would not preclude the possibility of discussing any issue relevant to the broader university community as it arises. These discussions can be conducted informally during Senate meetings, allowing consideration of strategic issues with the rules of debate relaxed.

b. Consider adoption of a 'consent agenda' in order to free up meeting time for strategic discussions. This would prevent the transactional work from consuming the entire meeting, and increase time for substantive discussion. Consent agendas present items to be acted on as a whole, but at the start of each Senate meeting any Senator would be able to

remove an item from the consent agenda so that it could be discussed separately.

Recommendation 6: Conduct regular periodic reviews including: a) a full structural review every 10 years, b) an annual Senate performance evaluation conducted collectively and via individual Senators' self-reflection and c) reviews of standing committees' Terms of Reference every three years.

Rationale: Concerns about the accountability of Senate as a whole to the community and of individual Senators to their constituencies were raised frequently during our consultations. Periodic review of the effectiveness of governance structures and processes is an important element of good governance, ensuring the protection of our institutional values in the face of a rapidly changing post-secondary education landscape. These performance reviews could be confidentially conducted, summarized and made a part of an annual discussion in Senate.

II.   Representation on Senate

*Preamble***:** Since our last governance review 20 years ago, the composition of the university's academic staff has changed significantly, but our structures and processes have not kept pace with these changes. Eligibility to vote and serve on Senate is tied to the rank of Assistant Professor (or higher) in the UWO Act. The Committee spent many hours discussing the mechanisms by which representation on Senate could be enhanced, as well as the ramifications of those mechanisms. Multiple sources were consulted including University legal counsel. Our deliberations led to two possible mechanisms: 1) open the UWO Act, which would then present the Provincial Legislature with the opportunity to insert itself more prominently into the internal governance of the university or 2) create ranks that were equivalent to the rank of Assistant Professor internally through negotiations. Both would be protracted processes with uncertain outcomes. It is, of course, possible that the University's Legal Counsel and the Office of Faculty Relations may be able to find an alternative way to achieve this important objective.

Recommendation 7a: All individuals who meet the Act's definition of Academic Staff[2] should be eligible to vote for members of Senate. In addition, those Academic Staff who also have at least two years of continuous service should be eligible to run for a Senate seat.

Rationale: All who contribute on an ongoing basis to the academic mission of the university should be able to participate in Senate. This practice would promote a culture of inclusivity and collegiality, and enhance effective decision-making. Two possible paths Senate may consider are:

i. Recommend that the Board of Governors and Senate debate and discuss opening the UWO Act to reword section 25 of the Act such that the minimum rank of Academic staff eligible for Senate membership be broadened to include lecturers, assistant, associate and full librarians.

ii. Recommend to the University and UWOFA that, through the process of either constructing a memorandum of agreement and/or of collective bargaining during the next contract negotiation sessions, equivalent ranks to Assistant Professors be created so that those with Academic staff qualifications meet all provisions of the Act for voting rights and membership in Senate (i.e., section 25).

Recommendation 7b: Members of those constituencies which do not meet the definition of Academic Staff (e.g., post doctoral fellows) or those who do not hold the rank of Assistant Professor should be considered for seats on relevant Senate committees.

Rationale: In order to ensure that all relevant expertise is available for committee deliberations and collegial governance principles of inclusivity are upheld, postdoctoral fellows and other constituencies should be considered for seats on relevant committees. Senate bylaws or committees' terms of reference could be revised to accommodate their inclusion.

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[2] Section 1(a) 'academic staff' means those persons employed by the University whose duties are primarily those of performing and administering teaching and research functions and who are included in the instructor, lecturer and professorial ranks;

Recommendation 7c: An additional seat on Senate should be created in the administrative staff constituency.

Rationale: Given the increased number of individuals across the university who are in the administrative staff category, the Committee determined that an additional seat on Senate is warranted. The addition of a representative to an existing constituency would require a two-thirds vote of support in Senate and a subsequent request to the Lieutenant Governor in Council in the Provincial Legislature, however, it would not require opening the UWO Act.

III.   Committee Structures and Processes

*Preamble***:** Our review of committee constitutional documents and multiple consultations revealed that many of the same concerns about collegial governance in Senate as a whole were relevant to standing committees as well. The transparency and accountability of committee decision-making processes, Senators' preparation for and understanding of their role on standing committees, and the adequacy of representation were all of concern, albeit more so for some committees than others. Recommendation 8 pertains to all standing committees (and their subcommittees); recommendation 9 refers to particular committees we felt required specific attention.

Recommendation 8: The roles and responsibilities of committee members should be specified in all committees' terms of reference. New committee members should be briefed on these at the first meeting of their term.

Rationale: Clarity in roles and responsibilities are essential to committee effectiveness and to enhancing accountability to others on the committee, their constituencies and the community at large.

Recommendation 9: The Terms of Reference of three standing committees should be revised concerning membership, mandate, and transparency of their operations.

Rationale: Consultations and document reviews revealed significant concerns with the structures and processes of the following committees:

a. *University Research Board (URB):* Historically, this committee has served an advisory role to the Vice-President (Research) but, in the 20 years since the last governance review, the prominence of research in the academic life of the institution has grown significantly. The Terms of Reference of the URB should be reviewed with consideration of the following:

   i. The URB's mandate should parallel that of SCAPA. It should be tasked to "formulate, review, and recommend new or revised research policies to Senate for approval." Policy formulation could follow similar subcommittee and administrative committee paths as those followed by SCAPA.

   ii. A URB subcommittee should be established to provide peer review of internal funding competitions with members elected by Senate and chaired by the VP Research.

   iii. Membership on the URB should be expanded to include Deans of all Faculties.

   iv. Membership on the URB should be expanded to include a Senate-elected member from each Faculty, who does not hold administrative responsibilities and has a strong record of research.

   v. The phrase 'strong record of research' should be defined.

   vi. With the above-noted expansion of membership, members of the URB should consider whether a designated seat for a senior member or director of a Centre or Institute is still necessary.

b. *Senate Committee on University Planning (SCUP):* SCUP serves in an advisory capacity to Senate and its work entails critical appraisal of major policy documents, many of which are detailed and complex. Our consultations revealed that critical appraisal and debate do not always take place during SCUP meetings. We feel that the composition of SCUP and an information imbalance among members may contribute to this situation. While many ex officio members may already be very familiar with the issues and documents SCUP reviews, having participated in discussions and debates during document preparation, elected members are far less likely to be familiar with those issues and documents. SCUP's Terms of Reference should be reviewed so that

they reflect a more balanced representation of elected to ex officio members.

We recommend the addition of four more elected members, which would bring the elected membership to eight. Doing so would enhance opportunities for debate and add voices of individuals having differing perspectives.

c.   *Nominating Committee and Related Processes:* There is a perception in the community that slates of nominees for Senate committees have been predetermined by the administration. Further, our consultations also revealed that elected members of the Nominating Committee often did not bring nominees to the deliberations, leaving many slates to be acclaimed at the Committee level. Thus, we recommend consideration of the following menu of actions intended to change both the preparation of committee members for considering nominees and the information made available to Senate and the community at large regarding the parameters used to create slates of candidates:

   i.   Any Senators who have put their names forward should be given full consideration by the Nominating Committee in developing nomination slates for Senate.

   ii. If no nomination for a vacant Faculty seat on Senate has come forward for election once the nomination period has been closed, the need for a candidate(s) should be referred to the Faculty-level Nominating Committee. If a Faculty does not have a Nominating Committee, Senate should require its Faculty Council to create one.

   iii. Committee members should provide brief statements that describe nominees and the reasons why they should be considered for the position to be filled. Candidates who self-nominate or nominations from a Faculty Nominating Committee should also provide such statements. Doing so would enhance informed voting and potentially diminish the tendency for voting based on name recognition.

   iv. The Terms of Reference of the Senate Nominating Committee should articulate the parameters/principles used to balance slates of nominees.

    v.   Reports to Senate at the time a slate is presented should include a reference to the particular factors that were considered in developing the slate.

    vi.   When nominations are made from the floor of Senate, an electronic ballot following the meeting should be conducted so that statements about all nominees can be circulated prior to a vote. The practice of conducting immediate paper ballots should be discontinued.

IV.   Senate - Board Relations

Recommendation 10: Strengthen the connections and cooperation between the Senate and Board of Governors

Rationale: Our committee recognizes that means now exist to improve communication and relations between Senate and the Board, such as the Board providing a regular report of its activities to Senate. Additionally, both our Committee and the Board's Bylaws Committee recognize the need for some joint orientation activities. Senate might encourage the development of additional joint activities, such as an annual meeting between its Operations and Agenda Committee and the Board's Bylaws Committee or an annual invitation to the Chair of the Board to speak to Senate.

F.   CONCLUSION

Universities are expert systems; they rely on trust, reciprocity, clear communication, and transparency mediated through robust processes of collegial governance in order to best thrive. The term "universitas" itself refers to a group of people who govern themselves (Haskins, 1965). Quite simply, there is no 'university' without collegial governance. At Western, Senate is the place where our community's shared values are determined, debated and transformed.

While Western and other universities in Canada face significant external pressures and expectations that often require flexible, timely decision-making, there are significant advantages to the slower, more democratic deliberations required by collegial governance. These advantages include the ability to utilize internal expertise, the promotion of community and trust, and the ability to arrive at better decisions. Most

importantly, collegial governance ultimately strengthens the integrity and quality of the university as a whole.

The recommendations made above attempt to address the challenge of governing Western in a timely and effective manner while, at the same time, respecting collegial governance, including fair representation and meaningful consultation and debate in Senate. We hope that our report is just the first step in Senate's deliberations about how to foster and strengthen its democratic processes. There are many innovative models used at other institutions, such as electing a Speaker or Chair of Senate from the floor, that could be discussed in the future. We strongly encourage Senate to continue the conversation about its purpose and identity on an on-going basis.

At the core of much of what we heard throughout our consultations was the need to reinvigorate a culture of trust and inclusion across the university in general, to bridge the rifts between the various constituent groups, and to empower those groups who have so far been denied the opportunity to participate in governance processes. We are extremely grateful for the insightful contributions of a wide variety of people across Western who took part in our consultations. They spoke passionately about their desire to see Western improve. Listening to their commitment, creativity, and concern inspired us throughout our deliberations, and strengthened our belief in the power of collaboration, consultation, and collegiality.

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REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Senate Membership: Vacancies Filled by Appointment

Amendment to Section R. Associate Vice-President (Research) of Appointment Procedures for Senior Academic and Administrative Officers of the University

Candidates for Degrees and Diplomas

Order of Ceremony – Fall Convocation 2016

FOR APPROVAL

1. **Senate Membership: Vacancies Filled by Appointment**

    Recommended: That Senate seats be filled for the July 1, 2016 – June 30, 2018 term by appointment at the recommendation of the units concerned as shown below:

    Schulich School of Medicine & Dentistry:
    Jane Rylett
    Kathryn Myers

2. **Amendment to Section R. Associate Vice-President (Research) of Appointment Procedures for Senior Academic and Administrative Officers of the University**

    Recommended: That Section R. Associate Vice-President (Research) of the Appointment Procedures For Senior Academic and Administrative Officers of The University be revised as shown in **Appendix 1.**

    Background:

    The Vice-President (Research) intends to have two Associate Vice-Presidents (Research) going forward. The only revision to the appointment procedures is to indicate that there are now two positions. The University Research Board is supportive of this change.

FOR INFORMATION

3. **Candidates for Degrees and Diplomas**

    On behalf of the Senate the Provost approves the list of Candidates for Degrees upon the recommendation of the Registrar [S.96-124]. The list of Candidates approved by the Provost will be appended to the Official Minutes of the June 3, 2016, meeting of Senate.

4. **Order of Ceremony – Fall Convocation 2016**

    See **Appendix 2**.

Appointment Procedures for Senior Academic and Administrative Officers of the University

R.   ASSOCIATE VICE-PRESIDENTS (RESEARCH)

Composition of Selection Committee

 A committee to select an Associate Vice-President (Research) shall consist of:

(a)   the Vice-President (Research), who shall be Chair
(b)   4 persons elected by the Senate, one of whom shall be a graduate student
(c)   2 persons elected by the Board of Governors

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

An Associate Vice-President (Research) may be a member of faculty or a member of staff.

If appointed from the faculty, the term for an Associate Vice-President (Research) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

If appointed from the staff, the term for an Associate Vice-President (Research) will be agreed upon between the Vice-President (Research) and the appointee at the time of the initial appointment, with such terms to include provision for review and renewal as appropriate.

<p align="center">ORDER OF CEREMONY - AUTUMN CONVOCATION 2016
October 27 and 28, 2016</p>

THURSDAY, OCTOBER 27 - 10:00 A.M.
King's University College (all degrees including MSW)*
Faculty of Information and Media Studies (undergraduate degrees)
Faculty of Social Science (undergraduate degrees)

THURSDAY, OCTOBER 27 - 3:00 P.M.
Brescia University College (all degrees including MA/MSc in Nutritional Sci)*
Huron University College (all degrees)*
Faculty of Arts and Humanities (undergraduate degrees)
Don Wright Faculty of Music (all degrees)*
Faculty of Engineering   (all degrees)*
Faculty of Health Sciences (undergraduate degrees)
Faculty of Science (undergraduate degrees – includes BMSc)

FRIDAY, OCTOBER 28 - 10:00 A.M.
School of Graduate and Postdoctoral Studies*
Faculty of Health Sciences
Richard Ivey School of Business (all degrees)

FRIDAY, OCTOBER 28 - 3:00 P.M.
School of Graduate and Postdoctoral Studies*
Faculty of Arts and Humanities
Faculty of Education (all degrees)
Faculty of Information and Media Studies
Faculty of Law (all degrees)
Faculty of Science
Faculty of Social Science
Schulich School of Medicine & Dentistry

* = students in the School of Graduate and Postdoctoral Studies in graduate programs hosted by individual faculties.

REPORT OF THE NOMINATING COMMITTEE

Review/Selection Committee for the Vice-President (Research)
Senate Review Board Academic – Membership

FOR ACTION

1.   **Review/Selection Committee for the Vice-President (Research)**

A committee to select a Vice-President (Research) shall consist of:

(a)   the President & Vice-Chancellor, who shall be Chair
(b)   a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
(c)   5 persons elected by the Senate, one of whom shall be a student.   Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
(d)   1 person elected by the Board of Governors

Note: The President has appointed Professor Bryan Neff (Science) as the President's appointee.

Required: 5 persons elected by the Senate, one of whom shall be a student.   Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.

Nominees: Bob Andersen (SS)
Helen Fielding (AH)
Kevin Shoemaker (HS)
Nadine Wathen (FIMS)
Harry Orbach-Miller (SS- student)

2.   **Senate Review Board Academic (SRBA)**

Composition: Includes a Chair and twenty-three voting members; thirteen members of faculty and ten students (six undergraduates and four graduates).

Current Members:
Terms ending June 30, 2016:
Chair: K. Fleming
Faculty: L. Dagnino (Schulich), K. Griffiths (Sci), D. Lucy (HS), D. Klimchuk (AH),
                  K. Kirkwood (HS), E. Simpson (SS), G. Knopf (Engg)

Terms continuing to June 30, 2017:
Chair: K. Fleming
Faculty: A. Botterell (Law), K. Hibbert (Educ), L. Jiang (Engg), D. Belliveau (HS),
                  G. Parraga (Schulich), V, Staroverov (Sci)

Terms continuing to June 30, 2018:
                  Linda Dagnino (MD), Keith Griffiths (Sci), Dennis Klimchuk (AH), Ken Kirkwood (HS),
                  George Knopf (Engg), Deb Lucy (HS), Erika Simpson (SS)

Required: One faculty member to complete the term of A. Botterell (Law) who has resigned
                  (term July 1, 2016 – June 30, 2017)

Nominee: Danielle Lacasse (Law)

FOR INFORMATION

Future Business of the Senate Nominating Committee

Upcoming Nominating Committee agenda items are posted on the Senate website at:
http://www.uwo.ca/univsec/pdf/senate/newnoms.pdf

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS
(SCAPA)

Faculty of Arts and Humanities: Department of French Studies: Restructuring the Honors Specialization Modules in French Studies and Withdrawal of French Modules

Faculty of Arts and Humanities: Department of Modern Languages and Literatures: Withdrawal of the Certificate in Digital Spanish

School of Graduate and Postdoctoral Studies: Introduction of the International School Leadership Field in the Master of Professional Education (MPEd) Program

Faculty of Education:
  Revisions to the Admission Requirements of the Bachelor (B.Ed.) Program
  Revisions to the Dean's Honor List Policy

Faculty of Engineering, Department of Electrical and Computer Engineering: Withdrawal of the Software Engineering – Embedded Systems Option (D)

Faculty of Law: Revisions to Combined Degree Programs

Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine and Faculty of Science and Faculty of Social Science, Departments of Geography and Sociology: Introduction of a New Subject Area and an Honors Specialization in One Health

Faculty of Science, Department of Chemistry: Withdrawal of Minor Modules

Introduction of the Articulation Agreement between the Faculty of Media and Information Studies, MIT Program and Fanshawe College

Policy Revisions:
  Revisions to the Gold Medals Policy
  Revisions to the English Language Proficiency for Admission Policy
  Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA)

SUPR-U Report: Cyclical Reviews

SUPR-G Report: Cyclical Review – History

New Scholarships and Awards

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1. **Faculty of Arts and Humanities: Department of French Studies: Restructuring the Honors Specialization Modules in French Studies and Withdrawal of French Modules**

1a. **Restructuring the Honors Specialization Modules in French Studies**

Recommended: That the Honors Specialization Modules in <u>French Language and Literature</u>, <u>French Linguistics and Literature</u> and <u>French Language and Linguistics</u> be replaced by the Honors Specialization in French Studies as shown in **Appendix 1**, effective September 1, 2016, and

That students currently enrolled in the modules be allowed to graduate upon fulfillment of the (old) requirements by August 31, 2019, and

That the old modules be withdrawn effective September 1, 2019.

1b. Withdrawal of French Modules

Recommended: That registrations in the following modules be discontinued after
September 1, 2016:
Minor in French Language and Literature
Minor in French Language and Linguistics
Minor in French Language and Translation
Minor in Francophone Studies
Major in French Language and Literature
Major in French Language and Linguistics, and

That students currently enrolled in the modules be allowed to graduate upon
fulfillment of the requirements by August 31, 2019, and

That the modules be withdrawn effective September 1, 2019.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2016/pg1535.html
http://www.westerncalendar.uwo.ca/2016/pg1536.html
http://www.westerncalendar.uwo.ca/2016/pg1537.html
http://www.westerncalendar.uwo.ca/2016/pg227.html
http://www.westerncalendar.uwo.ca/2016/pg1562.html
http://www.westerncalendar.uwo.ca/2016/pg1563.html

Registration in this module is suspended effective September 1, 2016. Students enrolled in these
modules will be able to graduate upon fulfillment of the module requirements by August 31, 2019.

Background
As part of ongoing curriculum reform, the Department of French Studies is streamlining their modules in
order to provide a more flexible approach to French Studies and to better correspond to students'
interests and needs.

**2. Faculty of Arts and Humanities: Department of Modern Languages and Literatures: Withdrawal of
the Certificate in Digital Spanish**

Recommended: That effective September 1, 2016, the Certificate in Digital Spanish be withdrawn.

CURRENT CALENDAR COPY
http://www.westerncalendar.uwo.ca/2015/pg1643.html#70797

Background
The Certificate in Digital Spanish is withdrawn because the program growth that the department was
seeking did not occur. Currently there are no students enrolled in the Certificate. All associated courses
pertaining to Digital Spanish will be withdrawn via the DAP process.

**3. School of Graduate and Postdoctoral Studies: Introduction of the International School Leadership
Field in the Master of Professional Education (MPEd) Program**

Recommended: That effective September 1, 2016 a new field, International School Leadership be
introduced in the MPEd Program.

Background
Currently, the Faculty of Education hosts a Master of Professional Education in Educational Leadership
and this program builds on a strong base of research, theory, and practice to develop expertise and
appropriate confidence in recognizing, addressing, and ameliorating problems of professional practice
within a Canadian context. The proposed new field in International School Leadership will not only build a
bridge to the Doctor of Education (EdD) in Educational Leadership but importantly, introduce educational
theories and methods relevant for an international setting and provide students with solid foundational
models for successful learning on a global level**.**

In alignment with our MPEd model, the proposed MPEd in International Leadership will consist of eight 0.5 courses. The proposed program will predominately draw from amongst international educators, although domestic students will also be encouraged to apply. Delivery methods will include on-line, face-to-face, and hybrid models. Development of the program has been a collaborative effort between the Faculty of Education and the Ontario Principals' Council - International School Leadership.

Students accepted into this field will normally hold a 4-year degree (20 full credit courses or equivalent) in education or an allied degree from an accredited university. Applicants with a 3-year degree will be considered on a case-by-case basis. Applicants must have a minimum "B" standing (70%) or equivalent in the final two years of their studies.

Consistent with our MPEd framework, the proposed MPEd in International Leadership will provide in-depth, graduate-level education to students with professional career goals. Students will become competent in evaluating and conducting research, as well as identifying and responding to complex educational problems. The program will do the following:

- Support the academic and professional learning of educators who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities;
- Provide opportunities for candidates to develop and demonstrate collaboration, communication skills, and leadership skills to work with diverse colleagues and communities and build partnerships;
- Provide field-based opportunities to analyze problems of practice and use multiple frames (from diverse disciplines) to develop meaningful responses;
- Draw on and develop a critically reflective professional knowledge base that integrates both disciplinary and professional knowledge and links research with theory and systematic inquiry; and,
- Emphasize the generation, transformation, and use of critically reflective professional knowledge of practice.

Courses will be taught by full-time faculty members housed in the Critical Policy, Equity and Leadership Studies who have expertise in Educational Leadership and International Education, along with distinguished PhD-level instructors employed through the Ontario Principals' Council - International School Leadership.

4. Faculty of Education: Revisions to the Admission Requirements of the Bachelor (B.Ed.) Program

Recommended: That the admission requirements for the Bachelor of Education (B.Ed.) Program be revised as shown in **Appendix 2**, effective September 1, 2016.

Background
The proposed changes include changing "requirement" to "preference", thus encouraging applications from persons who are otherwise well qualified for admission to the B.Ed. program.

5. Faculty of Education: Revisions to the Dean's Honor List Policy

Recommended: That the Dean's Honor List Policy for the Bachelor of Education (B.Ed.) Program be revised as shown in **Appendix 3**, effective September 1, 2016.

Background
The introduction of the two-year B.Ed. program requires that students be adjudicated for progression between years 1 and 2. This amendment will allow the Dean's Honor List comment to be included on students' transcripts after year 1, where applicable. Further discussion relating to amendments for graduating "with distinction" will be provided in due course.

6. Faculty of Engineering, Department of Electrical and Computer Engineering: Withdrawal of the Software Engineering – Embedded Systems Option (D)

Recommended: That effective September 1, 2016 registration in the Software Engineering - Embedded Systems Option (D) be discontinued, and

That students currently enrolled in the program be allowed to graduate with this option upon completion of all requirements by August 31, 2017, and

That effective September 1, 2017, the Software Engineering - Embedded Systems Option (D) be withdrawn.

REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2016/pg1461.html

D. Software Engineering - Embedded Systems Option

Registration in this Option is discontinued effective September 1, 2016. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2017.

Background
To eliminate program duplications due to the creation of the new option "Software Systems for Ubiquitous Computing" in Computer Engineering, the Software Engineering - Embedded Systems Option is no longer needed.

7. Faculty of Law: Revisions to Combined Degree Programs

Recommended: That effective January 1, 2016, the combined degree programs at the Faculty of Law be amended as shown in **Appendix 4**.

Background
These proposals were prompted by the Faculty's undergraduate program review (2014), the accreditation requirements of the Federation of Law Societies of Canada, and ongoing curriculum reform discussions. The changes were implemented in September 2015, and applied uniformly to all JD and combined degree students; however, the combined degree partner Departments and Faculties were not consulted about the changes at that time. That consultation process has now concluded and there were no changes to the non-law portions of the combined degrees.

There are three main changes:

1. The introduction of a new "Orientation to Law and the Legal System" course for first-year students, which is intended to satisfy the Federation of Law Societies' requirement that students learn the "Foundations of Canadian Law."
2. The removal of the so-called "flexible core" in the upper-year program. The flexible core was primarily intended to indicate to students which courses were important, but not compulsory. It was replaced with a series of informal curricular streams, which provide more detailed guidance to students on courses that are critical to a wider range of legal practice specialties.
3. The introduction of an additional writing requirement in upper years. This proposal is meant to increase students' opportunities to practice their legal writing skills in a variety of formats. The "legal writing requirement" will include a range of professional legal documents, such as contracts, legislation, appellate facta, and statutory interpretation exercises. The Faculty adopted guidelines for both the research essay and the legal writing requirement at its November 24, 2014 Faculty Council meeting.

The new "Orientation to Law and the Legal System" course began with the class entering in September 2015. Current first-year and second-year combined degree students will be required to complete the new writing requirement, but will not be required to complete the previous "flexible core" requirement. Current third-year students have completed the academic program as it stood on September 1, 2014.

8. Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine and Faculty of Science and Faculty of Social Science, Departments of Geography and Sociology: Introduction of a New Subject Area and an Honors Specialization in One Health

Recommended: That the Honors Specialization in One Health leading to a BMSc degree be introduced effective September 1, 2016 as shown in **Appendix 5**, and

That the subject area "One Health" be introduced into the undergraduate offerings at Western, and included in the Category "C" breadth requirements, effective September 1, 2017.

Background

The Department of Pathology and Laboratory Medicine at Schulich School of Medicine & Dentistry is introducing a new Honors Specialization module in One Health that will lead to graduation with a Bachelor of Medical Sciences (BMSc) degree. This module is created in collaboration with the Departments of Sociology and Geography in the Faculty of Social Science to enrich the education and research experience of BMSc students. "One Health" is an interdisciplinary approach that recognizes that the health of humans is connected to the health of animals and the environment. One Health is a global initiative with support nationally from the Public Health Agency of Canada. The proposed BMSc program in One Health will address the drivers that are changing disease landscapes and dynamics as a result of human-animal-environment interactions. Initially, the capacity of the module will be set at 10 students. The prerequisite for both Medical Health Informatics 4100F and 4110G will be revised to include enrolment in the Honors Specialization in One Health, provided the introduction of the Honors Specialization in One Health is approved.

9. Faculty of Science, Department of Chemistry: Withdrawal of Minor Modules

Recommended: That effective September 1, 2016 the following Minor Modules be withdrawn:
Minor in Physical, Theoretical and Analytical Chemistry
Minor in Materials Chemistry
Minor in Inorganic and Analytical Chemistry
Minor in Inorganic and Organic Chemistry

CURRENT CALENDAR COPY
http://www.westerncalendar.uwo.ca/2015/pg649.html
http://www.westerncalendar.uwo.ca/2015/pg650.html
http://www.westerncalendar.uwo.ca/2015/pg651.html
http://www.westerncalendar.uwo.ca/2015/pg652.html

Background

In 2011, the Specialization and Honors Specialization in Chemistry modules went up from 9.0 to 10.0 courses. Subsequently, the number of students graduating with any advanced modules reduced from 6 in 2011, 2 in 2012, to none after 2013. Currently, there are no students registered in these modules and no one has graduated with these particular modules since 2011.

10. Introduction of the Articulation Agreement between the Faculty of Media and Information Studies, MIT Program and Fanshawe College

Recommended: That Senate approve the Articulation Agreement regarding graduates of the Interactive Media Design, Broadcasting-Radio, Broadcast-Journalism, or Broadcasting-Television diploma program at Fanshawe College seeking admission to Western's Faculty of Information and Media Studies, Media, Information and Technoculture (MIT) Major, as shown in **Appendix 6**, effective June 1, 2016.

Background
This proposed articulation agreement develops out of the need to revisit the current MTP program in the face of declining enrolments, institutional challenges, and student frustration with the nature and structure of the current combined program.

Rather than rework the existing combined program, which does not adhere to the current Western modular structure and which does not align with current Western FIMS students' interests, the new agreement is seeking to address some of the emerging issues while maintaining a relationship with the Fanshawe partners of 14 years.

The proposed articulation agreement is limited to the four diploma programs that are currently part of the MTP program and will grant students 5.0 first year transfer credits, as well as 5.0 upper year credits (the current program grants them 4.0 upper year credits). Students would be required to take MIT 1021 F/G which would be the MIT curriculum delivered at Fanshawe as an elective course. Provided that they complete this course with a B + or higher grade, achieve a minimum required B + (3.5) average GPA of all courses in the diploma program and have no courses below a C (2.0) GPA, up to 20 students could be admitted from across the four identified Fanshawe diploma programs. Unlike the current agreement, this articulation agreement would allow students to graduate with a 4-year MIT Major instead of the current 3-year degree and require them to fulfill the Western breadth and essay requirements. This change would enable students to pursue a graduate education if they wish to do so.

11. **Revisions to the Gold Medals Policy**

   Recommended: That the Gold Medals policy be revised as shown in **Appendix 7**, effective May 1, 2017.

   Background
   The number of Gold medals awarded to students has increased steadily as the number of modules offered at Western grew. This proposed policy revision is intended to limit the number of Gold medals that can be awarded to make them more significant.

12. **Revisions to the English Language Proficiency for Admission Policy**

   Recommended: That the English Language Proficiency for Admission policy be revised as shown in **Appendix 8**, effective September 1, 2016.

   Background
   There have been changes to the program name as well as the nomenclature pertaining to levels:

   1. The name of the program has been changed from "English as a Second Language" to "English for Academic Purposes".
   2. Fanshawe has established a new leveling system whereby "Level 10" will replace the previous "Level 5" required.

   The new English for Academic Purposes Program (ESL4) at Fanshawe College will be comprised of 10 levels, each at 8 weeks. Each level will be one course (25hrs/week of instruction) and showcase an integrated approach to curriculum delivery.

FOR INFORMATION

13. **Revisions to the Regulations of the SCAPA Subcommittee on Teaching Awards (SUTA)**

SCAPA approved revisions to the SUTA regulations, effective June 1, 2016. The revised regulations can be found in **Appendix 9**.

The main changes included:
- Removal of reference to the "academic file" which no longer exists;
- Moving to full electronic submissions in a PDF format with sections bookmarked for easy navigation i.e. no dossiers/binders will be required;
- Tightening the language around the required format for the nomination letters/supporting documentation;
- Requiring only two peer letters and a minimum of four student letters for the Western Award for Innovations in Technology-Enhanced Teaching.

Minor editorial changes were also incorporated.

14. **SUPR-U Report: Cyclical Reviews**

The following cyclical reviews were approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Ivey Business School	HBA	March 24, 2016	Good Quality
Social Science (History), King's University College, Huron University College	Jewish Studies	February 29, 2016	Good Quality with Report in Two Years
Brescia University College	Family Studies	February 25, 2016	Good Quality with Report in Two Years
Brescia University College	Psychology	March 9, 2016	Good Quality
Brescia University College	Sociology	March 15, 2016	Good Quality
King's University College	English	March 3, 2016	Good Quality

The detailed Final Assessment Reports for each of these reviews are attached as **Appendix 10**.

15. **SUPR-G Report: Cyclical Review – History**

The following cyclical review was approved by SCAPA:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Social Science	History	December 7-8, 2015	Good Quality with report in one year

The detailed Final Summary Report for this review is attached as **Appendix 11**.

16. **New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in **Appendix 12** for recommendation to the Board of Governors through the Vice-Chancellor.

<u>REVISED CALENDAR COPY</u>
Honors Specialization in French Language and Literature
http://www.westerncalendar.uwo.ca/2016/pg221.html

Honors Specialization in French Linguistics and Literature
http://www.westerncalendar.uwo.ca/2016/pg222.html

Honors Specialization in French Language and Linguistics
http://www.westerncalendar.uwo.ca/2016/pg223.html

Registration in this module is suspended effective September 1, 2016. Students enrolled in this module will be able to graduate upon fulfillment of the module requirements by August 31, 2019.

<u>NEW CALENDAR COPY</u>
http://www.westerncalendar.uwo.ca/2016/pg220.html

HONOR SPECIALIZATION IN FRENCH STUDIES

Admission Requirements
Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark below 60% in the 3.0 principal courses, including French 1900E or 1910 (or permission of the Department) plus 2.0 additional courses.

Module 10.0 courses:
1.0 course from: French 2905A/B, 2906A/B or French 2907A/B (or French 2900).
1.0 course from: French 2605F/G and 2606F/G (or French 2600E), or French 2805A/B and 2806A/B.
1.0 course in French at the 2300 level or above.
1.0 course from: French 3905A/B, 3906A/B, 3907A/B, 3908A/B (or French 3900).
3.0 courses from the following ranges: French 3500-3889 or French 4040-4899.
3.0 additional courses in French at the 3300 level or above

Note: Both of French 2605F/G and French 2606F/G (or French 2600E) are prerequisites for French 3500-3799, and French 2805A/B and French 2806A/B are prerequisites for French 3800-3889.

<u>REVISED CALENDAR COPY</u>
http://www.uwo.ca/univsec/pdf/academic_policies/admission/education.pdf

Admission - Education

The first part of this policy is unchanged

Primary/Junior Program (JK-Grade 6) and Junior/Intermediate Program (Grades 4-10)

Applicants who have completed at least one- half undergraduate or graduate credit in four or more of the following areas receive preference in the admissions process: English*, Fine Arts**, Health and Physical Education, Mathematics, Science, and Social Science/Humanities (Canadian History/Geography preferred). Applicants must have an acceptable baccalaureate degree with an overall "B" average (70%).

*English: Courses in English culture; linguistics, writing for business and scientists, and academic and university essay writing courses are **not** acceptable as background courses.

**Fine Arts includes dance, drama, music, and visual arts.

Teaching Subjects for the Junior/Intermediate Program (Grades 4-10)

Applicants to the Junior/Intermediate program must select one teaching subject area: Music (Vocal or Instrumental), or Religious Studies for Catholic Schools, or French.

> **French**: See next section

> **Music (Vocal):** Credits should include at least one choral or vocal techniques course, one choral conducting course, and one music theory course

> **Music (Instrumental):** Credits used to support this teaching subject should include at least one instrumental conducting course, several minor instrument courses in woodwinds, brass and percussion, and one music theory course.

> **Religious Education: Applicants with course credits in the following areas receive preference for admission to Religious Education: Old and New Testament studies, Catholic Church teachings in morality and social justice, sacraments, sexuality and marriage in the Catholic tradition, and Vatican II theology.** ~~Five full credits, or the equivalent, are required. These should address several of the following areas: Old and New Testament studies, Catholic Church teachings in morality and social justice, sacraments, sexuality and marriage in the Catholic tradition, and Vatican II theology.~~ Religious Education is offered as a teaching subject only for Roman Catholic schools; practicum in this subject area will occur only in Roman Catholic elementary schools.

Primary/Junior and Junior/Intermediate French ~~as a Second Language Program~~

For admission to French as either a first or second teaching subject, applicants must possess oral and written fluency in French and a thorough knowledge of grammar. Normally, five full French courses (or the equivalent), at least two of which should be language courses, are required. One or more full course equivalents in French literature is desirable for those hoping to teach in French-immersion settings. Fluent French speakers who do not have university-level French courses may apply for special consideration. The Faculty of Education reserves the right to test candidates to ensure they meet the required standard.

~~Applicants must be fluent in French and meet the minimum requirements for the P/J or J/I program. Admission requires the equivalent of 5.0 full French courses with a 70% average, at least 2.0 of which should be language courses rather than literature. For those hoping to teach in French-immersion~~

settings, at least 1.0 courses in French Literature is recommended. Applicants must have an acceptable baccalaureate degree with an overall "B" average (70%).

Intermediate/Senior Program (Grades 7 to 12)

Applicants to the Intermediate/Senior program must select two teaching subjects from the following: Biology, Chemistry, Economics, English, Environmental Science, Family Studies, French, Geography, Health & Physical Education, History, Law, Mathematics, Music (Instrumental), Music (Vocal), Philosophy, Physics, Politics, Religious Education for Catholic Schools, Science (General), Social Studies (General). Not all teaching subject combinations are available every year. Consult the Faculty of Education website for further information.

Applicants who have completed the minimum requirements toward both teaching options at the time of application receive preference during the admissions process. Minimum admission requirements are:

a) an acceptable baccalaureate degree with an overall "B" average (70%);
b) five full undergraduate or graduate level courses with a minimum average of "B" (70%), or the equivalent, to support the first teaching option
c) three full undergraduate or graduate level courses with a minimum average of "B" (70%), or the equivalent, to support the second teaching option

Requirements and Exceptions:

English: Courses in English culture; linguistics, and writing for business and scientists; academic and university essay writing are not acceptable in support of English as a teaching subject.

Family Studies: Applicants with course credits in the following areas receive preference for admission to Family Studies as a first or second teaching subject: Child and Family Development, Housing and Interior Design, Clothing and Textiles, Foods and Nutrition, Family Resource Management (Consumer Economics). As a first teaching subject, at least three of the five following areas must be represented: Child and Family Development, Housing and Interior Design, Clothing and Textiles, Foods and Nutrition, or Family Resource Management (Consumer Economics). As a second teaching subject, at least two of the areas must be represented.

French: For admission to French as either a first or second teaching subject, applicants must possess oral and written fluency in French and a thorough knowledge of grammar. Normally, five full French courses (or the equivalent), at least two of which should be language courses, are required. One or more full course equivalents in French literature is desirable for those hoping to teach in French-immersion settings. Fluent French speakers who do not have university-level French courses may apply for special consideration. The Faculty of Education reserves the right to test candidates to ensure they meet the required standard. As a first or second teaching subject, five full credits are required. At least two credits should be in language rather than literature alone. Students should possess oral and written fluency in French and a thorough knowledge of grammar. The Faculty of Education reserves the right to test candidates to ensure that they meet the above standards.

Geography: Applicants with course credits in Canadian Geography receive preference for admission to Geography as a first or second teaching subject. At least a half credit (and preferably a full credit) in Canadian Geography must be included.

Health & Physical Education: Applicants with three or more activity course credits receive preference for admission to HPE as a first or second teaching subject. Activity courses must be included. Three activity courses are preferred.

History: Applicants with course credits in Canadian History receive preference for admission to History as a first or second teaching subject. At least a half credit (and preferably a full credit) in Canadian History must be included.

Mathematics: Applicants with at least one full course credit in senior Mathematics receive preference for admission to Math as a first or second teaching subject.

Music: Candidates may select either Instrumental Music or Vocal Music as a teaching option, but not both.

Music (Instrumental): Credits used to support this teaching subject should include at least one instrumental conducting course, several minor instrument courses in woodwinds, brass and percussion, and one music theory course.

Music (Vocal): Credits used to support this teaching subject should include at least one choral or vocal techniques course, one choral conducting course, and one music theory course.

Religious Education: Applicants with course credits in the following areas receive preference for admission to Religious Education as a first or second teaching subject: Old and New Testament studies, Catholic Church teachings in morality and social justice, sacraments, sexuality and marriage in the Catholic tradition, and Vatican II theology. ~~For either a first or second teaching subject, credits should include several of the following areas: Old and New Testament Studies, Catholic Church Teachings in Morality and Social Justice, Catholic Sacramental Theology, Catholic Doctrine, Ecclesiology and Vatican II Theology, and Sexuality and Marriage in the Catholic Tradition.~~ Religious Education is offered as a teaching subject only for Roman Catholic Schools; student teaching in this subject area will occur only in Roman Catholic Secondary Schools.

Science-General: Applicants with course credits in the following areas receive preference for admission to Science General as a first or second teaching subject: Biology, Chemistry, Earth and Space Science, Environmental Science, Physics. ~~Credits in at least three of the following areas are required: Biology, Chemistry, Earth & Space Science, Environmental Science, Physics.~~

Social Studies-General: A full credit in each of the following areas is preferred: Anthropology, Psychology, Sociology. This is an optional subject in the secondary school curriculum, and entry to this teaching subject is limited. Applicants are advised to select this as a second teaching subject only.

The rest of the policy is unchanged

<u>REVISED CALENDAR COPY</u>
http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/deanshonors.pdf

Dean's Honor List and Graduation "With Distinction"

DEAN'S HONOR LIST - UNDERGRADUATE STUDENTS

The following statements apply to undergraduate students in the Faculties of Arts and Humanities, Health Sciences, Information and Media Studies, Music, Science and Social Science, and at Brescia University College, Huron University College and King's University College.

Undergraduate students with outstanding academic records are named to the Dean's Honor List in May and August of each year.

1.   In May of each year the Dean of each Faculty establishes an Honor List containing the names of all full time students registered in that Faculty who completed a minimum of 4.0 courses during the previous Fall/Winter Session (September-April) and earned an average of 80% or more with no failed courses.

2.   Part time students may qualify for the list in May or August each time they accumulate a new set of at least 5.0 consecutive courses and earn an 80% average with no failed courses within that set.

3.   Full or part time graduating students who attained Dean's Honor List standing at their last checkpoint and maintained a cumulative average of 80% on any courses taken from then until graduation will be named to the Dean's Honor List upon graduation.

4.   Grades received on a Letter of Permission will be included in the average.

The following statements apply to other undergraduate faculties/schools/programs:

1.   For the **Richard Ivey School of Business**, students in the Honors Business Administration program who achieve an overall average of at least 80% on a full year's work in HBA1 or HBA2, as defined by the program, will be designated as Pass with Distinction on Western transcripts.

        A student must complete a full year's course work as defined by the program and attain grades in the top 25% of the class to be designated as Dean's Honor List on Western's transcripts. Students may attain Dean's Honor List standing at the end of HBA1 and at the end of HBA2. The average excludes exchange and non-Ivey courses.

        A student who achieves a standing in the top 10% in both HBA1 and HBA2 will be designated as an Ivey Scholar on Western's transcripts.   Students may attain Ivey Scholar standing only at the end of HBA2. The HBA1 and HBA2 averages exclude exchange and non-Ivey courses.

        Eligibility for the Ivey designations is contingent on adherence to the Ivey Student Code of Professional Conduct throughout the HBA program.

2.   For the **School of Dentistry**, students must complete a full year's work as defined by the program and achieve an average of 80% or have a special recommendation of the Director.

3.   For the **Faculty of Education**, ==**Students progressing from year 1 to year 2 in the BEd program who achieve an overall weighted average of at least 85%, with no failed courses, will qualify for inclusion on the Dean's Honor List.** graduating students in the BEd Program must achieve an overall minimum weighted average of 85% in order to qualify for inclusion on the Dean's Honor List.==

The rest of the policy is unchanged

COMBINED BESc/JD PROGRAM
REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2016/pg519.html

Students will take, as approved, required and elective courses from both the Faculty of Law and the Faculty of Engineering.

Students must take:
(a) the ~~two~~ **three** compulsory upper-year Law courses;
~~(b) at least three Law core group courses;~~
(c) additional Law courses totaling at least ~~25~~ **33** credit hours, ~~of~~ which **shall include a course or courses that satisfy the Faculty of Law writing requirements;** ~~one course must have an essay requirement of at least two credit weights;~~
d) Courses as detailed in the Faculty of Engineering section of the Academic Calendar for each of the specific combined degree programs: Chemical Engineering and Law, Civil Engineering and Law, Electrical Engineering and Law, Green Process Engineering and Law, Integrated Engineering and Law, Mechanical Engineering and Law, and Software Engineering and Law.

HBA/JD COMBINED PROGRAM
REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2016/pg520.htm
http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_law.pdf

Year Five and Six - Combined Program
Students will take an approved mix of required and elective courses from both faculties in these years.

Students must take:
(i) International Perspective Requirement: Business Administration 4505A/B.

(ii) Corporations and Society Perspective Requirement: at least 0.5 course from Business Administration 4521A/B, 4522A/B, 4523A/B or another business elective as determined and approved by the HBA Program Director as satisfying this requirement.

(iii) Applied Project Requirement: Business Administration 4569.

(iv) 1.0 elective course chosen from 4000-level Business courses.

Students must take courses in Law totaling 45 credit hours. These courses must include the ~~two~~ **three** compulsory upper-year courses, ~~at least three core group courses,~~ and a course **or courses that satisfy the Faculty of Law writing requirements** ~~requiring a written essay worth at least two credit hours~~.

COMBINED BA(Kinesiology)/JD PROGRAM
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http://www.westerncalendar.uwo.ca/2016/pg521.html

Years Five and Six: combined Faculty of Law/School of Kinesiology Students will take, as approved, required and elective courses from both the Faculty of Law and the School of Kinesiology.

In Years Five and Six, students must complete the following requirements:
• the ~~two~~ **three** compulsory upper-year Law courses;
~~• at least three Law core group courses;~~
• additional Law courses totaling at least ~~28~~ **33** credit hours, **which shall include a course or courses that satisfy the Faculty of Law writing requirements** ~~one of which must have an essay requirement with a weight of at least two credits~~;
• 1.5 courses from: Kinesiology 4459A/B, 4457A/B, 4460F/G, 4491F/G, 4492F/G, 4498A/B, and
• 1.0 course: Kinesiology (non-activity based) from second, third or fourth year offerings or external elective.

COMBINED HONORS BSc COMPUTER SCIENCE/JD PROGRAM
REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2016/pg522.html

Years Five and Six

Students will take, as approved, required and elective courses from both the Faculty of Law and the Department of Computer Science. Students must take:

1. The ~~two~~ **three** compulsory upper-year Law courses as determined by the Faculty;

2. ~~At least three Law core group courses;~~

3. Additional Law courses totaling at least ~~25~~ **33** credit hours, of which one course must be 5625A/B/D Intellectual Property and **a course or courses that satisfy the Faculty of Law writing requirements** ~~one course must have an essay requirement of at least two credit weights~~;

4. 0.5 course: Computer Science 4490Z.

5. 1.0 additional course in Computer Science at the 4000-level; and,

6. 1.5 additional courses at the undergraduate level.

JD/BA MIT COMBINED DEGREE PROGRAM
REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2016/pg518.html
http://www.westerncalendar.uwo.ca/2016/pg468.html

Years Five and Six

(a) the ~~two~~ **three** compulsory upper-year Law courses;

(b) ~~at least three Law core group courses;~~

(c) additional Law courses totaling at least ~~25~~ **33** credit hours, ~~of~~ which **shall include a course or courses that satisfy the Faculty of Law writing requirements** ~~one course must have an essay requirement of at least two credit weights~~;

(d) 3.0 MIT courses at the 2000 level or above, including at least 0.5 at the 4030-4049 level.

COMBINED JD/MSc (COMPUTER SCIENCE) PROGRAM
REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2016/pg1597.html

Years Two and Three

Students choose from one of three options for the MSc (Computer Science) and complete the requirements as indicated:

(a) Coursework Option: 5 MSc (Computer Science) courses and a directed study;

(b) Project Option: 4 MSc (Computer Science) courses and a project; or

(c) Thesis Option: 2 MSc (Computer Science) courses and a thesis.

Students will be enrolled during the Fall term of the second year in the MSc (Computer Science) program. In the Coursework Option students will take at least 3 of the required courses. In the Project Option students will take 3 of the required courses. In the Thesis Option students will take the 2 required courses.

Beginning in January of the second year, students will return primarily to the JD program. Over the balance of the second year and the third year, students must take:

(a) the ~~two~~ **three** compulsory upper-year Law courses;

(b) ~~at least three Law core group courses;~~

(c) additional Law courses totalling at least ~~25~~ **33** credit hours, which must include:

(i) **a course or courses that satisfy the Faculty of Law writing requirements;** ~~one course having an essay requirement of at least two credit weights;~~

(ii) Law 5625; and(iii) one other course on intellectual property, information or technology law offered by the Faculty of Law as approved by the Program Director appointed by the Faculty of Law;

(d) the remaining required courses for the MSc program.

COMBINED JD/MSc (GEOLOGY or GEOPHYSICS) PROGRAM
REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2016/pg1665.html

Years Two and Three
The Program Director appointed by the Department of Earth Sciences will designate the MSc program courses that the students in the combined degree program must successfully complete. Courses will include the Graduate Seminar (GL 9580 or GP 9580), a Combined Field Course in Geology or Geophysics and five additional courses (the same course load as for the Accelerated MSc (Geology or Geophysics) degree) chosen by the student in consultation with the Program Director.

Students will be enrolled during the Fall term of the second year in the MSc (Geology or Geophysics) program. Students will take 4 of the required MSc courses, including GL 9580 or GP 9580. In early September of the second year or late April or May of the second year, students must complete the two-week Combined Field Course.

Beginning in January of the second year, students will return primarily to the JD program. Over the balance of the second year and the third year, students must take:
(a) the ~~two~~ **three** compulsory upper-year Law courses;
~~(b) at least three Law core group courses;~~
(c) additional Law courses totaling at least ~~25~~ **33** credit hours, which must include **a course or courses that satisfy the Faculty of Law writing requirements** ~~one course having an essay requirement of at least two credit weights~~; and
(d) the remaining two required courses for the MSc program.

COMBINED JD/MA (HISTORY) PROGRAM
REVISED CALENDAR COPY
http://www.westerncalendar.uwo.ca/2016/pg1666.html

Years Two and Three
Students will be enrolled during the Fall term of the second year in the MA (History) program. Students will take the equivalent of 2.0 graduate level History courses, including a mandatory half-course in "Historical Methods" (History 9850/51 A or B).

Beginning in January of the second year, students will return primarily to the JD program. Over the balance of the second year and the third year, students must take:
(a) the ~~two~~ **three** compulsory upper-year Law courses; ~~(b) at least three Law core group courses;~~ (c) additional Law courses totaling at least ~~25~~ **33** credit hours, which must include **a course or courses that satisfy the Faculty of Law writing requirements** ~~one course having an essay requirement of at least two credit weights~~;
(d) a second language credit (normally French 9500);
(e) the equivalent of 1.0 graduate level History courses selected in consultation with the Program Directors. With the approval of the Program Directors, additional law courses may satisfy some or all of this requirement; and
(f) the cognate paper (History 9900).

NEW CALENDAR COPY

HONORS SPECIALIZATION IN ONE HEALTH

This module leads to an Honors Bachelor of Medical Sciences (BMSc) degree. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information.

Admission Requirements:
Admission to this Honors Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honors Specialization module. Enrolment in this Honors Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*
1.0 course: Chemistry 1301A/B and 1302A/B
0.5 course from: Calculus 1000A/B, 1500A/B
0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, 1501A/B, Mathematics 1600A/B.
0.5 course from: Physics 1028A/B, 1301A/B, 1501A/B
0.5 course from: Physics 1029A/B, 1302A/B, 1502A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

1.0 course at the 1000-level from either Category A or B must be completed with a passing grade. 1.0 of the following first-year courses is recommended but not required: Sociology 1020 or 1020E, Geography 1400F/G, 1500F/G, Health Sciences 1001A/B, 1002A/B.

The 2000-level courses below must be completed with a minimum mark of 60% in each prior to admission to the Honors Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional requirements (average and course load), etc. See MODULES OFFERED IN THE BMSc PROGRAM for specific information about admission to the Honors Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A
0.5 course: Biology 2382A/B
1.0 course: Chemistry 2213A/B and 2210A/B
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B

Module
11.0 courses:

0.5 course: Biochemistry 2280A
0.5 course: Biology 2382A/B
1.0 course: Chemistry 2213A/B and 2210A/B
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B
0.5 course Biology 2483A/B
1.0 course from: Geography 2133A/B, 2153A/B, Sociology 2179A/B, 2180A/B, 2246A/B, 2247A/B, 2281A/B
0.5 course: Environmental Science 3300F/G

1.5 courses from: Anatomy and Cell Biology 3319, Biology 3316A/B or Physiology 3140A, Epidemiology 2200A/B, Microbiology and Immunology 2500A/B, Pharmacology 3620, Physiology 3120

0.5 course from: Geography 3431A/B, 3432A/B, 3445F/G, Sociology 3308F/G

1.5 courses: Pathology 3240A, 3245B, 4400A/B

1.0 course from: Medical Health Informatics 4100F, 4110G, Pathology 4200A/B.

0.5 course from: Biology 4230A/B, Biostatistics 3100A, Environmental Science 3350F/G

1.5 courses: One Health 4980E (Research Project = 1.5 courses)

Notes

1. Some modular courses include a mark requirement in their prerequisite(s). See UNDERGRADUATE COURSE INFORMATION.

2. See the Weighted Average Chart (MODULES OFFERED IN THE BMSc PROGRAM) for information about admission to the Honors Specialization modules in Year 4, including which modular courses must be completed prior to Year 4.

Weighted Average Chart

Honors Specialization module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
One Health	3.0 courses: Biochemistry 2280A; Biology 2382A/B, 2483A/B; Chemistry 2213A/B, 2210A/B; Biology 2244A/B or Statistical Sciences 2244A/B.	3.5 courses: Environmental Science 3300F/G; Pathology 3240A, 3245B; 1.5 courses from: Anatomy and Cell Biology 3319, Biology 3316A/B or Physiology 3140A, Epidemiology 2200A/B, Microbiology and Immunology 2500A/B, Pharmacology 3620, Physiology 3120; 0.5 course from Geography 3413A/B, 3432A/B, 3445F/G, Sociology 3308F/G.

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")

And

Fanshawe College
(hereinafter called "Fanshawe")

WHEREAS Western and Fanshawe wish to increase student mobility between their institutions and recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of Interactive Media Design, Broadcasting-Radio, Broadcast-Journalism, or Broadcasting-Television diploma program at Fanshawe to the Bachelor of Arts, Major in Media, Information and Technoculture (MIT) at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Fanshawe and Western;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1.   Western agrees to consider for admission to the Bachelor of Arts Major in Media, Information and Technoculture degree program and grant block transfer credit to graduates of the Interactive Media Design, Broadcasting-Radio, Broadcast-Journalism, Broadcasting-Television diploma programs who meet the following requirements:

   a) completion of any one of the two-year Interactive Media Design, Broadcasting-Radio, Broadcast-Journalism, Broadcasting-Television diploma programs with an overall average of "B+" or 3.5 GPA calculated on all courses within the diploma program only, and no grade less than "C" or 2.0 GPA;

   b) completion within five years immediately prior to apply to the Media, Information and Technoculture program of a prescribed set of courses within the diploma programs as outlined in **Appendix 1**;

   c) completion and minimum grade of B+ in MIT 1021F/G equivalent

2.   In order to be considered for admission, Fanshawe students must notify the Western's Undergraduate Admissions Office by March 1 of the year in which they are seeking admission of their intention to apply, and provide the Admissions Office with their academic transcripts by June 1.

3.   Western may accept up to 20 Fanshawe graduates annually under this Agreement.   The decision as to the number of students who will be registered in any academic year is solely that of Western, will be reviewed annually, and is not subject to appeal by unsuccessful applicants. Western will inform Fanshawe if any changes to the maximum are made each year.

4.   Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.

BLOCK TRANSFER CREDIT

5.   Block transfer credit shall be awarded to successful applicants for courses equivalent to the first two-years of study (10.0 courses in the Major module of the Media, Information and Technoculture program, not advanced standing). This credit is not transferrable to other Faculties or Programs. The required Fanshawe courses for block credit consideration are listed in Appendix 1.

6.   The course names and numbers set out in section 5 may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to Fanshawe's course names or numbers may result in denial of admission and transfer credit to qualified applicants.

7.   The parties acknowledge that the granting of block transfer credit is based on an assessment of the Interactive Media Design, Broadcasting-Radio, Broadcast-Journalism, Broadcasting-Television diploma programs curriculum and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

8.   Students accepted under this Agreement must complete the courses set out in **Appendix 2** and maintain a cumulative and graduating average of at least 60% to graduate from the Bachelor of Arts, Major in Media, Information and Technoculture program. These progression and degree requirements are subject to change by Western and Western will give Fanshawe written notice of any changes.

9.   Students who subsequently fail to meet progression or degree requirements for the Bachelor of Arts, Major in Media, Information and Technoculture program but who do meet requirements for another program may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record and credit for Fanshawe courses will be assessed by Western on a course-by-course basis.

10.   Fanshawe and Western shall provide Fanshawe students with information about the block transfer credit and encourage qualified students to apply.

11.   The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

12.(a)   This Agreement is effective June 1, 2016 and will be in place for a period of three years. Thereafter, the Agreement will be reviewed and subject to re-approval by Western and Fashawe unless terminated by either party set out herein.

(b)   Either party may terminate this Agreement upon three months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.

(c) Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to the Fanshawe Interactive Media Design, Broadcasting-Radio, Broadcast-Journalism, Broadcasting-Television diploma program curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.

(d) Students accepted by Western under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAWE COLLEGE

*_____   _____
Gary Lima   Date
Senior Vice-President (Academic Services)

*_____   _____
Helen Pearce   Date
Dean, Faculty of Arts, Media and Design

THE UNIVERSITY OF WESTERN ONTARIO

*_____   _____
Dr. John Doerksen   Date
Vice-Provost (Academic Programs)

*_____   _____
Dr. Tom Carmichael   Date
Dean, Faculty of Information and Media Studies

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario
and
Fanshawe College
June 1, 2016

To be eligible for the 10.0 block transfer credits under this agreement, completion of any one of the two-year Interactive Media Design, Broadcasting-Radio, Broadcast-Journalism, Broadcasting-Television diploma programs with an overall average of "B+" or 3.5 GPA calculated on all courses within the diploma program only, and no grade less than "C" or 2.0 GPA is required. Graduates must apply to Media, Information and Technoculture within 5 years of graduation with a minimum grade of B+ in MIT 1021F/G equivalent.

Interactive Media Design Diploma Course Requirements for Block Credit Consideration

Course Number	Course Name	Credit Hours
WRIT-1037	Reason & Writing 1-Contemporary Media	3.0
MMED-1020	Digital Media Theory & Project Management	3.0
MMED-1018	Design & Image 1	3.0
MMED-1003	Multimedia Production	3.0
MMED-1017	Visual Communication 1	3.0
MMED 3013	Multimedia Marketing/Business Management	3.0
GEN-####	Elective	3.0
MMED-1005	Multimedia Authoring 1	3.0
MMED-1006	Web Development 2	3.0
MMED-3011	Design & Image 2	3.0
MMED-1016	Motion Design 1	3.0
GEN-####	Elective	3.0
MMED-3001	3D Animation	3.0
MMED-3002	Electronic Image Production	3.0
MMED-1012	Multimedia Authoring 2	3.0
MMED-3003	Web Development 3	3.0
SFTY-1056	General Health & Safety-Field Placement	0.0
GEN-####	Elective	3.0
MMED-3012	Multimedia Authoring 3	3.0
MMED-3006	Video Production	3.0
MMED-3013	Multimedia Marketing/Business Management	3.0
MMED-3014	Multimedia & the Internet	3.0
MMED-3007	Career Research & Internship	2.0

Broadcast-Journalism Diploma Course Requirements for Block Credit Consideration

Course Number	Course Name	Credit Hours
WRIT-1037	Reason & Writing 1-Contemporary Media	3.0
BRJR-1014	News/Sports/Voice On-Air	3.0
BRJR-1015	Interview/Research/Feature Reporting	3.0
BRJR-1016	Newsroom Operations/Audio Production	3.0
BRJR-1032	Broadcast Newswriting	2.0
ECON-1004	Canadian Economy	3.0
POLI-1015	Canadian Politics 1	3.0
GEN-###	Elective	3.0
COMM-3075	Communications for Media	3.0
BRJR-1036	News/News Beat/Journalism Law	4.0
BRJR-1019	Newsroom Operations/Audio Production	3.0
BRJR-3016	Interview/Feature Reporting	2.0
BRJR-2002	Broadcast Newswriting	2.0
BRJR-1037	Multi-Media Journalism	3.0
BRJR-3006	News/Sports/Weather On-Air	5.4
BRJR-3007	Broadcast News Reporting	5.4
BRJR-3008	Newsroom Operations	5.4
BRJR-3022	Multi-Media Journalism 2	5.4
BRJR-3010	Broadcast Newswriting	4.4
SFTY-1056	General Health & Safety-Field Placement	0.0
BRJR-3017	News/Sports/Weather On-Air	3.6
BRJR-3018	Broadcast News Reporting	3.6
BRJR-3019	Newsroom Operations	4.8
BRJR-5002	Multi-Media Journalism 3	4.2
BRJR-5001	Broadcast News Internship	5.0
BRJR-3021	Broadcast Newswriting	2.6

Broadcasting-Radio Diploma Course Requirements for Block Credit Consideration

Course Number	Course Name	Credit Hours
GEN-####	Elective	3.0
WRIT-1037	Reason & Writing 1-Contemporary	3.0
MKTG-1052	Media, Sales, Marketing & Promotion 1	3.0
RADO-1002	Radio Announcing 1/Show Prep	3.0
RADO-1003	Radio Broadcasting – Intro/History	3.0
RADO-1004	Commercial/Feature Writing/Talk 1	3.0
RADO-1005	Radio Production 1	3.0
INDS-1035	New Media Culture	3.0
COMM-3075	Communications for Media	3.0
RADO-1037	Radio Technology & Equipment	3.0
RADO-1008	Radio Announcing/Voice Development 2	3.0
RADO-1009	Commercial/Feature Writing/Talk 2	3.0
MKTG-3031	Media, Sales, Marketing, Promotion 2	3.0
RADO-1010	Radio Production II	3.0
RADO-1038	Broadcast Operations-Career Development	3.0
INDS-1004	History of Rock and Roll	3.0
RADO-3003	Radio Announcing 3	3.0
RADO-1035	Radio Programming/On Air 1	3.0
RADO-3031	Radio Production 3	2.0
DIGL-1028	Digital Media Design	2.0
RADO-3008	Radio Announcing 4	3.0
RADO-4002	Radio Programming/On-Air 2	3.0
RADO-1034	Radio Management	3.0
Take 4 of the following courses:		
RADO-3018	Station Ops 1-Announcing	15.0
RADO-3019	Station Ops 1-Production	15.0
RADO-3020	Station Ops 1-Promotion	15.0
RADO-3021	Station Ops 1-Programming	15.0
RADO-3022	Station Ops 1-Writing	15.0
RADO-3023	Station Ops 1-Sales	15.0
RADO-3025	Station Ops 2- Announcing	15.0
RADO-3026	Station Ops 2-Production	15.0
RADO-3027	Station Ops 2-Promotion	15.0
RADO-3028	Station Ops 2-Programming	15.0
RADO-3029	Station Ops 2-Writing	15.0
RADO-3030	Station Ops 2-Sales	15.0

Broadcasting-Television Diploma Course Requirements for Block Credit Consideration

Course Number	Course Name	Credit Hours
WRIT-1037	Reason & Writing 1-Contemporary Media	3.0
TVSN-1074	Understanding Media 1	3.0
MKTG-1085	Media, Sales, Marketing & Promotion 1	3.0
TVNS-1059	Production Theory & Techniques	3.0
TVSN-1063	Studio Operations and Production	3.0
TVSN-1065	Non-Linear Editing and Graphics	3.0
FLDP-1009	Field Placement 1	3.0
PSYC-1068	Human Relations	3.0
SFTY-1056	General Health & Safety-Field Placement	0.0
COMM-3075	Communications for Media	3.0
TVSN-3016	Understanding Media 2	3.0
TVSN-1068	Studio and Field Production 1	3.0
TVSN-1070	Non-Linear Editing and Graphics 2	3.0
FLDP-3004	Field Placement 2	3.0
TVSN-1069	Production Development 1	3.0
MKTG-3039	Media, Sales, Marketing & Promotion 2	3.0
GEN-####	Elective	3.0
TVSN-3017	Entrepreneurship for Media Communication	3.0
TVSN-3014	Studio and Field Production 2	6.0
TVSN-1071	Broadcast Operations 1	3.0
TVSN-3015	Non-Linear Editing and Graphics 3	3.0
FILM-1001	Film Criticism 1	3.0
TVSN-5002	Studio & Field Production 3	3.0
TVSN-5009	Broadcast Operations 2	3.0
TVSN-5006	Non-Linear Editing and Graphics 4	3.0
TVSN-5005	Career Development	5.4
TVSN-5007	Production Development 2	3.0

<table>
<tr><td colspan="3" align="center">Course Requirements for Degree Completinon
FIMS Media, Information and Technoculture (MIT) Program</td></tr>
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Course Requirements for Degree Completinon
FIMS Media, Information and Technoculture (MIT) Program

<u>Major in Media, Information and Technoculture</u>

To graduate from the MIT Program at Western, students admitted under this articulation agreement must successfully complete the 10.0 courses listed below and meet the grade requirements in Section 8 of this Agreement.   Western will provide Fanshawe with written notice of any changes to these course requirements.

</div>

Residency, Breadth and Essay Requirements – All Modules

Within the electives taken at Western, students must have:
- 0.5 credits from Category B;
- 1.0 credits from Category C.

Credit Weight	Western Course Number	Western Course Name
Major in Media, Information and Technoculture		
4-Year Degree = 10.0 Block Credits + 10.0 credits to be taken at Western		
0.5	MIT 2000F/G	The History of Communication
0.5	MIT 2100F/G	Political Economy of Media
0.5	MIT 2200F/G	Mapping Media and Cultural Theory
0.5	MIT 2500A/B	The Meaning of Technology
0.5	Writing 2125F/G	Let Me Explain it To You: Exposition and Visual Rhetoric
1.5	MIT 2000-level, 3000-level or 4000-level	Media, Information and Technoculture Electives
2.0	MIT 3000-level or 4000-level	Media, Information and Technoculture Electives
2.5	Electives 2000, 3000 or 4000-level	Electives
1.5	Electives 1000-level	Electives
Note: No more than **7.0 MIT credits** may be taken as part of the 10.0 credits to be taken at Western. For a list of electives that cannot be taken under this agreement, please visit the Faculty of Information website located at: http://www.fims.uwo.ca		

<u>REVISED CALENDAR COPY</u>
[http://www.uwo.ca/univsec/pdf/academic_policies/scholarship/medals.pdf]

Gold Medals

CONVOCATION - AWARDS, PRIZES AND MEDALS TO BE LISTED IN CONVOCATION PUBLICATIONS

All graduating awards/prizes/medals will be listed in the convocation program with the relevant winners' names.

ELIGIBILITY FOR WESTERN GOLD MEDALS

~~**Modular Structure Requirements**~~

~~**In an Honors degree**:~~
~~One gold medal will be awarded for each Honors Specialization in each Faculty.   The recipient must have achieved the highest average, 80% or greater, in the module and must have achieved an average of 80% or greater in fourth year based on a course load of 5.0 courses.~~

~~One gold medal will be awarded for each Major in each Faculty for students enrolled in a double Major leading to an honors degree.   The recipient must have achieved the highest average in the module must have achieved an 80% or greater average for each of the individual modules in the double Major; and must have achieved an average of 80% or greater in fourth year based on a course load of 5.0 courses.~~

Modular Structure Requirements

In an Honors degree:
One gold medal will be awarded for each Honors Specialization in each Faculty.

The recipient must have achieved:
1.   the highest average, 80% or greater, in the module,
2.   an average of 80% or greater in fourth year based on a course load of 5.0 courses,
3.   a cumulative average within the top 10% of the students graduating from the department offering the module (or Faculty if applicable)

One gold medal will be awarded for each Major in each Faculty for students enrolled in a double Major leading to an honors degree.

The recipient must have achieved:
1.   the highest average in the module being considered for award;
2.   80% or greater average for each of the individual modules in the double Major
3.   an average of 80% or greater in fourth year based on a course load of 5.0 courses
4.   a cumulative average within the top 10% of the students graduating from the department offering the module(s) (or Faculty if applicable)

The rest of the policy is unchanged

REVISED CALENDAR COPY
http://www.uwo.ca/univsec/pdf/academic_policies/admission/englishadm.pdf

The first part of the policy remains unchanged

ENGLISH LANGUAGE PROGRAMS ACCEPTED IN LIEU OF ENGLISH PROCIFIENCY TESTS

High-Advanced Level at The English Language Centre at Western University
Successful completion of the High-Advanced level at The English Language Centre through the Faculty of Education at Western University may be used as proof of English language proficiency. For more information visit www.englishlanguage.uwo.ca

~~**Level Five – Fanshawe College ESL Program**~~
Level Ten – Fanshawe College EAP Program
Successful completion of Level **10** ~~Five~~ of the Fanshawe College English **for Academic Purposes Program (ESL4)** ~~as a Second Language (ESL) program~~ with no final grade lower than an "A" **(80%)** may be used as proof of English language proficiency. For more information visit:
http://www.fanshawec.ca/programs-courses/international/english-second-language-esl

Level "D" Cultureworks ESL Program
Successful completion of the level **"D"** of the English as a Second Language Program at CultureWorks may be used as proof of English language proficiency.
For more information visit: **http://cultureworkstheschool.com/**

The rest of the policy is unchanged

WESTERN AWARDS FOR EXCELLENCE IN TEACHING

A.   **A List of the Annual Awards for Excellence in Teaching**

A total of 7 awards are available annually in four categories:
- Up to 6 awards may be distributed among the Pleva, Robinson and Armitt Awards. If in any year there are no recipients of the Marilyn Robinson Award, up to 5 awards may be given in the Pleva and Armitt categories combined.
- One additional award may be given in the "Western Award for Innovations in Technology-Enhanced Teaching" category.

1.   **The Edward G. Pleva Award for Excellence in Teaching**

All continuing members of full-time* faculty who are either Limited Term or tenured at the University and its Affiliated University Colleges are eligible for nomination. Previous recipients of this award are ineligible for renomination.

Award recipient(s) will receive a medal and commemorative scroll which normally will be presented at the appropriate Spring Convocation. In addition, his/her name will be inscribed on a plaque which will be displayed in a prominent location in the University.

The University Awards for Excellence in Teaching were created in 1980-81. In 1987, the awards were named in honor of Edward Gustav Pleva, Western's first geography teacher in 1938. Dr. Pleva was Head of the Department of Geography from the time it was established in 1948 until 1968. He has received a number of teaching awards for his contribution to the development of modern geographical education in Canada at all levels. His special area of interest is the Great Lakes region.

Dr. Pleva has acknowledged that, "Teaching has always been central to my career. My only claim to recognition rests in the relationship I have with the thousands of geography students in the classes I taught. I appreciate the many awards, including the Massey Medal, I have received as a teacher. In my opinion teaching is one of the highest callings."

* For the purposes of this award, Clinical Academics appointed under *Conditions of Appointment: Physicians Appointed in Clinical Departments and Clinical Divisions of Basic Science Departments* are eligible for nomination.

2.   **The Angela Armitt Award for Excellence in Teaching by Part-Time Faculty**

The award for excellence in teaching by part-time faculty was established at Western in 1989-90. It is to be awarded based on evidence of continued outstanding contributions to the academic development of students.

All part-time* members of faculty of the University and its Affiliated University Colleges are eligible for nomination for the award. Previous recipients of the award are ineligible for renomination.

Award recipient(s) will receive a medal and commemorative scroll which normally will be presented during the appropriate Spring Convocation. In addition, his/her name will be inscribed on a plaque which will be displayed in a prominent location in the University.

In 2003, the award was renamed in honor of Angela Mary Armitt (BA'36, MA'67, LLD'87), a champion of life-long learning, and Western's first Dean of the Faculty of Part-Time and Continuing Education. In addition to her honorary degree from Western in 1987, York University conferred a Doctor of Laws upon her in 1975 as "one of education's best

ambassadors." A much-loved administrator, she was dedicated to helping others achieve their university degrees and she travelled to the many extension centres where adult students were able to work towards a university degree on a part-time basis. She described herself as, "the first travelling saleswoman extolling the virtues of a degree from Western."

* For the purposes of this award, a part-time faculty member is one who held an academic appointment to teach at least one full (1.0 or equivalent) degree-credit course offered by Western or an Affiliated University College during the fiscal year (May 1 through April 30) preceding nomination, and was not a regular full-time faculty member, visiting faculty member, or graduate teaching assistant during the fiscal year (May 1 – Through April 30) preceding nomination. Previous recipients of this award are ineligible for renomination.

3. **The Marilyn Robinson Award for Excellence in Teaching**

In 1996-97, the award for excellence in teaching was established at Western to be awarded based on evidence of outstanding contributions in the area of classroom, laboratory, or clinical instruction.

All continuing members of full-time faculty who are either Limited Term or Probationary at the University and its Affiliated University Colleges and who usually have seven years or less of full-time university teaching experience at the time of their nomination are eligible for nomination for the award. Previous recipients of this award are ineligible for renomination.

Award recipient(s) will receive a commemorative scroll which normally will be presented at the appropriate Spring Convocation. Also, at the appropriate faculty's award ceremonies, the award recipient will be presented with an item that is emblematic of Marilyn's love for beauty and life: a framed reproduction of an artist such as Georgia O'Keefe or Claude Monet, to be selected by the recipient in consultation with the Teaching Support Centre. In addition, the award recipient's name will be inscribed on a plaque which will be displayed in a prominent location in the University.

Marilyn Robinson was an enthusiastic and inspirational lecturer who was much loved and respected by both colleagues and students. In her roles as Assistant Professor in Physiology and Coordinator of the Educational Development Office, she helped raise the profile of teaching at Western. One special gift was an ability to establish a rapport with students: she was always available for students, and each was dealt with warmly and compassionately, whether it was to discuss an academic or a personal problem. Through interaction with many colleagues she became captivated with the idea of exciting students by means of active learning and problem solving, and convinced many throughout the University of the benefits of this approach. Her expertise was recognized with many teaching awards including the 3M Teaching Fellowship and the Excellence in Teaching Award (Pleva).

4. **Western Award for Innovations in Technology-Enhanced Teaching**

Skillfully and meaningfully integrating technology into a course in order to benefit student learning is a complex endeavour. Continuing to innovate, reflect, and improve the integration of technology across courses is a recognition of the capacity of technology to enhance student learning. The Western Award for Innovation in Technology-Enhanced Teaching is meant to recognize and reward the contributions of faculty members at Western University and its Affiliated University Colleges who have significantly improved the experience and outcomes of their students through the intentional incorporation of technology into their teaching practice.

All continuing members of faculty who are Tenured, Probationary, or Limited Term at Western or the Affiliated University Colleges are eligible for nomination. In addition, part-time* members of faculty are also eligible for nomination. Previous recipients of this award are ineligible for renomination.

* For the purposes of this award, a part-time faculty member is one who held an academic appointment to teach at least one full (1.0 or equivalent) degree-credit course offered by Western or an Affiliated University College during the fiscal year (May 1 through April 30) preceding nomination, and was not a regular full-time faculty member, visiting faculty member, or graduate teaching assistant during the fiscal year (May 1 – Through April 30) preceding nomination.

The award winner will receive a medal and commemorative scroll, which will normally be presented during the appropriate Spring Convocation. The award winner's name will be also inscribed on a plaque, displayed in a prominent location in the University. The winner's achievement will be captured as an on-line video and profiled on the Western Award for Innovation in Technology-Enhanced Teaching microsite.

B.   **The Awards Committee (SUTA)**

A subcommittee of the Senate Committee on Academic Policy and Awards (SCAPA), the Subcommittee on Teaching Awards (SUTA), will consider the nominations. Wherever possible, SUTA seeks a consensus regarding the awards on the basis of the materials contained in dossiers submitted to the University Secretariat. The members of the Subcommittee are willing to provide informal advice on the preparation of dossiers.

C.   **Nomination Procedure**

Nominations may be initiated by an individual or group, including students, alumni, fellow faculty members, Deans, and department Chairs. However, all nominations should be submitted by two primary nominators through the Dean of the nominee's Faculty or School, or Principal of the nominee's Affiliated University College. The Dean or Principal is ultimately responsible for the compiling of the nomination dossier and for forwarding the electronic copy as one PDF file to the University Secretariat no later than January 15. (See additional information about formatting of the electronic dossier in Section D. Format for Nominations). Regardless of who initiates the nomination, consultation with other relevant parties, including the Faculty's or department's Awards Committee, is strongly advised.

Each nominee will be given the opportunity to decline to let his or her name stand and should be given the opportunity to attest to the completeness of the dossier prepared for viewing by the nominators.

Each nomination dossier should contain two official letters of nomination. The nominators should be familiar with the nominee and the contents of the dossier.

The Committee strongly suggests that letters of support be solicited by the nominators rather than by the nominee. Nominators are responsible for advising people who will be forwarding letters of support that their letters will be available for public view if permission is given by a winning nominee for general viewing at the University Secretariat. All letters of support must include a Release Statement (see Section D, point 7.)

All nomination dossiers must include a consent form signed and dated by the nominee containing the following statements:

1) I hereby agree to let my name stand for consideration by the Subcommittee on Teaching awards (SUTA) for the Angela Armitt/Edward G. Pleva/Marilyn Robinson/Innovations in Technology-Enhanced Teaching (select one) award.

2) I hereby attest to the completeness of the dossier prepared on my behalf for viewing by SUTA.

3) I do/do not (select one) grant permission for the release of my dossier for general viewing in the University Secretariat, should I be selected as a recipient of the award.

D. **Format for Nominations**

The nomination dossier shall be submitted electronically to the University Secretariat's Office as one single PDF file by the deadline. Up to eight sections as listed below must be bookmarked in the electronic file for easy navigation.   Material included in the dossier must have a font size of 12 and page margins not less than 1 inch (2.5 cm).

Contingent upon receiving statements to permit public viewing, electronic dossiers of successful nominees from the previous three years can be accessed by submitting a request for access to the University Secretariat's Office

For items 5, 6, 8 and 9 below, only the first ten pages will be considered by SUTA. Material in excess of the 10 pages will be removed from the dossier.

1. **Letters from Primary Nominators:**
   Separate letters from two primary nominators will initiate the dossier. In the past, such nominators have taken a leading role in the compiling of the dossier. The pertinent criteria listed in **Section E** should be addressed. For the "Western Award for Innovations in Technology-Enhanced Teaching", an overview of innovations statement (not to exceed 500 words) should outline the nature and scope of the nominee's innovation in technology-enhanced teaching.

   Note: Letters from nominators, peers, colleagues and students should clearly identify the nominee's particular contributions in the factors to be considered. It is not necessary for a nominee to make equal contributions to all 12 criteria, but outstanding performance in at least four criteria is desirable.

2. **Letter from the Dean:**
   If the Dean is not one of the primary nominators, he or she may wish to endorse the nomination by way of a supporting letter.

3. **Curriculum Vitae of the Nominee (not to exceed five pages):**
   This is essential to enable the Subcommittee to consider the nominee properly. SUTA recommends that the number of published articles and/or books be summarized but not listed. Research papers with students as co-authors should be highlighted.

4. **A Brief Statement (not to exceed 500 words) by the Nominee on his/her Teaching Philosophy**
   This statement should outline the nominee's philosophy of the nature and purpose of teaching. Nominees for the Innovations in Technology-Enhanced Teaching Award should also explicitly make connections among their innovations, their approach to teaching and the impetus for making the change.

5. **Letters from Peers and Colleagues (not to exceed ten pages in total):**
   Such letters can provide valuable information about commitment to teaching, academic standards and general reputation among colleagues and students. **Up to six** letters may be included. For nominations in the Innovations in Technology-Enhanced Teaching Award category only two letters are required.

6. **Letters from students <u>(not to exceed ten pages in total</u>):**
Thoughtful letters from current and former students are helpful; in particular, letters from former students who can look back on their entire university career and assess the nominee in a broad context, are especially valuable. Student "petitions" of the type hung up in a department office or a laboratory for everyone to sign are, at best, supporting material. **<u>Up to six</u>** letters in total from both graduate and undergraduate students may be supplied. For nominations in the Innovations in Technology-Enhanced Teaching Award category a minimum of four letters are required.

7. **Release Statement for Public Viewing:**
The nominator(s) will determine which letters of support from peers, from colleagues and from students will be included in the dossier**.**

The successful nominee may grant permission to release his/her dossier for public viewing. At the bottom of each letter – including the letters from the primary nominators and from the Dean - the following statement should be included with "do" or "do not" clearly indicated:

> *I do/do not grant permission for my letter to be included in the dossier if the nominee agrees to release the dossier for general viewing at the University Secretariat.*

The nominators are responsible for ensuring that this statement is clearly shown in all letters included in the nomination dossier.

8. **Teaching evaluations <u>(not to exceed ten pages in total)</u>:**
The Subcommittee finds it very helpful to have the results of evaluations by students. However, raw computer output from teacher or course evaluations should not be included but rather <u>summaries</u> of results should be provided. The task of assessing teacher evaluations from across the University is difficult under the best of circumstances and the more guidance the nominators can provide the better. Clarification must be provided as to: what type of activity is being evaluated - whether it is a lecture, seminar or clinic; the number of hours for which the nominee was responsible; the class size, year, and number of students. It would also be very helpful to know how the nominee's evaluations compare with those of his or her colleagues in the department or faculty.

9. **Teaching materials <u>(not to exceed ten pages in total)</u>:**
Do not include copies of teaching materials but rather assessments of course and teaching materials.

The material submitted to the Subcommittee should relate directly to the current nomination. Promotion and tenure letters or newspaper clippings relating to other awards or relaying rather unfocussed opinions are unacceptable. Letters dealing specifically with teaching in a broad context are more useful than letters relating to the nominee's standing in the profession or to other matters.

E.1. **<u>The 12 Factors to be Considered by SUTA – Pleva, Robison and Armitt Awards</u>**

Twelve criteria are listed below with explanatory notes which have been added by SUTA. The Subcommittee gratefully acknowledges its indebtedness to the Ontario Confederation of University Faculty Associations and 3M for assistance provided by their Guidelines for Teaching Awards.

While these 12 factors will be considered for all nominees, the committee recognizes that nominees for either the Angela Armitt or Marilyn Robinson Award, may not have yet made contributions to all 12 criteria.

1. **Teaching Philosophy:**
   The nominee's brief statement on his/her vision of the nature and purpose of teaching is one of the most important factors for SUTA.

2. **Instruction:**
   A) *Classroom teaching:*
   This is obviously more than just "lecturing"; it covers all activities involving the teacher in all types of "classrooms" including undergraduate and graduate tutorials, seminars and laboratories.

   B) *Clinical teaching:*
   Instruction of students in dynamic, professional practice situations where the content of the teaching-learning interaction is the client whose physical, emotional, social and/or intellectual well-being, is (are) directly affected by the actions of the student.

3. **Academic counselling, tutoring and mentoring of students:**
   SUTA regards this item as one of the most important considerations, even though it is difficult to describe and even harder to evaluate. The most compelling evidence of the quality of interactions outside the classroom often comes from student letters. It also involves items on questionnaires regarding availability, readiness to answer questions, concern for student progress, informal conversations, and the like.

4. **Graduate student and thesis supervision:**
   In departments where graduate programs exist, SUTA regards evidence of excellence in this area as important in a nomination. The evidence often takes the form of letters from present or former graduate students or colleagues.

5. **Course design:**
   This might include innovative course structures beyond the simple format of a lecture, laboratory or seminar.

6. **Curriculum development:**
   This is a longer term process than course design. It involves an ability to recognize a need (either for new subjects or for revisions of existing subjects) and the ability to integrate its parts into a workable and acceptable sequence of courses or study units.

7. **Educational materials development:**
   The materials should arise out of a recognized need in the teachers' own disciplines and might include audio-visual materials, software, slides, films, handouts, or lab manuals.

   It is helpful if the nominators identify what is unique and exceptional about the course materials included and help SUTA members locate those elements that are noteworthy. This might include highlights of course materials or better, include excerpts with an explanation. For example, a textbook in chemistry that encourages students to be more self-directed might include a sample from the text and explain in what way students would learn more effectively using this text.

8. **Instructional development:**
   This includes any activities intended to assist other faculty members to improve their teaching, such as participation in workshops and consulting with individuals, groups, or curriculum committees.

9. **Research and/or Publications on University teaching.**

10. **Development of innovative teaching methods.**

11.   **Educational planning and policy-making.**

12.   **Educational outreach at the local, provincial or national level.**

While it is not necessary for a nominee to make equal contributions to all 12 criteria, outstanding performance in at least four criteria is desirable.

E.2.   **The criteria to be Considered for the Western Award for Innovations in Technology-Enhanced Teaching**

The award will be given to an outstanding individual who has, through the use of technology, transformed his or her teaching practice to significantly improve student learning, at either the classroom or program level. The nominee will be recognized for the ability to identify an opportunity (or opportunities) to improve student learning and align this opportunity with an appropriate use, modification or development of an educational technology. Nomination packages will be evaluated using the following three broad criteria: Impact, Scale and Creativity.

Impact of the innovation
Impact is defined by the faculty member's use of technological innovation having a positive influence on student learning or the learning environment. This will be evaluated, in part, by:
- Evidence provided of the impact of the innovation on the student learning experience.
- Publications or presentations disseminating information about the innovation or evidence of the effectiveness of the practice.
- Published educational or instructional materials developed in support of the technology-informed teaching practice.
- Faculty member's integration of best practices in teaching and learning in higher education into the design or use of the innovation.

Scale of change
Scale is meant to describe the size of change or degree of implementation that the faculty member's technological innovation has influenced. This will be evaluated, in part, by:
- The degree to which the innovation has been implemented.
- The number of innovations incorporated to improve student learning.
- The degree to which other instructors have adopted the innovation, across: the department, Western University, other institutions or disciplines.
- Demonstration of a long-term and on-going commitment to integrate technological innovation(s) across a series of courses or across a program.

Faculty creativity
Here, creativity is a faculty member's ability to see an opportunity that aligns with students' learning needs and imagine a novel solution using a technological tool or practice to help address the opportunity (in part or in whole). This will be evaluated, in part, by:
- The degree to which the transformation is a novel approach or new application of the technology.
- Evidence of the innovation's implementation fostering new models of teaching practice.

Revised: June 2016

Final Assessment Report

Name of Program

Honors Business Administration, Ivey Business School

Degrees Offered

HBA

External Consultants

Professor Richard Blackburn, Associate Dean - Kenan-Flager Business School, University of North Carolina at Chapel Hill
Professor Ryan Nelson, Associate Dean - McIntire School of Commerce, University of Virginia.

Internal Reviewers

Professor Joan Finegan, Associate Dean - Faculty of Social Science, Western
Yeshith Rai, third-year student - Medical Science, Western

Date of Site Visit

March 24, 2016

Evaluation

Good Quality

Approved by SUPR-U

May 18, 2016

Approved by SCAPA

May 25, 2016

Executive Summary

The External Consultants' Report for the Ivey Business School was quite positive. The reviewers found the program to be consistent with the strategic priorities of the University, the material covered in class state of the art, and that significant effort was spent continuously improving the program. They recognized the high caliber of their students and believed that students were well serviced by high-quality faculty. They noted that Ivey's case-based approach is relatively unique amongst business schools, and that this approach is working well, producing graduates who have gone on to be successful in their chosen occupations. The reviewers were impressed with the extremely low attrition rates in the program and with the number of students who are combining their Ivey degree with another degree.

Students raised the concern that they did not have access to mental health counsellors. The reviewers suggested that more such professionals be hired, but in their follow-up response, Ivey pointed out that this is a university-wide issue and these resources should be administered centrally.

The reviewers commented on the fact that only a small portion of Ivey students (less than 5%) were international. However, Ivey countered by noting that this number isn't surprising since they do not recruit internationally, and in fact, their student body is more diverse than their immigration status suggests since 30% of their students are born outside of Canada. A related concern was that only 25% of the students engaged in international experiences. Ivey has introduced two short-term international service learning courses to help address this issue.

Significant Strengths of Program

- case-based approach
- strong students who benefit from being able to move through HBA1 with their section cohort
- excellent library resources, outstanding information technology support
- dedicated faculty

Suggestions for improvement & Enhancement

- develop a stronger connection between the HBA program and known ecosystems for technological innovations
- create a "Centre for Business Learning" to promote the use of technology both inside and outside the classroom
- analyze the class contribution data with the aim of improving student performance
- re-examine the "Learning through Action" course

Recommendations required for Program sustainability:

Recommendation	Responsibility
Create a "Centre for Business Learning" to promote the use of technology both inside and outside the classroom	Ivey Business School

Final Assessment Report

Name of Program

Jewish Studies

Degrees Offered

B.A.

External Consultants

Benjamin M. Baader - University of Manitoba
Hartley Lachter - Lehigh University

Internal Reviewers

John Mitchell - Brescia University College

Date of Site Visit

February 29, 2016

Evaluation

Good Quality with Report in Two Years

Approved by SUPR-U

May 18, 2016

Approved by SCAPA

May 25, 2016

Executive Summary

The external consultants, Drs. Benjamin M. Baader, University of Manitoba, and Hartley Lachter, Lehigh University, had their site visit on February 29, 2016. During the site visit they met with Vice Provosts John Doerksen and Alan Weedon, Karen Campbell, the Deans of Huron University College, King's University College and the Faculty of Social Science, Chair of the History Department, the Director of the Jewish Studies Program, internal reviewer, faculty who teach in the Jewish Studies Program, and History 2851E students.

Jewish Studies is an interdisciplinary program involving Huron University College, King's University College and the Department of History. Structure of the program was identified as consistent with best practises in the field, and curriculum as consistent with the most rigorous and prestigious programs in the field. Although this is a small program by Western University's standards (15 majors, 5 minors), the consultants commented that this enrolment compared favourably to similar programs at other North American universities.

The consultants praised the program's structure, requirements, learning outcomes, pedagogy, and the quality of faculty. The faculty involved in the program were praised as scholars who are well-known in the field.

 Two issues identified by the consultants concerned access to main campus courses by affiliate students and placement of students in Hebrew courses. The most serious issue, and recommendation, raised by the consultants was that to covert the position of Director of the Jewish Studies Program into a tenure-track positon.

Significant Strengths of Program

The collaboration and cooperation between different academic disciplines at two affiliated university colleges and the constituent university is one of the true strengths of the program, and held out as a model of a successful interdisciplinary program. The collaboration "allows for a scope and vibrancy that would not be possible without all three participants" (p. 4).

Module requirements, structure of the Jewish Studies curriculum, and learning outcomes are rigorous and in keeping with best practices in the field.

The combined faculty members are of excellent quality; well published scholars with international reputations. Course evaluations and examination of course syllabi led the consultants to conclude that "they are thoughtful teachers and scholars who provide a wealth of expertise" (p 7).

The consultant also noted unusual and valuable resources available to this program: The Holocaust Resource Center that houses one of the world's largest collections of Holocaust memoir literature, and the digital humanities learning initiative.

Suggestions for improvement & Enhancement

Although identified as enhancement, the question of placing students in Hebrew courses will be considered under recommendations.

The consultants strongly encouraged that the Director of the Jewish Studies Program have her position converted into a tenure-track position. In their response, the Department of History commented that this is not consistent with the Department's 2015-19 Academic Plan; other areas within the Department have higher priority for potential new tenure-track appointments. However, a tenured faculty member who has served as History Undergraduate Chair and has served on the Jewish Studies Program Steering Committee will become Jewish Studies Program Director commencing July 1, 2016. This would seem to satisfy the consultants request that the directorship be held by a tenured faculty member and not someone on a Limited Term Appointment with its accompanying high teaching load.

Recommendations required for Program sustainability:

Recommendation	Responsibility		
Consider development of a 0.5 Introductory Hebrew course for students with no background in Hebrew.	HUC: Department, EPC, Dean		
Review the Director position with all units involved.	All units		

Final Assessment Report

Name of Program

Family Studies Program at Brescia University College

Degrees Offered

Bachelor of Arts

External Consultants

Dr. Donna Lero, Professor, Department of Family Relations and Applied Nutrition - University of Guelph
Dr. Aine Humble, Associate Professor, Department of Family Studies and Gerontology - Mount Saint Vincent

Internal Reviewers

Dr. Sauro Camiletti, Vice Principal and Academic Dean - King's University College at Western University

Date of Site Visit

February 25, 2016

Evaluation

Good Quality with Report in Two Years

Approved by SUPR-U

May 18, 2016

Approved by SCAPA

May 25, 2016

Executive Summary

Drs. Donna Lero and Aine Humble conducted a thorough and comprehensive review of the Family Studies Program at Brescia University College. Over their two day visit the Reviewers met with Vice Provosts from Western University, the Department Chair, the Internal Reviewer, members of senior administration at Brescia, program faculty and students, and student support personnel. The Reviewers described the Family Studies Program as "successful", "with many strengths". They noted the commitment of the faculty to "a high quality learning experience", to program leadership and stability and to curriculum development. Furthermore, they felt that the program benefitted from the experience of the part time faculty, healthy student enrolment and from some of the initiatives that have been introduced into the Division. The Reviewers did outline a number of concerns and suggestions with respect to resources in support of the program and curriculum development. These together with identified strengths of the program are listed below.

Significant Strengths of Program

The program is described as successful with dedicated core faculty who are active scholars.

The program has healthy enrolments and is adequately supported in terms of physical space and classroom facilities, library, and information technology services.

The students evaluate the program and faculty positively and class sizes are appropriate to learning objectives.

The design of the modules provides students with considerable flexibility and accommodates a wide range of student interests.

The Advanced Teaching and Learning Centre just opened and an Experiential Learning Coordinator position has been created to facilitate the expansion of experiential learning opportunities.

Suggestions for improvement & Enhancement

Hire at least one additional full-time, tenure track faculty member as soon as possible.

Ensure that the Practicum course is offered every year as an integral component of the HSP and SP modules.

Consider whether all FS, HSP, Spec and Major modules should include a common core of courses.

Add a course in family support and family life education.

Incorporate more applied communication skills in the counselling course (FS 2235).

Investigate program accreditation in Family Life Education from the National Council on Family Relations.

Offer a 4th year current topics or seminar on a regular basis for honors students as resources permit.

Recommendations required for Program sustainability:

Recommendation	Responsibility		
Hire at least one additional full-time, tenure track faculty member as soon as possible.	EPC and Faculty Council		
Ensure that the Practicum course is offered every year as an integral component of the HSP and SP modules.	EPC and Faculty Council		
Consider adding a course in family support and family life education.	EPC and Faculty Council		

Final Assessment Report

Name of Program

Psychology Program at Brescia University College

Degrees Offered

BA Honors Specialization

BA Specialization

BA Major

BA Minor

External Consultants

John Rempel PhD - Professor & Chair, Department of Psychology, St Jerome's University
Francesco Leri - Professor & Chair, Department of Psychology University of Guelph

Internal Reviewers

Mark Blagrave PhD - Dean, Faculty of Arts and Social Science, Huron University College

Date of Site Visit

March 9, 2016

Evaluation

Good Quality

Approved by SUPR-U

May 18, 2016

Approved by SCAPA

May 25, 2016

Executive Summary

The reviewers were impressed by the strong sense of community among faculty and students enabled by the small class sizes, and by the students' consequent openness, engagement, confidence, and autonomy. Learning outcomes and means of assessing them were judged to be clear and in line with disciplinary norms. Recommendations centred on staffing and space.

Significant Strengths of Program

The reviewers commented on the excellent and concerned faculty. They reported that the structure of modules is clear and appropriate and the means of achieving learning outcomes "clearly demonstrated," and the forms of assessment appropriate for the undergraduate level. The opportunities for writing provided by small class size was seen as a significant strength, as were student retention rates and success rates after graduation.

Suggestions for improvement & Enhancement

The reviewers suggested:

Opening some courses to a wider student audience;

Offering of more seminar courses;

Developing an alternative to the thesis in 4th year;

Integration of more experiential learning opportunities into existing courses;

Enhanced recognition of advising Honors students on theses;

Improving office space for contract teaching staff.

Recommendations required for Program sustainability:

Recommendation	Responsibility		
Address faculty staffing to respond to enrolment pressures	Department, Dean		
Provide additional laboratory space on site	Dean, Principal		

Final Assessment Report

Name of Program

Undergraduate Sociology Program at Brescia University College

Degrees Offered

Bachelor of Arts

External Consultants

Dr. Glenda Wall, Associate Professor - Wilfrid Laurier University
Dr. Danielle Soulliere, Associate Professor - University of Windsor

Internal Reviewers

Dr. Sauro Camiletti, Vice Principal and Academic Dean - King's University College at Western University

Date of Site Visit

March 15, 2016

Evaluation

Good Quality

Approved by SUPR-U

May 18, 2016

Approved by SCAPA

May 25, 2016

Executive Summary

Drs. Glenda Wall and Danielle Soulliere conducted a comprehensive and thorough review of the Sociology programs at Brescia University College. Over their two day visit the reviewers met with the Vice Provost, Academic Dean, Department Chair, Internal Reviewer, program faculty and students, librarian and program support staff. It was their view that the programs aligned with Brescia's stated mission and values, the program requirements were "reasonable", the curricula "consistent and comparable with Sociology programs across Ontario", the learning outcomes "effectively met" and faculty commitment to student learning "is impressive". In short, the reviewers were satisfied with the program's design, content and delivery. They thoughtfully identified strengths and areas for improvement. These are summarized below.

Significant Strengths of Program

The curricula effectively prepare students for graduate studies as well as the world of work.

Courses contribute to a culture of research among undergraduate students and more broadly to the goals of leadership, engagement and experiential learning.

Programs have unique features evidenced by keeping classes small, a focus on experiential learning, a 4000-level capstone course, fostering leadership and cultivating engaged citizenship.

Evaluations speak to a high quality of teaching among both full time and contract faculty.

The overall level of research activity is suitable for a department of this size.

Students are well served by library and advising services.

Faculty engagement is "impressive" and the commitment to student mentoring "exceptional".

Suggestions for improvement & Enhancement

All parties agree that an additional faculty hire is needed to support the Community Development and Criminal Justice modules.

Given the College's focus on experiential learning, the reviewers encourage the hire of an Experiential Learning Support Person.

The reviewers suggest the development of an Honors Specialization in Criminal Justice to meet student demand.

The reviewers encourage the Department to continue the incremental development of courses at the 3000-4000 level to allow more varied assessments and the achievement of more complex learning outcomes.

Finally, the reviewers suggest increasing Brescia student access to senior courses.

The Department and Academic Dean have acknowledged these suggestions and are factoring them into their planning process.

Recommendations required for Program sustainability:

Recommendation	Responsibility		
That Brescia consider hiring an additional faculty member to support the Community Development and Criminal Justice modules.	EPC and Faculty Council		
That Brescia provide students with access to more senior courses	EPC and Faculty Council		

Final Assessment Report

Name of Program

English Program at King's University College

Degrees Offered

BA Honors Specialization

BA Specialization

BA Major

BA Minor

External Consultants

Dennis Denisoff PhD - Professor & Graduate Program Director, Department opf English, Ryerson University
Kenneth Graham PhD - Associate Professor, Department of English Language & Literature, Waterloo

Internal Reviewers

Mark Blagrave PhD - Dean, Faculty of Arts & Social Science, Huron University College

Date of Site Visit

March 3, 2016

Evaluation

Good Quality

Approved by SUPR-U

May 18, 2016

Approved by SCAPA

May 25, 2016

Executive Summary

The reviewers were impressed by the research records and commitment of the seven full-time members of the department and reported that the program, as currently constructed, reflects the norms of the discipline in Canada. They did note a tension between the claims of a distinct program mission on the one hand and strong cohesion with other programs in English in the Western system on the other hand. The department, in its response, argued that its distinctive pedagogical model provides differentiation even when the module structure and components are identical. However, the department did agree to explore ways of further differentiating its program content.

Significant Strengths of Program

The reviewers noted that faculty are productive researchers and disseminators who incorporate their research into their teaching. They were also impressed by "the thoroughness with which the program has considered and summarized the diverse ways in which faculty have assessed the Program outcomes for graduates of the English Major." They reported that the curriculum addresses the current state of the discipline and the department delivers a strong traditional Major. The relatively small classes were seen as a significant asset.

Senate Agenda   EXHIBIT IV, Appendix 10
June 3, 2016   Page 12
Suggestions for improvement & Enhancement

The reviewers suggested:

Developing a website that will engage prospective and current students, and considering developing a social media presence and strategy for the program;

Considering adding a course about environmental literature or literatures of place;

Ensuring that courses in creative writing count towards the modules;

Exploring replacing some second-year survey full-year courses with 0.5 courses;

Assessing consistency of writing requirements in courses, with a view to clear progression.

It is a stretch, they noted, to deliver the coverage enjoined by the current program requirements – ie expertise is spread thin to deliver a module that may suit better a larger department [such as that on the main campus].

Recommendations required for Program sustainability:

Recommendation	Responsibility		
Review of modules considering enrollments	Department and EPC		
Introduce a second-year course on writing about literature	Department, EPC		

Final Assessment Report

Program:	History	
Degrees Offered:	MA, PhD	
Approved Fields:	Culture and Society Business and Economics International Relations and Conflict Public History The Atlantic World The Americas Europe	
External Consultants:	Dr. Penny Bryden University of Victoria	Dr. Marcel Martel York University
Internal Reviewers:	Dr. Catherine Nolan, Associate Dean (Graduate Studies) Don Wright Faculty of Music	Ms. Jenna Loruso, PhD student Faculty of Education
Date of Site Visit:	December 7-8, 2015	
Evaluation:	*Good Quality with report in one year*	
Approved by:	*SUPR-G on May 9, 2016* *SCAPA on May 25, 2016*	

Executive Summary

The review of the graduate program in History included stimulating discussions about graduate education in history and in the humanities overall. The significant presence of Digital History in the program aligns well with Digital Humanities at large, and the Department, described as "visionary" in relation to Digital History, is encouraged to continue to expand its resources in this area.

The reviewers were positive about the program's articulation and mapping of learning outcomes, the range of course offerings, and the commitment of the recently appointed Graduate Chair.

In this summary, I will refer to three notable features of the review.

1. Proposals for the introduction of two changes to existing programs by adding new program options:

- a 2-year (6-term) MA in History with thesis option (in addition to the current 1-year (3-term) with cognate essay option)
- a 4-term MA in History, Public History with a cognate essay option (in addition to the current 1-year (3-term) with internship option)

The current MA in History is a 3-term program that requires six 0.5 courses plus a cognate essay (milestone). The proposed change will provide students with a more intense research experience, and will offer stronger preparation for PhD studies.

The current MA in History, Public History, is a 3-term program that requires six 0.5 courses plus a Public History internship (milestone) consisting of 12 weeks of full-time paid or unpaid work under a Public

History Professional. The proposed change of these will allow students the option to extend their MA program by one term, during which students will write a cognate essay.

The two proposals are strongly supported by the reviewers, and the Department is committed to moving forward with these proposals as soon as possible.

2. Funding of PhD students:

The issue of year-x funding is a familiar one in all graduate programs, but it is an especially deep concern for faculty members and students in History. The reviewers understand that the provincial funding formulas do not allow for extension of the 4-year period of funding for doctoral students, but they make a number of suggestions that were welcomed by the Graduate Chair in his response to the reviewers' report. These suggestions include: continuing conversations about funding for year 5 through systematic documentation of time-to-completion in relation to funding; restructure funding packages to provide additional writing and research time in years 3 and 4; extend annual progress meetings to years 1 and 2; create new dissertation completion awards (in effect, internal "postdocs") for students who complete the program in a timely manner; encourage the University to find some means to reduce tuition fees for doctoral students beyond year 4. The last suggestion is not within the purview of the program, the Faculty of Social Science, or SGPS to implement, of course, but the outcry from this review, echoed across other programs, makes it appropriate to include as a remark in this summary.

3. Wellness of students:

The reviewers regard this as a serious concern because of the volume of students who spoke about it: this was not a concern of just a few disgruntled students. A widespread theme among PhD students was serious anxiety over the comprehensive examination, anxiety about financial security once funding has run out, and anxiety about whether they really belong in the program. Some of these anxieties are common to all graduate students, but they seemed elevated here. The reviewers noted concerns expressed by students about the culture of the History graduate program, including lack of empathy toward graduate students, especially female graduate students. The Graduate Chair is to be commended for his genuine concern about these matters (which evolved prior to his leadership), and has organized a new support group for dissertation writers, with plans for future sessions on mental and physical wellness, and on mentorship and the advisor-advisee relationship. The Graduate Chair is well aware of Western's numerous resources for student wellness and mental health, including the Wellness Education Centre and Teaching Support Centre. A faculty member of the History Department, Dr. Katherine McKenna, a university-wide Teaching Fellow with the Teaching Support Centre for the 2016-17 academic year, with a special focus on mentoring female graduate students, has proposed plans for improving mentorship, support, and improvement of communication channels within the History graduate program for female students and faculty.

Significant Strengths of Program:

- **Public history (one of only 3 programs in Canada)**
- **National leadership in Digital History**
- **High quality and size of faculty**
- **Exemplary physical and human library resources**

Suggestions for improvement & Enhancement:

- Approval of the proposal for a 2-year (6-term) MA with thesis option (in addition to the current 1-year (3-term) option)
- Approval of the proposal for a 4-term MA in Public History with a cognate essay option (in addition to the current 1-year (3-term) with internship option)
- Simplification of fields from the current seven (see above) to about four or five areas of excellence
- Streamline the Comprehensive Examination and dissertation proposal defense for PhD students by making all guidelines and expectations clear in the graduate handbook and orientation materials
- Streamline the Annual Progress meetings and reports for PhD students by implementing these for first- and second-year students as well as upper-year students
- Reduce PhD completion times
- Continue to address wellness and mental health of students.

Recommendations required for Program sustainability:	Responsibility		
Introduce a a 2-year (6-term) MA with thesis option	Department		
Introduce a 4-term MA in Public History	Department		
Simplification of fields	Graduate Chair		
Streamline the Comprehensive Examination and dissertation proposal defense	Graduate Chair		
Streamline the Annual Progress meetings and reports	Graduate Chair		
Reduce PhD completion times	Graduate Chair Associate Dean		
Continue to address wellness of students	Graduate Chair All program members Associate Dean		
Enhanced communication between students and faculty members	Graduate Chair		

New Scholarships and Awards

London Music Award for Performance Excellence (Music)
Awarded annually to full-time undergraduate students in Year 2, 3 or 4 in the Don Wright Faculty of Music, who have been identified as excellent performers at the Faculty of Music, and who demonstrate financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The scholarship committee in the Don Wright Faculty of Music will select the recipients after the Registrar's Office assesses financial need. This award was established through the generosity of the London Music Scholarship Foundation. This award is offered through the Ontario Student Opportunity Trust Fund program and recipients must meet Ontario residency requirements.

Value: 2 at $3,000
Effective Date: 2016-2017 academic year

Paul W. Robertson Music Scholarship (Music)
Awarded annually to full-time undergraduate students in any year of a Bachelor of Music or Bachelor of Musical Arts program in the Don Wright Faculty of Music, demonstrating academic achievement and strong musical ability. Preference will be given to students specializing in voice, piano, guitar, woodwind, brass, or percussion. The scholarship committee in the Don Wright Faculty of Music will select the recipients each year. This scholarship was established with a generous gift from Shaw Communications Inc. in memory of Paul W. Robertson (HBA '77).

Value: 2 at $5,000
Effective Date: 2016-2017 to 2025-2026 academic years inclusive

Paul served as Executive Vice President of Shaw Communications Inc. and President of Shaw Media. He loved his career in media and was highly respected in the industry. Paul is fondly remembered for his great sense of humour, positive attitude, collaborative management style and zest for life. Paul died in 2014 at age 59.

Faculty of Education Students' Council Award for Student Leadership (Education)
Awarded annually to a full-time undergraduate student graduating from Year 2 of any Bachelor of Education program (with a minimum 70% average). Students must demonstrate leadership and participation in extra-curricular activities within the Faculty of Education, Western or the London community. To apply, students must submit a one-page statement outlining their extracurricular involvement to the Dean's Office of the Faculty of Education by March 31st. The scholarship and awards committee, Faculty of Education, will select the recipient. This award was established by a generous gift from the 2014-2015 Faculty of Education Students' Council, to recognize future teachers and the diverse skill set required for excellence in the teaching profession.

Value: 1 at $1,500
Effective Date: 2016-2017 to 2020-2021 academic years inclusive

SASAH Travel Award (Arts and Humanities)
Awarded annually to undergraduate students enrolled in the School for Advanced Studies in the Faculty of Arts and Humanities, based on academic achievement, to assist with travel costs for study/research at sites/institutions anywhere in the world. Candidates will be required to apply to the Director of SASAH in order to be considered for this Travel Award. The award recipients will be selected by the Director of the SASAH School.

Value: number of awards will vary, valued at a minimum of $500 and a maximum of $750 each
Effective Date: 2016-2017 to 2020-2021 academic years inclusive

Faculty of Education Students' Council Global Opportunities Award (Education)
Awarded to full-time undergraduate students in the Faculty of Education who are participating in a
Western University international experience or study abroad program for which academic credit or
approval from their faculty will be obtained. By participating in education abroad, service learning
opportunities, or international field schools, students develop the skills, perspectives and knowledge
required to become global citizens and educators. Students must have completed their prescribed
academic program the previous year and currently be registered in a full-time course load (minimum 3.5
full courses). Students may apply for this award in advance of being accepted into an eligible international
learning program with receipt of the award contingent upon acceptance into the program. Students may
only receive a Global Opportunities award once during their academic career at Western. Online
applications are available on the Global Opportunities website, Western International. Transcripts are
required for students who studied elsewhere in their previous academic year. Applications are due on
November 15th (for decisions in early January) and March 15th (for decisions in early May). The students
will be selected based on a combination of academic achievement, as well as a statement outlining how
this experience will contribute to their development as a global citizen, what they expect to learn through
their program of study and how they will be an effective Ambassador for Western. This award was
established by a generous gift from the 2014-2015 Faculty of Education Students' Council.

Value: 15 at $1,000*
Effective Date: 2016-2017 academic year only

*$7,500 from the Donor will be matched by $7,500 through the University Global Opportunities Award
Program.

Faculty of Education Global Opportunities Award (Education)
Awarded to full-time undergraduate students in the Faculty of Education who are participating in a
Western University international experience or study abroad program for which academic credit or
approval from their faculty will be obtained. By participating in education abroad, service learning
opportunities, or international field schools, students develop the skills, perspectives and knowledge
required to become global citizens and educators. Students must have completed their prescribed
academic program the previous year and currently be registered in a full-time course load (minimum 3.5
full courses). Students may apply for this award in advance of being accepted into an eligible international
learning program with receipt of the award contingent upon acceptance into the program. Students may
only receive a Global Opportunities award once during their academic career at Western. Online
applications are available on the Global Opportunities website, Western International. Transcripts are
required for students who studied elsewhere in their previous academic year. Applications are due on
November 15th (for decisions in early January) and March 15th (for decisions in early May). The students
will be selected based on a combination of academic achievement, as well as a statement outlining how
this experience will contribute to their development as a global citizen, what they expect to learn through
their program of study and how they will be an effective Ambassador for Western. This award was
established by generous Donors to the Faculty of Education.

Value: 10 at $2,000*
Effective Date: 2016-2017 academic year only

*$10,000 from the Donors will be matched by $10,000 through the University Global Opportunities Award
Program.

<u>Rob Atkinson Women's Volleyball Award</u> (Athletic Award (Women's Volleyball)
Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at
Western, including the Affiliated University Colleges, who is making a significant contribution as a
member of the Women's Volleyball Team. As per OUA and CIS regulations, an entering student athlete
must have a minimum admission average of 80% and a non-entering student must have an in-course
average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western
Athletic Financial Awards Committee will select the recipient based on its evaluation of academic
performance/potential (20%) and the written recommendations from the Head Coach assessing athletic
performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This
award was established by the friends and colleagues of Mr. Robert Gordon Atkinson (BA '80, Physical
Education) in honour of his contributions as the Women's Volleyball Coach from 1980 to 1982.

Value: 1 at $1,000
Effective Date: 2016-2017 academic year

<u>Dr. Frank J. Butson Resident Award in Family Medicine</u> (Family Medicine)
Awarded annually to a postgraduate trainee completing a residency program in any area of Family
Medicine, who has demonstrated a commitment to comprehensive Family Medicine, adhering to Dr. Ian
McWhinney's Nine Principles of Family Medicine. Candidates must submit a one-page statement to the
Office of Family Medicine by January 31st outlining their commitment to these principles. Final selection
will be made by the Awards Committee in Family Medicine. This award was established by Mrs. Margery
(Nonnie) Butson in memory of her husband, Dr. Frank J. Butson (MD '50).

Value: 1 at $1,000
Effective Date: 2016-2017 academic year

*Dr. Butson played an integral role in establishing the Department of Family Medicine at Western. He was
also a faculty member in the Department of Family Medicine from 1968-1988 and served as a mentor and
role model to many students aspiring to become family medicine physicians. Dr. Butson was a founding
member of the College of Family Physicians of Canada. He was also a dedicated and respected family
physician in London for over 40 years. Dr. Butson died in 2016 at the age of 94.*

<u>Dean Family Student Refugee Award</u> (Any undergraduate program)
Available annually to undergraduate students who are entering or have recently entered Canada as
refugees (within the last 2 years). The recipients must meet Western admission and English language
requirements and be admitted for full-time studies at Western's main campus in an undergraduate degree
program. The Office of the Registrar will liaise with Western International and World University Service of
Canada (WUSC) or another similar agency to select the recipients. This award was established by Dr.
Noureen Huda, and her husband Mr. Hamid Dean.

Value: 2 at $2,500
Effective Date: 2016-2017 to 2020-2021 academic years (*with review of award value after this*)

<u>Michael A. R. Wilson Family HBA Scholarship</u> (Ivey Business School)
Awarded annually to a full-time undergraduate student at Western who has been accepted into Ivey's
Advanced Entry Opportunity (AEO), based on academic achievement (minimum 80% academic average)
and demonstrated leadership skills. A strong preference will be given to a candidate from the Ottawa,
Ontario area. If a recipient from the Ottawa area is not found, preference will be given to a student from
Eastern Ontario. The recipient will receive this award upon entering HBA 1. If for some reason, the AEO
recipient does not enter HBA 1 at Ivey she/he will forfeit the award, and another HBA 1 student who
meets the criteria will be selected. The award will be renewed for HBA 2 provided the candidate maintains
a minimum 80% average. The selection of the recipient will be made by the HBA Scholarship Review
Committee. This scholarship was established by a generous gift from Michael A. R. Wilson, HBA '90.

Value: 1 at $5,000 continuing
Effective Date: 2016-2017 academic year

T. Merritt Brown Summer Paper Prize (Economics)
The T. Merritt Brown Summer Paper prize is awarded for the best Economics Summer Paper produced by a graduate student at the end of the second year of the PhD program. The winning paper is determined by the Economics Graduate Awards Committee based on the criteria established by the Department. The prize is valued at $400. The prize may not be awarded each year. This prize was established by the friends and colleagues of Professor T. Merritt Brown.

Value: 1 at $400
Effective Date: May 2016

Professor Merritt Brown was a dedicated scholar and teacher and one of the pioneers of econometrics in Canada. He obtained his degree in Mathematics and Physics from Western University in 1934. He received his PhD in Economics in 1958 and began teaching at Queen's in 1962. In 1967 he joined the Faculty at Western and taught until his death in 1973 at age 59.

FUNDED BY OPERATING

The David Wolfe Scholarship on Research on Violence Prevention (Education)
Awarded annually to a graduate student in the Faculty of Education, based on academic achievement, who is conducting research on violence prevention and student well-being in schools. The student will be selected by a committee in the Faculty of Education. At least one member of the committee will hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $1,500
Effective Date: May 2015 to April 2019

Dr. David Wolfe is a Senior Research Scholar and Professor with the Centre for Research and Education on Violence Against Women and Children at the Faculty of Education at Western University. He held the inaugural RBC Chair in Children's Mental Health from 2002 to 2012 and served as Editor-in-Chief of Child Abuse & Neglect: The International Journal from 2007 to 2012. Dr. Wolfe has provided extensive assessment and consultation to child protective services, schools, and the courts with respect to issues of child abuse and violence.

The Ray Hughes Scholarship on Innovative Practices in Violence Prevention (Education)
Awarded annually to a pre-service teacher in the Faculty of Education who has demonstrated innovative practices in violence prevention curriculum or programming in schools. The recipient will be selected by a committee in the Faculty of Education.

Value: 1 at $1,500
Effective Date: 2015-2016 to 2018-2019 academic years inclusive

Ray Hughes is the National Coordinator for the 4thR program with the Centre for School Mental Health at the Faculty of Education at Western University. He had a distinguished career in education with over 35 years of experience as a teacher, Department Head, university lecturer, and consultant. Ray was involved in coordinating the implementation of violence prevention programs for 190 schools and 80,000 students in his position as the Learning Coordinator for Violence Prevention with the Thames Valley District School Board in London, Ontario.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Department of Visual Arts – Deferral of the Department of Visual Arts' Name Change to the Department of Art History and Studio Art

Alice Munro Chair in Creativity

Ian McWhinney Chair in Family Medicine – Revisions to Terms of Reference

Report on Promotion and/or Tenure 2015-16

FOR APPROVAL

1.   **Department of Visual Arts – Deferral of the Department of Visual Arts' Name Change to the Department of Art History and Studio Art**

Recommended: That the renaming of the Department of Visual Arts to the Department of Art History and Studio Art, intended to take effect on July 1, 2016, be deferred indefinitely.

Background:

The name change of the Department of Visual Arts to Department of Art History and Studio Art was approved by SCUP, Senate and the Board of Governors in January 2016 with an effective date of July 1, 2016.   Based on concerns raised within the Department and by various other constituencies, it has been determined that further discussions are desired about the merits of the name change.

2.   **Alice Munro Chair in Creativity**

Recommended: That the Alice Munro Chair in Creativity, with academic appointment in the Faculty of Arts and Humanities, be approved with the terms of reference outlined in **Appendix 1**.

3.   **Ian McWhinney Chair in Family Medicine – Revisions to Terms of Reference**

Recommended: That the terms for the Ian McWhinney Chair in Family Medicine be revised as outlined in **Appendix 2**.

FOR INFORMATION

4.   **Report on Promotion and/or Tenure 2015-16**

The Report on Promotion and/or Tenure for 2015-16 is provided for information in **Appendix 3.**

Alice Munro Chair in Creativity

<u>FOR APPROVAL</u>

Recommended: That the Alice Munro Chair in Creativity, with academic appointment in the Faculty of Arts and Humanities, be approved with the terms of reference outlined below.

Donor and Funding: Donors from the Western and Canadian and global literary community have made gifts totaling approximately $1 million to be matched with $2 million from the University to create a $3 million endowment to fund the Chair.

Amounts made available for spending from the overall endowment will be used to support the academic program of the holder of the Chair.

Effective Date: July 1, 2016

Purpose: The Alice Munro Chair in Creativity will recognize and honour our Nobel laureate, inspire student writers and foster creative expression. Alice Munro is counted among the University's most extraordinary alumni. Her first connection to the Department of English came while she was an undergraduate pursuing an English major. In 1976, the University recognized Munro's literary achievements with an honorary degree, the only such honour she has ever accepted. In October 2013, Munro was awarded the Nobel Prize in Literature.

The income from the endowment fund will be used exclusively to support the Alice Munro Chair in Creativity. Such support may be directed towards salary and benefits of the incumbent, his/her research program, or some combination thereof as developed in consultation with the Chair of English and Writing Studies and approved by the Dean of the Faculty of Arts and Humanities.

The administration of the spending of resources will be the responsibility of the Dean of the Faculty of Arts and Humanities.

Criteria: Funds available through the establishment of this prestigious Academic Chair will enable the University to recruit a stellar creative writer, an exceptional teacher and scholar who will advance our tradition of excellence in developing the talents of students and future writers.

The Alice Munro Chair in Creativity will:

- Lead the creative culture of the Faculty of Arts and Humanities, serving as a mentor and a model;
- Focus on the production of creative work, alongside a study of creativity;
- Assume a leadership role between the University and the local creative community;
- Allow the University to enhance and expand the Writer-in-Residence program;
- Provide the University with access to a world of writing beyond Canada, allowing the University to attract international authors as speakers and to its writers-in residence program.

Appointments to the Chair will be conducted in accordance with the relevant policies and procedures of the University and will be for a three-year term, renewable.

Reporting: The University, through the Faculty of Arts and Humanities, will report to donors regarding the activities of the Chair once appointed and will also provide an annual financial report regarding the endowment.

No Reputational Risk

Biography

Alice Munro was born July 10, 1931. She is the recipient of many literary accolades, including the 2013 Nobel Prize in Literature for her work as "master of the contemporary short story," and the 2009 Man Booker International Prize for her lifetime body of work. She is also a three-time winner of Canada's Governor General's Award for fiction and was the recipient of the Writers' Trust of Canada's 1996 Marian Engel Award, as well as the 2004 Rogers Writers' Trust Fiction Prize for *Runaway.*

Munro is counted among Western University's most extraordinary alumni. Her first connection to Western's Department of English came while she was an undergraduate pursuing an English major. As a student, she published three short stories in Western's undergraduate English magazine, *Folio*, in 1950 and 1951.

Munro returned to Western in 1974-75, as Western's Writer-in-Residence. During this time, she crafted her collection, *Who Do You Think You Are?*, which won the Governor General's Award. In 1976, Western recognized Munro's literary achievements with an honorary degree, the only such honour she has ever accepted.

Ian McWhinney Chair in Family Medicine – Revisions to Terms of Reference

FOR APPROVAL

Recommended: That the terms for the Ian McWhinney Chair in Family Medicine be revised as outlined below.

Donor and Funding: The Department of Family Medicine, together with individuals who support Family Medicine and those who wished to honour Ian McWhinney have donated to support this Chair. The endowment fund now holds in excess of $5 million.

Since it was approved in 1985, policies at the University have changed and evolved and so the Department of Family Medicine wishes to update the terms to allow for the best use of the funds available in keeping with the original intent of the fund, "To further the academic and scientific base of the discipline of Family Medicine."

Effective Date: July 1, 2016

Purpose: This Chair was established to honour Dr. Ian McWhinney, founder of Western's Department of Family Medicine and family medicine in Canada. A world-renowned medical educator, Dr. McWhinney's approach to health care is now the basic model used in the training of family physicians.

The income from the endowment fund will be used to support the academic program of the holder of the Chair. Funds available may be directed towards salary and benefits or direct research support, or some mixture thereof. Funds may also support a lecture series or student research projects in Family Medicine. The Chair must hold a primary appointment within the Department of Family Medicine.

The administration of the spending of resources will be the responsibility of the Dean of the Schulich School of Medicine & Dentistry in collaboration with Chair of the Department of Family Medicine.

Criteria: The holder of the Chair will be a family physician. The major part of the Chair's time will be devoted to research in the field of Family Medicine and related scholarly activities. The Chair will hold a primary appointment within the Department of Family Medicine, and be committed to academic activity and program development within family medicine research.

Appointments to the Ian McWhinney Chair in Family Medicine will be conducted in accordance with University policies and procedures on Academic appointments and will be for a five-year term, normally renewable once upon the recommendation of a review panel, and at the discretion of the Dean.

Renewal of appointments to the Ian McWhinney Chair in Family Medicine will be conducted in accordance with University policies and procedures and guidelines established by the Schulich School of Medicine & Dentistry for reviewing endowed chairs.

Reporting: The University will provide a copy of the financial report for the endowment to the Department of Family Medicine.

Background: The Chair has been primarily funded by the Department of Family Medicine and has been named in tribute to Dr. Ian McWhinney since its establishment in 1985.

Western

TO: Faculty Relations

FROM: Equity & Human Rights Services

DATE: May 18, 2016

SUBJECT: *Reports on Promotion and/or Tenure – 2015-2016*

Attached you will find reports summarizing the information requested on the designated group status of those individuals considered for Promotion and/or Tenure under the Collective Agreements for 2015/2016.

As in previous years, the data is provided with the following notes:

- The information related to the designated groups – with the exception of gender – was provided by Equity & Human Rights Services (EHRS).
- The information provided by EHRS is in aggregate form only and was drawn from the employment equity database.
- All information in the database is obtained through self-identification surveys sent to employees; therefore, information is only available for those individuals who have completed surveys.
- Where the information is unknown, it is considered to be a "no" response (i.e. not a member of designated group).
- For reasons of confidentiality, the information provided by EHRS is suppressed in cases where there are fewer than 5 individuals in the group considered for Promotion and/or Tenure and/or where deemed necessary by EHRS.

2015-16 REPORT ON PROMOTION AND/OR TENURE CASES CONSIDERED UNDER THE FACULTY COLLECTIVE AGREEMENT

(as required under Clause 21 in the Article *Promotion and Tenure*)

Total cases considered for Promotion and/or Tenure

Male	36						
Female	17						
Aboriginal	2						
Visible Minority	9						
Person with Disability	0						

Probationary Assistant Professors considered for Promotion and Tenure

	Process initiated by Dean in the last year - Clause 15.1	Process initiated by Dean in any year before the last year - Clause 15.3	Process initiated by Member by March 1 of 3rd year for consideration in the 4th year - Clause 15.4	Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3
Male	6		1	7	0	7	0
Female	9		0	7	2	7	2
Aboriginal	2		s	2	0	2	0
Visible Minority	3		s	1	2	1	2
Person with Disability	0		s	0	0	0	0

Probationary Associate Professor considered for Promotion or Granting of Tenure

	Process initiated by the Dean in the last year of the appointment - Clause 15.2	Process initiated by Dean in any year before the last year - Clause 15.3		Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3
Male	1	1		2	0	2	0
Female	0	3		3	0	3	0
Aboriginal	s	s		s	s	s	s
Visible Minority	s	s		s	s	s	s
Person with Disability	s	s		s	s	s	s

Tenured Associate Professors considered for Promotion

	Process initiated by Dean - Clause 15.5	Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 15.6		Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3
Male	21	6		25	2	25	2
Female	4	1		5	0	5	0
Aboriginal	0	0		0	0	0	0
Visible Minority	3	3		6	0	6	0
Person with Disability	0	0		0	0	0	0

Limited-Term Assistant and Associate Professors Considered for Promotion

	Process initiated by Dean - Clause 15.5.1	Process initiated by Member - Clause 15.4.2	Process initiated by Member - Clause 15.6.1	Positive Committee recommendation - Clause 17	Negative Committee recommendation - Clause 17	Positive Provost decision - Clause 18	Negative Provost decision - Clause 18.3
Male							
Female							
Aboriginal							
Visible Minority							
Person with Disability							

Total cases considered for Promotion and/or Tenure 53

2008-2016 REPORT ON PROMOTION AND CONTINUING APPOINTMENT CASES CONSIDERED UNDER THE LIBRARIANS AND ARCHIVISTS COLLECTIVE AGREEMENT

(as required under Clause 21 in the Article *Promotion and Continuing Appointment*)

Total cases considered Promotion or Continuing Appointment							
Male	5						
Female	13						
Aboriginal	0						
Visible Minority	0						
Person with Disability	1						

Probationary Appointees considered for Promotion							
	Process initiated by University Librarian or Dean in final six months of probationary period - Clause 8.1	Process initiated by the University Librarian or Dean - Clause 8.2	Process initiated by Member - Clause 8.3	Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 19	Positive Provost recommendation - Clause 23.3	Negative Provost recommendation - Clause 23.3
Male	0	2	0	2	0	2	0
Female	3	0	1	4	0	4	0
Aboriginal	s	s	s	s	s	s	s
Visible Minority	s	s	s	s	s	s	s
Person with Disability	s	s	s	s	s	s	s

Probationary Appointees considered for Continuing Appointment							
	Process initiated by University Librarian or Dean in final six months of probationary period - Clause 7.1 **combined with** Process initiated by Member - Clause 7.3	Process initiated by University Librarian or Dean at any time prior to final six months of probationary period - Clause 7.2		Positive Committee recommendation - Clause 18	Negative Committee recommendation - Clause 19	Positive Provost recommendation - Clause 23.3	Negative Provost recommendation - Clause 23.3
Male	3	0		3	0	3	0
Female	7	2		9	0	9	0
Aboriginal	0	s		0	0	0	0
Visible Minority	0	s		0	0	0	0
Person with Disability	1	s		1	0	1	0

Total cases considered for Promotion and Continuing Appointment							18

The information related to the designated groups - with the exception of gender - was provided by Equity & Human Rights Services. This information was provided, in aggregate form only, from the Employment Equity Database. All information in this database is obtained through the self-identification surveys sent to employees. Information about membership in a designated group is only available for individuals who completed and returned the surveys. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality data is suppressed (s) in cases where there were fewer than 5 individuals considered in a group. In such cases, the total numbers under the recommendation headings are tallied as though the suppressed number is a zero.

REPORT OF THE UNIVERSITY RESEARCH BOARD
(URB)

Revisions to MAPP 7.12 Policy for the Use of Animals in Research, Testing and Teaching

Final Report of the URB Task Force Steering Committee Support for SSAH Research at Western

2015 Annual UCAC Report to Senate

FOR APPROVAL

1.   **Revisions to MAPP 7.12 Policy for the Use of Animals in Research, Testing and Teaching**

      Recommended: That changes to the Policy for the Use of Animals in Research, Testing and
                              Teaching (MAPP 7.12) be approved as set out in **Appendix 1**.

      Background

      Deans, Vice-Deans, Associate-Deans and Chairs/Directors were added to the list of institutional leaders
      with shared accountability for supporting the Vice President (Research) in fulfilling his responsibility for
      Western's animal care and use programs.   This is in keeping with the recommendations of the Canadian
      Council on Animal Care (CCAC).

FOR INFORMATION

2.   **Final Report of the URB Task Force Steering Committee Support for SSAH Research at Western**

      See **Appendix 2**.

3.   **2015 Annual UCAC Report to Senate**

      See **Appendix 3**.

Western
UNIVERSITY·CANADA

Manual of Administrative Policies and Procedures

POLICY 7.12 – Policy for the Use of Animals in Research, Testing and Teaching

Policy Category:	Research
Subject:	Use of Animals in Research, Testing, Teaching and Display
Approving Authority:	Board of Governors
Responsible Officer:	Vice-President (Research)
Responsible Office:	Office of the Vice-President (Research)
Related Procedures:	Procedures for the Use of Animals in Research, Testing & Teaching
Related University Policies:	MAPP 7.0 – Academic Integrity in Research Activities
	MAPP 7.10 – Standardized Training in Animal Care and Use
	MAPP 7.15 – Post Approval Monitoring Program
Effective Date:	June 23, 2016 ~~November 26, 2015~~
Revised:	September 26, 2006, November 26, 2009, November 22, 2012, November 26, 2015

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I. PURPOSE & SCOPE

This policy and its associated procedures apply to all instances of research, testing, teaching and display involving animals at Western, its affiliated hospitals, affiliated university colleges and research institutes, to field research that involves more than simple observation (e.g. trapping, artificial provisioning), and to Principal Investigators (PIs) using animals owned by the public, and to all PIs and/or instructors and their staffs.

The policy outlines the responsibilities and accountabilities of university officers and the various committees and subcommittees established in accordance with the regulations of the Canadian Council on Animal Care (CCAC) and the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA).

Failure to comply with this policy and its associated procedures may prevent approval of *Animal Use Protocols* (AUPs), and may result in the withdrawal of AUP approval by ACC. As warranted by the severity of circumstances, this may also include revoking University approval for animal-based research, testing, teaching and displaying, and notification of this decision to Department Chairs, Institute Heads, and appropriate granting and licensing agencies.

II.   POLICY

1.   The University Council on Animal Care (UCAC), chaired by the Vice-President (Research), is responsible to Senate for all aspects of procurement, maintenance, use and ethical treatment of animals in research, testing, teaching and display as defined by the Canadian Council on Animal Care (CCAC), hereafter referred to as "animals." UCAC must ensure adequate institutional oversight according to the outlined procedures in this document, and as outlined within its *Terms of Reference*.

2.   The Vice-President (Research) is the senior administrative officer of the University responsible for the care and use of animals at the University and its affiliated institutions - London Health Sciences Centre/Lawson Health Research Institute, St. Joseph's Hospital, Robarts Research Institute, Siebens-Drake Medical Research Institute, Huron University College, Kings University College, Brescia University College, Child and Parent Resource Institute, as outlined within the *Senior Administrator's Terms of Reference* (see **Appendix 1**).

3.   The institution's Animal Care Committee (ACC) of UCAC, under the leadership of its Chair and Vice Chairs, is responsible to UCAC for ensuring that the care and use of animals associated with the University's animal-based research, testing, teaching and display activities are in compliance with all Federal, Provincial, and University policy statutory requirements, regulations and guidelines, as outlined within its *Terms of Reference*.

4.   The Department of Animal Care and Veterinary Services (ACVS), under the leadership of its Director and directly accountable to the Vice-President (Research), serves the University and its affiliated institutions, its associated committees, and the research community, by ensuring animal care and use meets all Federal, Provincial, and University policy statutory requirements, regulations, and guidelines, and by facilitating the research of scientists using CCAC-defined animal models.

5.   ACVS, Institutional Compliance Officers, Animal Care Facility Supervisors, Principal Investigators, and their respective staffs share responsibility for the ongoing assessment and maintenance of ethically appropriate animal care and welfare.

6.   Any Principal Investigator or instructor intending to use animals for research, testing, teaching or display in association with the University or its affiliates must be a University faculty member, an ACVS-veterinarian, or a LHSC-Lawson appointed scientist, unless otherwise approved by the ACC.

Appendix 1

Institutional Senior Administrator Responsible for Western's Animal Care and Use Program
Terms of Reference

Purpose

The Canadian Council on Animal Care's (CCAC) *policy statement for senior administrators responsible for animal care and use programs* (2008),[1] requires that an institution have a single senior administrator ultimately responsible for ensuring appropriate animal care and use in partnership with institutional members and with the CCAC. While the institution ultimately bears responsibility for its animal care and use program **through institutional leaders**, the senior administrator is the individual responsible to coordinate efforts, ensure that all organizational responsibilities are met, and ensure the Institution provides adequate resources to fulfill its commitments.

As a signatory to the Tri-Agencies' Agreement on the Administration of Agency Grants and Awards by Research Institutions", Western has committed to this obligation.

The senior administrator ultimately responsible for the Western Research Community's animal care and use program is Western's Vice President (Research). **Other institutional leaders with shared accountability for supporting the Vice President (Research) in fulfilling these responsibilities include Deans, Vice-Deans, Associate Deans, and Chairs/Directors.**

Responsibilities

Western's senior administrator is responsible to ensure that:
a)   A CCAC Certificate of GAP – Good Animal Practice – is in place for all areas associated with animal-based science under the authority of Western's Animal Care Committee (ACC),

b)   At minimum one Animal Care Committee (ACC) is appropriately composed, structured and well-functioning in accordance with CCAC's policy statement on terms of reference for animal care committees; that this committee is provided with sufficient human resources to function appropriately and effectively,

c)   Appropriate animal care and use operations are in place to meet the institution's scientific goals of research, teaching and testing; appropriate and sufficient animal facilities are in place to accommodate the species and types of work to be undertaken,

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[1]   Canadian Council on Animal Care (2008) Retrieved from
http://www.ccac.ca/Documents/Standards/Policies/Senior_administrators.pdf

d) Sufficient, well-structured and knowledgeable veterinary and animal care staffs are in place to provide effective support to animal-based researchers within Western's Research Community; adequate resources are provided to these roles to support their continuing education and training specific to their fields,

e) Animal care and use is conducted appropriately, according to institutional and CCAC policies and guidelines and the Animals for Research Act (Ontario Ministry of Agriculture and Rural Affairs-Ontario),

f) Animal users are well-informed with regard to all aspects of Western's animal care and use program; animal users understand that animal use is a privilege granted conditionally upon adherence to all regulatory and institutional standards of animal care and use,

g) A sound structure is in place to support solid pre- and post-approval monitoring programs that eliminates unnecessary barriers to animal-based research, that fosters effective communications between animal users, the ACC and veterinary and animal care staffs and that results in prompt resolution of concerns; in the event of serious differences of opinion that cannot be readily resolved between researchers and the ACC, the senior administrator will provide direct support to the ACC in order to seek prompt resolution that aligns with regulatory and institutional standards,

h) Institutional measures are in place to protect those who may be exposed to animals from related hazards, including an occupational health and safety and a crisis management program,

i) Western's Research Community appropriately prepares for and contributes to every CCAC assessment visit; key roles associated with the animal care and use program, including the senior administrator, are made available to respond to questions; the senior administrator acts as the main institutional contact with CCAC by receiving and sending all formal CCAC communications; comprehensive responses from the senior administrator are provided in a timely manner to address CCAC recommendations about institutional program deficiencies.

URB Task Force Steering Committee
Support for Research in Social Sciences, Arts, and Humanities at Western

Final Report
May 16, 2016

Contents:

1. Background

The priorities of the Western University Strategic Plan are built upon a "shared ambition to seek always the betterment of the human condition" (*Achieving Excellence*, 2014, p. 4). This choice of words is both apt and profound. Indeed, the human condition is both acted upon and improved by "academic freedom," "autonomy," "accountability," "diversity," "integrity," "openness," and "social responsibility" (*Achieving Excellence*, 2014, pp. 19-20). For Western, this means "creating a culture that places a higher value on scholarship and innovation, one that strives more intently to increase the impact and productivity of our research and scholarly activities across and between the disciplines" (*Achieving Excellence*, 2014, p. 7). For this kind of culture to thrive there must be appropriate infrastructure and support. The Strategic Plan specifically recognizes this need in the commitment to

> "….focus more attention and resources promoting and rewarding (1) excellence in scholarship and innovation; (2) knowledge creation; and (3) the translation and mobilization of that knowledge into languages and applications useful in the public realm." (*Achieving Excellence*, 2014, p. 7)

The social sciences, arts, and humanities are central to Western's vision and mission. Indeed, world-class researchers in these disciplines are found across the University in eight of Western's Faculties. However, changes in both the internal and external contexts make it timely to examine how social science, arts, and humanities research is valued and supported at this institution. Thus, while the mission and vision of Western's Strategic Plan is the foundation upon which this report is built, the

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goal of this report is to reclaim the idea of creating a culture of scholarship and integrity in order to move from concept to action.

1.2 The value of social sciences, arts, and humanities research

There have been many eloquent statements about the value of the research of social scientists, artists and humanists. A recent example, the 2014 *Leiden Statement* on *The Role of The Social Sciences and Humanities in the Global Research Landscape*, was signed by the U15 Group of Canadian Research Universities (of which Western is a member) and six other international research university networks. The Leiden Statement declares that:

> "The social sciences [arts] and humanities are indispensable to understanding and addressing contemporary global challenges and to grasping emerging opportunities. *Every challenge the world faces has a human dimension, and no solution can be achieved without enlisting the support and efforts of individuals, communities and societies*. [These disciplines] cultivate knowledge about human expression, behaviour, and social life that is essential to understanding the human context of these challenges and crafting viable solutions to them. Because of the centrality of these disciplines to these issues, as well as their intrinsic value, it is *essential within the global research landscape to promote, nurture, and cultivate social science [artistic] and humanistic research*." (emphasis added) (http://media.leidenuniv.nl/legacy/leiden-statement.pdf, p. 1)

Others have noted that,
> "research [in these disciplines] teaches us about the world beyond the classroom, and beyond a job. Humanities scholars [for example] explore ethical issues, and discover how the past informs the present and the future. Researchers delve into the discourses that construct gender, race, and class. We learn to decode the images that surround us; to understand and use the language necessary to navigate a complex and rapidly shifting world" (Gretchen Busl, http://www.theguardian.com/higher-education-network/2015/oct/19/humanities-research-is-groundbreaking-life-changing-and-ignored).

Furthermore, an examination of the top five universities ranked in the Leiden Ranking 2015 (http://www.leidenranking.com/ranking/2015) indicates that a strong social science, arts, and humanities sector is critical to the strong showing of those research-intensive institutions. Four of the five universities (MIT, Harvard, Stanford, Princeton) were also ranked in the top five in the areas of social sciences and humanities. MIT and Princeton had their highest ranks in this area, as does Western.

1.3 Task Force Steering Committee Directives

The Task Force Steering Committee was formed by the University Research Board at the request of the Vice-President (Research) in September 2015. The mission of the Committee was to examine the environment of social sciences, arts, and humanities research at Western – both internal and external to the institution – and ultimately recommend strategies to better support success, growth, and leadership in research in these disciplines.

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The Committee identified, and the URB approved, three main areas of focus. In consultation with the URB and the Associate Deans Research (ADRs), three working groups were constituted, one for each of the main objectives. Members of the Steering Committee acted as coordinators for the working groups, which included representation from all eight faculties linked to the social sciences, arts, and humanities. The main areas of focus for the respective working groups revolved around three broad questions:

1. How do external entities, including funding agencies and professional organizations, define leading edge scholarly activity in social sciences, arts, and humanities disciplines?
   a. What are their priorities now?
   b. Where are they going in the next five years?

   Working Group 1 members consulted directly with the major funding agencies in Ottawa and professional organizations to fully understand the external context. This was followed by an examination of how Western might best position its researchers to take advantage of existing and emerging opportunities.

2. What are the strengths, weaknesses, opportunities for and threats to social sciences, arts, and humanities research at Western?
   a. How do units at Western define leading edge scholarly activity?
   b. How is research in the social sciences, arts, and humanities valued and measured at Western?
   c. How is research in the social sciences, arts, and humanities valued and measured outside of Western?
   d. In what ways are these values and measurements aligned with the external context?

   Working Group 2 engaged in direct consultation with social science, arts and humanities scholars in faculties across campus in order to understand perceptions of the research environment at Western. Personal consultations (interviews, focus groups) with 152 researchers were complemented by an online survey completed by 347 colleagues. This represents a participation rate of 60% or more (the figure is approximate as it is difficult to determine the exact number of social science, arts, and humanities researchers on campus due to overlapping areas of interest in the Faculties). The findings of Working Group 2 are represented in each of the sections of this report.

   In addition, a senior graduate student working group was assembled and conducted a focus group discussion that paralleled the personal consultations with faculty members. Their reports have been communicated directly to SGPS and are included here as part of the Working Group 2 material.

3. How is research in the social sciences, arts, and humanities supported at Western and how can this be improved?
   a. Specifically, how can (i) administrative practices and processes, (ii) funding, and (iii) recognition be improved?
   b. How can Western better communicate the results of leading edge scholarly activities in social sciences, arts, and humanities disciplines?

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    c.   How can Western advocate for social sciences, arts, and humanities research more effectively?

        Working Group 3 focused on understanding the process and pattern of research communication at Western, across campus and within faculties. This included a review of administrative practices and processes in Research Development Services and the Department of Communications and Public Affairs. Staff in individual Faculties with responsibility for promotion and celebration of research were consulted, as were individuals at other universities, to understand best practices here and elsewhere and how other universities deployed internal funding resources. Working Group 3 was also interested to understand how researchers promote and communicate their own work and how they can be encouraged and supported to do that more effectively.

This report is a summary of the input from all the Working Groups, and as such cannot present the full richness of detail that our Committee received. The summary reports from the Working Groups are attached to this document as appendices and we strongly encourage a careful reading of those documents. We have deliberately chosen to strike a constructive tone in this report, but we acknowledge that there are deep currents of discord within the social sciences, arts, and humanities community at Western, and the reader is directed to the consultation report in Appendix 2 to get a better sense of the mood of the community.

2. Social Science, Arts, and Humanities Research at Western – The Western Context

The *Leiden Statement* and recent "defense of" writings regarding the value of research in the social sciences, arts, and humanities are indicative of the broad perception that these areas are in crisis, even in research-intensive institutions. Our consultations with scholars across campus clearly demonstrate that this perception is felt at the local level within Western as well.

Our findings suggest a considerable sense of malaise and discontent among the majority of those consulted. The critical concerns are around the valuing of research within Western, the lack of suitable internal funding mechanisms, and limited research infrastructure support. These issues are addressed here and in subsequent sections.

The consultations revealed an impressive array of social sciences, arts, and humanities research at Western, the vibrancy of which is overlooked by a model of research that is founded on assumptions about practices and success that are not necessarily aligned with the needs, traditions and goals of many of these disciplines. Such a model is, therefore, unable to recognize, support or communicate the value and impact of social sciences, arts, and humanities research at Western. The pervasive feeling is that the university tends to support and celebrate the accomplishments and contributions of researchers according to a hierarchical system of values that recognizes and celebrates high-budget research that is tied to technological "innovation" and industry interests, and particular kinds of research output (e.g., numerous and often multiple-authored publications).

The great diversity in social sciences, arts, and humanities research at Western reflects both the strength and authority of the University. A research-intensive university such as Western must make

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the most of this diversity by leveraging resources, and ensuring the optimization of researchers' time and focus. Within the broad scope of research in these disciplines, there are some social sciences, arts, and humanities researchers who find Western's research climate to be supportive and who have been successful in securing internal and external funding. Even those who are successful within the prevailing model, however, note that the value ascribed to their work by the University pales in comparison to that given to big budget projects. Other social sciences, arts, and humanities researchers work within scholarly traditions that embrace different models of research and success. Some do not require large amounts of funding, such as is seen with Tri-Council monies, yet experience great difficulty finding sources for the smaller amounts of funding they do need. There are other people who do not require funding in order to undertake their research but do require other sorts of support. They are looking for, but not often finding, is institutional recognition that research 'value' is not synonymous with research funding.

If Western is truly to realize its aspirations to become a world-class, research-intensive institution, it is critical that it acknowledge, value, and support all types of researchers and their respective needs. Researchers within social sciences, arts, and humanities disciplines typically work alone or in small collaborative groups, requiring time to but little to no funding to do their research. Researchers who work within this model report feeling pressure to satisfy metrics-based evaluative processes, which are inappropriate to fully capture the value and impact of their academic work. Furthermore, for social scientists, artists, and humanists who do not require large budgets, application for external grants (such as Tri-Council) is not an efficient use of time, since the 'return on investment' for these applications is very low (given the combination of low competition success rates and a low budget request – see Appendix 3), time and effort could be spent more effectively conducting research rather than seeking funds to do the same. In addition, the increased Tri-Council emphasis on team-based grants makes it more difficult for the solitary scholar to be successful. It is in the University's best interests to work creatively to find other ways to support this work.

Within the social sciences, arts, and humanities there is a strong tradition of research practice where researchers work alone to produce sole-authored publications, often in the form of books. This mode of research typically requires time-intensive analytic, writing, and publication processes that are often, though not exclusively, driven by a sole author. Social sciences, arts, and humanities researchers working explicitly from critical, social justice perspectives— indeed those who are seeking "always…the betterment of the human condition" (*Achieving Excellence*, 2014, p. 4), and who work collaboratively with community, regional, national and/or international partners to effect long term social change through incremental impacts, are particularly disadvantaged within this hierarchical model.

Mid-career researchers are often disenfranchised as they find their programs of research difficult to sustain given current internal funding conditions. For these researchers, ineligibility for internal research programs coupled with the absence of sufficient and appropriate institutional supports stifles research productivity and research and threatens the optimal use of Western's human capital and resources that are vital to making it a world-class, research-intensive institution.

The Faculties at Western that house the social sciences, arts, and humanities researchers are not only diverse in terms of the research they undertake, but also in terms of the resources that they can mobilize to support research at the Faculty level. In size alone, these eight Faculties range from the

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University's largest to smallest Faculties. While the larger among these Faculties are able to mobilize some research support, smaller faculties (with associated smaller budgets) are much less able to do so. Music, Law and FIMS, for example, only recently joined forces to hire a joint research officer, while some Faculties on campus have at least one if not several such staff members. Effective support of all faculty members' research requires a combination of resources available at the local and central levels, with specific recognition of the relatively limited resources available in smaller faculties.

The University's recent decision to contribute $5M from the 2016-17 budget to an endowed fund to support social science, arts, and humanities research is clearly a step in the right direction and one which must be recognized and applauded.

3. Value and Recognition of Social Science, Arts, and Humanities Research

Central to any discussion of research advocacy and communications is the notion of value. The very act of advocating and communicating presupposes that there is value to what is being communicated. But how and in what ways does Western value research, particularly in the social sciences, arts, and humanities? What standards are used in that valuation? How does valuation take account of the diversity of work going on at the University? Does the rhetoric of valuation match the practice?

The value of research is expressed at a variety of levels within the University. At one level, the value of research is indicated by how the institution chooses to deploy tangible internal resources such as funding and infrastructure. At another level, the value of research is indicated by what and how the University chooses to communicate to internal and external audiences. Finally, the value of research is assessed and expressed at the Faculty and Department levels related to promotion and tenure (P&T), communications, and Annual Performance Evaluation (APE).

Achieving Excellence on the World Stage recognizes the diversity of research at this institution:

> "… research outcomes and their dissemination … mean different things to different people—
> from citations in the most prestigious disciplinary journals, to monographs and books
> published by leading presses; from keynote speaking engagements at national and
> international conference plenary sessions, to musical performances on the world's
> international stages; from scholarship that shapes public policy, to business cases that inform
> entrepreneurial decision-making; or from curiosity-driven enquiry, to scientific and
> technological innovations that can be commercialized for application in health care and by
> private industry." (*Achieving Excellence*, 2014, p. 8)

The value of research is often discussed in terms of *impact*. How to measure that impact is a wide-ranging and ongoing discussion that we cannot completely capture here. Interestingly, the potential impact of the diversity of research outcomes and their dissemination through a wide range of mechanisms is generally not acknowledged within the University and its faculties and departments. This is in spite of the fact that the Federation of Humanities and Social Sciences has published a working paper entitled *Humanities, Social Sciences and Arts Research: A framework for identifying impact and indicators* (http://www.ideas-idees.ca/sites/default/files/2014-05-05-impact-project-

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update-en.pdf) identifying five categories that can be used to characterize the impact of this research: (1) impact on scholarship, (2) impact on capacity (through teaching and mentoring), (3) impact on the economy, (4) impact on society and culture, and (5) impact on practice and policy. Each of these several subcategories goes far beyond the simplistic assessment of impact by means of the size of grants, citation counts and journal impact factors. Our consultations clearly indicate that social science, arts, and humanities researchers at Western feel that the University does not recognize these other areas where their research has impact. There is substantial concern among some scholars that simplistic metrics/indicators such as citation counts could become externally-mandated standards for faculty assessments (such as Annual Performance Evaluation, and Promotion and Tenure adjudications). While some schools and departments may find metrics to be appropriate for evaluative purposes, researchers remain adamant that the evaluative use of metrics *must not* be imposed on all units as *the* method of assessing faculty or individual researcher performance. The SSHRC ADRs submitted a document to the AVPR in February of 2016 that outlines the complexity of this issue within the social science, arts, and humanities disciplines. That document offers a summary of the kinds of metrics and other assistance that would help researchers from diverse disciplinary backgrounds to document research impact and excellence. It is attached as part of Appendix 2.

The value and impact of research are also considered at the Faculty and departmental level through the P&T and APE processes. While these processes are supposed to be based on disciplinary norms, they do not recognize many of the aspects of the research of social scientists, artists and humanists. This includes the longer timeline for community-engaged research (given the need to first develop strong community relationships), and many aspects of knowledge mobilization such as reports generated for research partners that do not appear in peer-reviewed journals, and public engagement (e.g. media, public lectures etc.). If Western is to support its researchers in their efforts to align themselves with Western's strategic priorities as well as those of the Tri-Councils, it must find a way to recognize these additional activities (see Appendices 1 and 2).

An examination of advocacy strategies being deployed by the Tri-Councils clearly demonstrates that knowledge mobilization in all its forms is the key to having impact on the academy and society at large. In particular, the term "engaged research," with myriad modifiers (patient-engaged, community-engaged, public-engaged) is replacing the idea of "outreach," as it emphasizes the bi- (or multi) directional flow of information that increasingly characterizes engaged research, particularly that done in the social sciences, arts, and humanities. However, such engaged research faces a number of requirements, including the need for extensive lead time and consultation before research can even begin, negotiations with partner communities and other Universities that have their own research protocols that may or may not dovetail with those of Western, and outcomes that may not fit traditional academic models of impact. The training of graduate students in this area is also of particular importance. The outcomes of such engaged research surely bring Western closer to truth (*Veritas*). However, immediate usefulness (*Utilitas*) may not be as apparent nor may it fit neatly into the "typically defined… research groups" (Strategic Research Plan Summary, p. 1)

The communication of research results in venues beyond the usual scholarly publications and academic conferences serves many purposes beyond satisfying external granting agencies. It is a way to recognize success and offer public congratulations for a research achievement. It is a way to boost a researcher's profile (whether faculty members or graduate students), which in turn may bring new

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and different opportunities for research and engagement. It is a way for the institution to demonstrate the breadth and quality of its research work to prospective students, faculty members, and donors, to governments, and to the private sector. It is a way to build a campus community, with researchers in seemingly disparate disciplines being made aware of the research taking place throughout the eight Faculties. Effective communication of research successes is also a means of publicly acknowledging the support of the Tri-Councils and of reinforcing to them the value of the research they fund. In all of these ways, the communication process serves to validate the scholarship of each researcher.

Western uses a number of tools as part of its broader communication and public relations strategy. These activities are coordinated by the Office of Communications & Public Affairs (hereafter CPA), under Associate Vice-President Communications Helen Connell. This office includes Alumni & Development Communications, Media & Community Relations, Creative Services, and Editorial Services. Many faculties have their own communications officers/teams. Further details regarding the research communications environment are outlined in Appendix 3. Our consultations revealed a strong and consistent sense among social sciences, arts, and humanities researchers that their work is not adequately publicized by the University, and that the publicity spotlight shines much more frequently on research in the STEM areas. Indeed, more than 80% of Working Group 2's online survey respondents indicated that social sciences, arts, and humanities research deserves both better recognition by the University and better promotion to improve visibility outside of the University (see Appendix 2).

A tabulation of "mentions" of research activity across the various public communication platforms at Western over the past five to seven years show some broad trends (see Appendix 3). Our analysis reveals that a research achievement in the STEM disciplines is four to five times more likely to receive institutional publicity than an achievement in the social sciences, arts or humanities disciplines. We do not mean to suggest that this disparity is intentional, and it must be stressed that the relatively poor promotion of social sciences, arts, and humanities research is not for lack of trying by CPA. Over a period of years, CPA has developed several initiatives to engage with scholars in these disciplines and begin conversations that could lead to greater publicity, with very limited success. Our findings suggest that this pattern appears to be the result of several phenomena: (1) the challenge of the CPA gaining access to information about social science, arts, and humanities research, (2) considerable differences in the support for communications among the various faculties (it is typically better supported in the STEM faculties than in social sciences, arts, and humanities disciplines), and (3) a reluctance on the part of many social scientists, artists and humanists to engage with the communications team(s).

3.1 Recommendations

Western should:
- initiate broad discussion within the University about how research is valued and impact assessed at the level of the institution. The VPR's office initiated a discussion on this issue, and the SSHRC social science. arts, and humanities ADRs responded with a statement on indicators, but more discussion is needed, particularly in terms of how the University can be an advocate for its researchers
- engage in a new and critical discussion of contributions and impacts that are considered in promotion and tenure, Annual Performance Evaluation and graduate student assessment files.

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It is clear that the external context is shifting in terms of contributions that the Tri-Councils value, so Western should respond to support its researchers

- establish better mechanisms to connect the Communications & Public Affairs office with the Faculties and social science, arts, and humanities researchers

For this process to be effective, researchers themselves need to recognize the value of advocacy / knowledge mobilization / public engagement / dissemination to their own work, and become partners with communications professionals across campus in publicizing their research achievements.

4. Infrastructure to Support Research

In order to enhance research productivity and impact, it is critical that Western ensure social scientists, artists and humanists have the infrastructure support to develop research projects, prepare and submit research grants, conduct research, and initiate the "reciprocal and complementary flow and uptake of knowledge between researchers, knowledge brokers and knowledge users" (SSHRC, 2016 http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx#km-mc).

Based on the findings of the Working Groups (see all Appendices) our Committee identified four areas in which infrastructure should be strengthened to enhance social sciences, arts, and humanities research.

4.1 Support for the preparation of research proposals

Supports for faculty members applying for grant funding include: the identification of grant opportunities, application review, assistance with budgeting, identification of knowledge mobilization activities and development of knowledge mobilization plans. As discussed in Section 2 (above), some Faculties have the resources to provide some assistance to researchers in these areas, but access is not universal. Consultants in RDS are available to help with large grant applications, but their capacity to support more basic applications is very limited. Access to these and other relevant support services will enable researchers to prepare stronger grant applications and efficiencies would be gained if some supports were centralized, since this would promote coordination, avoid duplication and ensure access.

Researchers in the social sciences, arts, and humanities, in formulating their research programs from the outset would benefit from assistance in developing coordinated knowledge mobilization programs that include traditional modes of mobilization but also mechanisms such as research narratives, media releases, and community outreach. Research and Development Services, Western Libraries (e.g. Scholarship@Western), the Community Engaged Learning group and Communications Western would be key partners in this important initiative. In addition, knowledge mobilization plans will benefit from strong relationships with municipal, provincial and federal governments, policy makers, not-for-profit agencies, and other potential research users. Assistance with identifying, developing, and maintaining these relationships would help to strengthen both the awareness and the impact of social science, arts, and humanities research. In turn, this will enhance the competitiveness of our researchers in external grant applications by aligning them with the priorities of the external funding agencies.

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To assist with budget development and justification, Western should develop a University-wide framework for the identification and valuation of institutional in-kind contributions. Increasingly, these types of contributions are required for external grant applications, and researchers need support to identify and document the in-kind contributions offered by the University. Two additional administrative areas were identified as being problematic: ROLA and the new HR regulations around hiring research assistants. ROLA is widely perceived by faculty members to be arcane and user-unfriendly. The ADRs have noted that ROLA is not useful as a means of tracking research application activity in their faculties.

Once a grant is awarded, faculty members highlighted that the new HR regulations surrounding the hiring of research assistants have significantly increased the workload of administrative staff, resulted in a longer hiring process and greatly increased the administrative burden on researchers, particularly those with large and complex grants. These regulations act as a particular disincentive to researchers with smaller grants, for whom the cumbersome hiring process may not be commensurate with the resources they have to devote to research assistants.

Given the highly competitive nature of external funding, social science, arts, and humanities scholars would benefit from access to an internal peer-review system. The system should provide timely and constructive feedback to enhance the quality of submitted research grants.

4.2 Research ethics review and approval

It is widely acknowledged that research involving human participants must reflect high ethical standards, and we recognize the importance and value of faculty and staff contributions to the research ethics process at Western. Nonetheless, in our consultations, many faculty and students expressed frustration with the University's ethics approval process, citing, in particular, Research Ethics Board comments that go beyond the accepted purview of ethics review and significant delays in procuring ethics approval. In addition, researchers involved in multi-university projects experience difficulties and delays in coordinating ethics approval across institutions.

Our Committee recognizes that the REB is aware of these challenges and is taking steps to address them. Documents detailing the steps taken to improve efficiency in the Office of Research Ethics are included as materials in Appendix 3. We support their efforts and encourage the University to ensure that they are given adequate resources, both in terms of finances and training of personnel, to promote timely review of submissions. Finally, if the REB is to reflect the ideal of local peer-review for ethical acceptability, social scientists, artists and humanists must dedicate their time to serving as members of the Board.

4.3 Access to research tools

Many research tools, such as quantitative analysis software that is commonly used in the sciences and in some of the social sciences, arts, and humanities, are centrally supported and are therefore widely available to students and faculty members at Western. There is not, however, comparable access to tools that would be of use particularly to social science, arts, and humanities researchers, such as qualitative analysis software and online survey software. Some Faculties are able to provide

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to their researchers access to these resources, but others do not have the funds to make these tools available. Thus, coordinated centralized support for these resources would be of inestimable benefit to social science, arts, and humanities research on campus.

4.4 Fostering interdisciplinary and collaborative research

External funding agencies promote interdisciplinary projects that involve multiple researchers and students distributed across institutions, and participation in these large multisite grants is an important aspect of research practice. In our consultations, the Committee heard about the need for strong support for interdisciplinary and collaborative research. The development of fruitful collaborative relationships requires time and careful consultation; moreover, the outcomes of these collaborations will take diverse forms. Support for interdisciplinary and collaborative research projects must be structured in light of these facts.

Western's Strategic Plan clearly acknowledges the importance of interdisciplinary research:

> "Recognizing that solutions to many of the world's most significant and complex challenges are often found where disciplines intersect, we will promote and support collaboration while building capacity for interdisciplinary research and teaching." (p. 19)

This strategic focus is aligned with the Tri-Councils' increasing emphasis on interdisciplinarity. In keeping with this commitment, Western does provide some support for interdisciplinary research, particularly through the InterDisciplinary Initiative (IDI) program. However, there remain many barriers to conducting interdisciplinary research, and support for this kind of research should be broadened and enhanced. Barriers were reported by faculty members who have appointments in two or more units, particularly with regard to P&T and APE. Progress has been made in this area in the Collective Agreement, but apparently there is work yet to do. Supports could include both physical spaces on campus and events that promote conversations between disciplines and with partners outside of the University would be beneficial to the entire Western community. Creating venues and multiple ways in which the University can continue to encourage, facilitate, and support interdisciplinary research involving social scientist, artist, and humanist researchers and graduate students will strengthen the value of research across disciplines at the University level and beyond. Further, administrative support could be provided by people who are knowledgeable about community partnerships and international collaboration (such as the Community Engaged Learning group and Western International). Finally, the significant amount of time that goes into cultivating relationships in community based and interdisciplinary research—before grants can be applied for and research can be undertaken—should be recognized and valued (see Appendix 1 and 2).

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4.5 Recommendations

Western should:
- Centralize some elements of grant support activities, such as the identification of granting opportunities, grant preparation support, peer review, determination of the nature and strategies for in-kind support, knowledge mobilization strategies and community engaged research facilitation and support
- Streamline basic administrative requirements and undertake a broad based review to increase efficiencies and decrease the load on the researcher
- Continue to support the search for improvements and efficiencies in the ethics approval process, noting the improvements that have taken place in the last year
    - expand the negotiated agreements with other institutions to allow ethics review to be delegated to a single institution.
    - encourage faculty members to become involved in REB committees
- Centralize support for key research tools, such as Qualtrics and NVivo
- Provide more support for interdisciplinary research
    - encourage the continued support for the IDI program
    - work for improvements in cross-unit appointments
    - create spaces that promote collaboration and cross-unit communication

5. Funding and Other Resources for Research

Western is to be applauded for the amount of central resources it invests in its internal funding program. Western contributes approximately \$2M/year in its internal funding programs, while some universities (e.g., McGill) only use funds made available from the Tri-Councils through the SSHRC Institutional Grant and SSHRC/NSERC Grant Residual Funds. Some universities have endowments that support internally-funded research (e.g., University of Toronto's sizable Connaught Fund, and University of Alberta's and University of British Columbia's Killam Funds) (see Appendix 3).

The diversity of interests and needs of social science, arts, and humanities researchers means that a "one size fits all" approach to the provision of support is inappropriate. We work within an external funding environment that stresses interdisciplinary projects and collaborative teams and partnerships. However, many scholars at Western and elsewhere work alone and/or require only small amounts of money to do their research. These scholars find themselves in a difficult position, since their projects and research needs do not fit the external funding model, and internal funding models have not been designed to fill the gap. Many researchers in the social sciences, arts, and humanities maintain an impressive research output without large grants, since their research costs are low relative to those seen in other disciplines, and they do not typically support labs or large numbers of graduate students. It is in the University's best interests to deploy internal funding programs that support the range of social sciences, arts, and humanities research. This would include support intended to enhance success in external grant applications as well as support for high-quality research that does not require larger-scale external funding.

To better understand existing supports for research, our Committee examined the internal funding environment for social sciences, arts, and humanities research. Prior to 2013, Western had a menu of

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internal granting programs that included the Academic Development Fund (large and small), the SSHRC Internal Grants (research and travel), and the International Research Grant, among others. In 2013, the internal granting program was repackaged, with funds going to the social science, arts, and humanities faculties under the Faculty Research Development Fund (FRDF) and into the Tri-Council-specific Western Strategic Support for Success Funds (WSSS). This funding structure is still in place. With the FRDF, funds are deployed at the discretion of the Faculties, while the WSSS focuses exclusively on preparing researchers for the development of an application to the Tri-Councils.

Some perceived problems with this structure were uncovered by our Committee. The distribution of the FRDF funds was based on a formula (which has apparently not been recorded and cannot be reconstructed) that considered each Faculty's previous success in internal funding competitions and was thus heavily dependent on the size of the Faculty. Thus, some Faculties receive larger allocations, while others receive smaller allocations. With regard to the WSSS, the size of the grants (up to $25k), their exclusive focus on the development of Tri-Council proposals, and the restrictive eligibility criteria for applicants (one must have held a SSHRC grant within two years or have recently received a 4A rating on a SSHRC application) means that larger amounts of money are concentrated among a smaller group of researchers. There is a widespread belief that the current internal funding program fails to recognize the breadth and variety of social sciences, arts, and humanities research at Western, and that many researchers have been effectively shut out from internal support. This strategy may be consistent with the University's Strategic Plan, but it has had the consequence of eliminating support for many researchers, with a significant negative impact on faculty morale. In all, the changes have led to the perception of many researchers that they are unable to apply for internal support.

A focus of our Committee was to explore and identify concerns with the existing internal funding programs, but further consultation is required to determine specific means to address these issues. Thus, we recommend that the URB strike a subcommittee to oversee re-organization of the internal funding mechanisms. To aid the work of that subcommittee, we have identified a range of initiatives, based on our consultations at Western and a review of internal funding programs at other institutions that could enhance internal research support at Western. These are presented below in no particular order (see Appendices 2 and 3).

5.1 Existing Funding Programs

While emphasizing that a one-size-fits-all approach does not work across the social sciences, arts, and humanities disciplines, there are some merits to the current internal funding model. In particular, the distribution of research funds to the Faculties through the FRDF program, while imperfect, has allowed for effective, focused local investments determined by Faculty priorities. In addition, something like the Strategic Support for Success program makes sense in better preparing our faculty members to be competitive at the Tri-Councils. However, beside the perceptions of inequities that are described above, there is some question as to whether these funds are actually achieving their stated aim. An analysis of the total value of SSHRC funds held at Western from 2011 to 2015, and an anecdotal accounting of the success at SSHRC application of WSSS recipients is presented in Appendix 3, suggesting that the WSSS program could be improved. At the very least, eligibility should be extended to collaborators or co-applicants on Tri-Council grants, those holding external

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grants from agencies other than Tri-Council granting agencies, and those who have made recent Tri-Council applications where feedback indicates strategies that could feasibly lead to success on reapplication.

5.2 Possible New Forms of Internal Grants

An analysis of the internal funding programs at Western in light of our researchers' overall funding success at SSHRC revealed that the current strategic focus for Tri-Council success did not appear to be functioning as desired. Furthermore, a reflection back to the upward trajectory in funding from 2011 to 2013 suggests that a diversified, flexible and multilevel internal grants program actually permits more creativity and innovation and ultimately breeds more success than a program that assumes that one-size-fits-all. This is clearly the model followed by the leading international research-intensive universities (see Appendix 3).

To that end, a sequence of possible new forms of internal grants was developed from the input received as part of our consultation as well as the examination of internal granting programs at other universities (see Appendix 2 and 3).

Competitive Teaching Release

Lack of time was identified as a major barrier to research progress by many faculty members working in the social sciences, arts, and humanities. While this concern is no doubt also familiar to researchers from other disciplines, the form and demands of much social science, arts, and humanities research exacerbates the issue. Specifically, many of these researchers work alone, within a research model that is characterized by prolonged and intensive engagement with research materials, often involving work off-site. For these researchers, the most valuable research support – and the support that would offer the greatest impact in terms of enhanced research productivity – is relief from teaching in order to make meaningful gains in their work. Competitive internal grants that allow for teaching release would help to facilitate research momentum and productivity in social sciences, arts, and humanities.

Mid-career Research Awards

Mid-career researchers commonly observed that they are disadvantaged by the current internal funding mechanisms (e.g., seed, bridge, accelerator grants) that restrict eligibility to early career faculty or that tie eligibility to recent success in securing Tri-Council funding. Mid-career researchers who have not previously held Tri-Council funding and who wish to seek external support are constrained by restrictive eligibility requirements in their efforts to seek support for preparatory/pilot research, and are thus unlikely to be successful in preparing competitive grant proposals and in procuring external funding. They require internal support in order to develop competitive external funding applications. One proposal to support mid-career researchers in getting new projects off the ground is to offer a one-time "Kick Starter Grant" that would be available to researchers at a critical point in their careers, designed to help them build toward future external grant success.

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Small Grants Program

Western University should actively support research that can be carried out on small budgets. Many of the participants in our consultations mourned the loss of the SSHRC Internal Grants and the Academic Development Funds, which were identified as valuable support programs for this type of low-budget research. Smaller grants should be made available to researchers in social sciences, arts, and humanities in the forms of small competitive grants (e.g. $10,000 or less) and support for dissemination. The focus of these programs should be to support smaller budget research where there is no anticipation of external grant applications; instead, these projects should be considered on their own merit and with respect to the outcomes and impact they are anticipated to achieve.

Grants to support the preparation of large and complex proposals (e.g., Partnership Grants)

All three of the Tri-Council granting agencies stress multi-site and multi-investigator grants with an emphasis on interdisciplinary initiatives that include partnerships between academic institutions as well as community-academy partnerships. Researchers who work in these areas emphasize the significant time and effort involved in setting up these large-scale partnerships. Western should provide grants to support the preparation of these large-scale grants (e.g., SSHRC Partnership and Partnership Development Grants) in order to enhance success in these applications.

Research Grant In Lieu of Salary

As discussed in Appendix 3, our consultations revealed that many researchers frequently resort to self-funding their research or conference travel. A program (formerly known as the University Research Grant) does exist under which researchers can allot a portion of their salary as a research grant, allowing them to claim those expenses against their taxes. However, the language of the program is not clear, and a recent Canada Revenue Agency bulletin has been interpreted to mean that only sabbaticants can apply for this grant. There are some suggestions, however, that this interpretation is overly restrictive. If this is the case, the program is going unused by many of the researchers who could benefit from it.

5.3 Recommendations

Western should:
- re-examine its internal funding program to better understand whether current programs are achieving their goals, being cognizant of the variability in the kinds of support that researchers need. This could include:
  - revisiting the current FRDF and Strategic Support for Success Grants, doing an analysis of the effectiveness of these programs and the equity of the distribution of funds
  - broaden the existing internal funding program, considering new possibilities such as:
    - competitive teaching release grants
    - mid-career kick starter grants
    - small research grants
    - grants to support the preparation of large and complex proposals

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- reviewing the URG and how it is being utilized as a means of making it more "user friendly" for faculty members who must, or choose, to self-fund. This may involve seeking a ruling from the CRA on the issue of whether non-sabbaticants can apply.

We feel that a diverse internal funding program will achieve two ends. The first is to support basic ongoing research and associated research outcomes in the social sciences, arts, and humanities. The second will be to better position our researchers to achieve success in their efforts to obtain external funds. Both these ends will be of benefit to the researchers themselves and to the University as a whole.

6. Conclusions

The strength in this report lies in the voices that are represented. Over that past year, we have spoken with multiple stakeholders. Conversations with representatives at the different Tri-Councils provided a frame of reference, as did dialogue with Western administrative staff, managers, and Deans. But above all it was the discussions and conversations with our colleagues and students in the social sciences, arts, and humanities faculties that were most formative to this report. At the heart of being valued is the simple act of being heard. This is not to deny the very real concerns and perceptions the researchers expressed: these are tangible and require immediate attention and action. It is to realize, however, that through conversations and discussions a deeply profound value can be co-created. One thing we have come to know is that there is a deep sense of care and pride for Western. Care should be the foundation for any ethical engagement and the processes of education and research is always that: ethical.

We trust the reader will find a detailed but also actionable set of recommendations within this report that would be of benefit not just to the social sciences, arts, and humanities, but to the entire Western community. This past year has revealed deep currents of frustration and disillusionment, but out of grievance a pathway forward is thus laid.

Respectfully submitted,

The URB Task Force Steering Committee – Support for Research in Social Sciences, Arts, and Humanities at Western

Andrew Nelson (Chair)   Social Science (Anthropology)
Cathy Benedict   Director of Research, Don Wright Faculty of Music
Jacquie Burkell   ADR, FIMS
Alison Doherty   Health Sciences (Kinesiology)
Jonathan Vance   Social Science (History)
Charles Weijer   Arts & Humanities (Philosophy)

Appendix 1
URB Social Sciences, Arts, and Humanities Task Force
Working Group 1 Summary Report and Attachments

Contents:

1. The External Context - Interim Report Updates

2. New Analysis
    a. Engagement/Knowledge Mobilization/Communications/Advocacy

Attachment - URB SSAH Task Force, Working Group 1 Draft Report; The Ways in Which
External Funding Agencies Are Pursuing Communication and Advocacy Strategies –
Prepared by: Cathy Benedict (Faculty of Music) and Joshua Lambier (Faculty of Arts)

Working group's initial remit:

How do external entities, including funding agencies and professional organizations, define
leading edge scholarly activity in social sciences, arts, and humanities disciplines?
   a. What are their priorities now?
   b. Where are they going in the next five years?

1 The External Context - Interim Report Updates

Federal Budget - The most important development since the interim report was presented to the
URB was the Federal Budget, released on March 22, 2016
(http://www.budget.gc.ca/2016/docs/plan/toc-tdm-en.html). It included $95M in new funds for
the Tri-Councils: $30M each to CIHR and NSERC, $16M to SSHRC and $19 million for the
Research Support Fund (to support the indirect costs) (some additional funds were promised in
the last budget so the reporting of numbers in different sources is quite variable). Of particular
importance is that these funds were not targeted, leaving it up to the individual councils to decide
how to spend the funds. The budget supported a variety of other programs targeting student
support and STEM research, including Genome Canada, industry partnerships, the Perimeter
Institute, etc. In addition, the budget included $2 billion over three years, starting in 2016–17,
for a new Post-Secondary Institutions Strategic Investment Fund, for 50% of eligible funds for
research infrastructure (see http://www.ic.gc.ca/eic/site/051.nsf/eng/home). Finally, the budget
included new funds for the Mitacs Globalink program, which some SSAH researchers can
access. With the reintroduction of the long form census and other measures, it is clear that this
government has a very different approach to research both in the sciences and SSAH disciplines
than pertained under the Conservatives.

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SSHRC – The main update for SSHRC is how it instructed committees to handle budgets in the most recent round of Insight Grants. The committees were instructed to be more stringent in terms of their scrutiny of budgets, which is quite different from the last several years when budgets were generally not touched. This has led to an increase in success rate (from 24% last year to 31% this year. SSHRC also moved away from the old 4A system to giving individual grants sextile rankings. It will be interesting to see how universities respond to this in terms of the 4A reapplication programs that almost every institution (including Western) has had.

SSHRC has also made a firm commitment to support policy research that will address the recommendations in the final report of the Truth and Reconciliation Commission: http://www.sshrc-crsh.gc.ca/about-au_sujet/president/index-eng.aspx .

NSERC – On April 21, 2016, NSERC announced that it was undertaking a review of Discovery Funding allocation (http://www.nserc-crsng.gc.ca/Media-Media/ProgramNewsDetails-NouvellesDesProgrammesDetails_eng.asp?ID=832) . The committee in charge of this review will, among other things, help to decide how future budget increases are to be allocated. Professor Dean, Dean of Western's Faculty of Science is on the Advisory Committee (http://www.nserc-crsng.gc.ca/_doc/Professors-Professeurs/MembershipAdvisoryCommittee_e.pdf) .

CIHR – Like SSHRC, CIHR made a commitment to support Indigenous Health Research (http://www.cihr-irsc.gc.ca/e/49620.html). It is not clear if this commitment is related to the recommendations of the Truth and Reconciliation report.

NCE – The NCE evaluations team shared with us the information that 20% of researchers in the networks reported being from SSAH disciplines, with 65% from natural sciences and engineering and 31% from the health sciences (multiple responses were permitted).

The NCE recently announced the 2017 International Knowledge Translation Platforms (NCE-IKTP) competition (http://www.nce-rce.gc.ca/Competitions-Competitions/Current-EnVigueur/NCEIKTP-SITCRCE-2017/Index_eng.asp) . The competition funds networking and administration costs associated with knowledge translation and commercialization, but not research activities, students or stipends.

In March, MITACS (which started as an NCE) and the University of Waterloo partnered to bring together grad and post doc students in philosophy to "solve hands-on innovation challenges using philosophical approaches in collaboration with local partners." http://www.mitacs.ca/en/newsroom/news-release/philosophy-researchers-address-ethical-and-social-challenges-through-industry . MITACS tends to be STEM oriented, but they are interested to support projects from the SSAH disciplines, as this project demonstrates.

Canada Council for the Arts – The emphasis on culture and the arts that was outlined in the federal budget included $550M over the next five years for the Canada Council. These funds will allow the Canada Council to open "a new chapter on the artistic and cultural history of this country" (http://canadacouncil.ca/council/blog/2016/03/budget16-canadacouncil) .

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<u>Ontario's Culture Strategy</u> – This program was not mentioned in the interim report, but bears watching closely (see https://www.ontario.ca/page/ontarios-culture-strategy) . This is an effort by the Province to "set a vision for arts and culture, define priorities and guide support for the sector in the years to come". The strategy is still being developed and they are seeking input (see the web site).

2 New Analysis - Engagement/Knowledge Mobilization/Communications/Advocacy

A new research paradigm is emerging in the granting councils and many Universities' strategic plans: the "engaged research" paradigm. The key component of this new paradigm is the fact that an increasing body of scholarship now no longer operates as a unidirectional transfer of knowledge from the academy to recipient knowledge users. Rather, knowledge users are engaged right from the beginning in a bidirectional (or multidirectional) exchange in order to define research questions, lay out research programs and to ensure the adequate and targeted mobilization of knowledge that arises from the research. The research is therefore inherently collaborative, engaging communities, the public, patients, industry etc. The nature of the engagement will necessarily vary depending on the nature of the partnership.

Engagement at the Tri-Councils is expressed in a variety of ways. SSHRC talks about "community engagement" (http://www.sshrc-crsh.gc.ca/society-societe/community-communite/index-eng.aspx) , CIHR uses the terms "citizen engagement" (http://www.cihr-irsc.gc.ca/e/41592.html) and "patient engagement" (http://www.cihr-irsc.gc.ca/e/45851.html) and the Canada Council uses the term "public engagement" (http://canadacouncil.ca/council/news-room/news/2014/simon-brault-apm) (NSERC's concept of "community engagement" appears to refer to the community of researchers rather than external partners; see http://www.nserc-crsng.gc.ca/NSERC-CRSNG/Reports-Rapports/Visits-Visites_eng.asp). Engaged research is happening in all faculties at Western, but community based research is commonly found within the SSAH disciplines, including, to name only a few, projects that are Aboriginal, archaeological, geographic, educational, sociocultural anthropological, migration and ethnic relations, and transitional justice in nature.

While engaged research is a new and emerging paradigm that is being enthusiastically embraced by the Federal granting councils (and many other granting agencies), it must be noted that not all academic research can be accommodated within this model. However, the increasing emphasis on knowledge mobilization at all granting councils means that researchers in all disciplines must be more attentive to their audience.

2.1 Western's Position on Knowledge Mobilization and Engaged Research

Western's most recent strategic plan: *Achieving Excellence on the World Stage* (http://president.uwo.ca/strategic_planning/index.html), lists 4 fundamental strategic priorities, one of which is: *Raising Our Expectations: Create a world-class research and scholarship culture*. Within this strategic priority is a goal to: *Partner with other institutions and communities*. This text does not use the rhetoric of "engaged" research, but its intent could be

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consistent with the engagement paradigm, particularly the quote that "We must identify and pursue more opportunities to advance and apply knowledge in partnership with the private sector, non-profit sector, and specific communities within the broader public (e.g., Aboriginal and immigrant communities)."
http://president.uwo.ca/strategic_planning/priorities/expectations.html
The strategic plan notes that Western will support this core priority by *"focusing more attention and resources promoting and rewarding (1) excellence in scholarship and innovation; (2) knowledge creation; and (3) the translation and mobilization of that knowledge into languages and applications useful in the public realm."* This statement does emphasize knowledge mobilization, but it does not use the rhetoric of engagement and it does not recognize the bidirectional flow of knowledge or the act and process of collaboration and co-creation.

2.2 Impediments to the Implementation and Recognition of Engaged Research – Case Study

However, it is clear that there are some fundamental structural impediments to the goal of engaging with other institutions and communities. An examination of Aboriginal research can serve as a case study of some of the most important of these issues. The Tri-Councils' strategic focus on Aboriginal research (discussed in the interim report and above) presents both an opportunity and a challenge to SSAH researchers at Western. The opportunity arises from Western's current efforts to develop an Indigenous Strategic Plan and the strong research base in this area that exists within the University. The challenges include:

- the community engaged nature of Aboriginal research, meaning that such research projects often cannot be developed and executed within the term of a single grant
- an increasing number of Indigenous communities in Canada have research protocols that researchers must agree to in order to move ahead with the project. These contracts specify what is important for the community, and this might not cohere with what is seen as important by the university, making Indigenous research a challenging venture for university based researchers. In other words, the researchers must be accountable to two groups, each of which has their own standards and priorities.
- the outcomes of Aboriginal research do not necessarily fit university definitions of "leading edge" research. This particularly applies to outputs such as mandated reports, the need for enhanced relationships with government and/or service organizations, the development and dissemination of plain language texts that need to be completed for Aboriginal organizations/groups and social media projects. These are usually done "in addition to" journal publications and do not merit serious consideration on the Annual Performance Evaluations, even though the Indigenous community has deemed them just as (if not more) important than the academic outputs
- there are different forms of community peer-review of research output that are usually undertaken for Indigenous research that are not seen as valid by institutionalized authorities, leading to important questions about whose knowledge is most important -- the institution or the community involved in the research -- *which is at the heart of this ongoing debate*. Furthermore, even when journal articles result from such research, they are usually published in journals that do not have high "impact factors" or are open-source so that the broader Indigenous community can readily access the information

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In order for Western to live up to its stated commitment to "improving the accessibility and success in higher education for Indigenous peoples" (*Strategic Plan - Achieving Excellence on the World Stage*), there must be a corresponding commitment to enhance the type of research that is valued and validated at Western. This can be done by incorporating the principles of engaged research into all research aspects of the University, from funding internal grants, going into the community and bringing the community to Western, to reconsidering how research is valued broadly and how it is assessed at the level of the Annual Performance Evaluation, thus demonstrating that Western is serious about cultivating institutionalized change. It can also be achieved by incorporating complementary resources on campus, such as the Community Engaged Learning group in the Student Support Centre. This requires the attention, commitment, and support of both the University and the communities to work together effectively within this new paradigm, so that Western can live up to its promise to be a "leading edge" research institution for Indigenous people in Canada and globally.

This case study focused on Aboriginal research, but the same issues arise with any project practicing engaged research. Simply put, the resources are not available to support the development of such projects, nor is there institutional or local level recognition of the value of this research.

2.3 Engaged Research, Knowledge Mobilization, Communications and Advocacy

It should be clear from the discussion above that the distinction between *knowledge mobilization* and *engaged research* is becoming increasingly blurred. Indeed, SSHRC's definition of knowledge mobilization is very similar to the definition of engaged research presented above:

> *"Knowledge mobilization*: The reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers and knowledge users—both within and beyond academia—in such a way that may benefit users and create positive impacts within Canada and/or internationally, and, ultimately, has the potential to enhance the profile, reach and impact of social sciences and humanities research. Knowledge mobilization initiatives must address at least one of the following, as appropriate, depending on research area and project objectives, context, and target audience:
>
> Within academia:
> informs, advances and/or improves:
>   research agendas; theory; and/or methods.
> Beyond academia:
> informs:
>   public debate; policies; and/or practice;
> enhances/improves services; and/or informs the decisions and/or processes of people in
>   business, government, the media, practitioner communities and civil society."
> http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx#km-mc

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Thus, it can be argued that the "reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers and knowledge users" must emerge from an engaged research program. Knowledge mobilization is also part of two other key priorities for SSHRC – open access and data management/curation.

Further, successful knowledge mobilization strategies that emerge from engaged research programs include communications strategies and can be effective tools in advocacy efforts. This would seem to be the logic underlying the Tri-Councils' push on all four fronts. Effective *story telling* is an increasingly important component of the granting councils' rhetoric (see http://www.sshrc-crsh.gc.ca/society-societe/storytellers-jai_une_histoire_a_raconter/index-eng.aspx). The same can be said for recognizing that *impact* comes in many forms, which indicates that the best way to assess impact is to assess research outputs against the goals that were developed collaboratively within the initial engagement process. This is a more nuanced view of impact as something more than simple bibliometrics and as such requires changes at the institutional and disciplinary levels to facilitate and recognize this kind of research.

Finally, it is very important to note that many of our students are already actively participating in engaged research. We must be in a position to provide them with opportunities, train them in best practices, as well as to recognize non-traditional research outputs, such as blogs, websites, films, oral and digital storytelling projects as valid ways of presenting their research and engaging with their communities. SSHRC has recognized the importance of graduate training in this area with its story telling project (web site above). Students participating in this project are getting additional training in public engagement as well as the writing of op-ed pieces enabling them to mediate the academic and public spheres. Thus, at the same time as we struggle with the value of these outputs at the University and APE level, the generational change is already happening amongst our students.

Working Group 1 membership included:
Andrew Nelson, Charles Weijer, Cathy Benedict, Alan Leschied (Education), Jim Davies (FSS), Jeff Dixon (Schulich), Joshua Lambier (student A&H), Sam Trosow (FIMS/Law), Janice Forsyth (FHS)

This report was informed by additional submissions by:
Cathy Benedict – Faculty of Music
Jim Davies – Faculty of Social Science
Jeff Dixon – Schulich School of Medicine and Dentistry
Janice Forsyth – Faculty of Health Sciences
Stephanie Hayne – Student Support Centre
Lisa Hodgetts - Faulty of Social Science
Joshua Lambier – Faculty of Arts
Joanna Quinn - Faulty of Social Science
Andrew Walsh - Faulty of Social Science
Graduate Student Working Group
NCE and SSHRC

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Attachment

URB SSAH Task Force
Working Group 1 Draft Report
The Ways in Which External Funding Agencies Are Pursuing
Communication and Advocacy Strategies
Part 1
Cathy Benedict (Faculty of Music)

Advocacy

The case can be made that the processes, mechanisms and strategies for advocacy are to laud and to appeal to the sensibilities of the status quo. As such, advocacy often stems from the need to protect a system that for whatever reason is unable or unwilling to embrace change. Advocacy, then, has a specific agenda and in the case of external funding agencies that are supported by governmental sources, agenda and status quo will constantly be in flux. Much like public relations, the target of advocacy is fundamental to the success of the message. The directionality of such a message has (until recently) flowed from agency to audience (target), with little care for what will be referred to in these reports as co-creation and shared authority.

The other side of the advocacy coin, the prevailing systems that govern flux, while always already present, more often than not remain unarticulated. That said this report will highlight the ways in which a narrative turn away from metrics represents a distinct embrace of the ways in which people come to know. Fueled in nature by the necessity to be recognized, seen, heard, and supported financially, this turn represents an epistemological shift toward an awareness of the human need to engage in sense making. This report, then, will focus on how language has shifted throughout both external and internal documents and those ways a unilateral focus on numerical metrics as proof of knowledge mobilization and impact has shifted toward the use of narrative.

Communication

In 2007 the *Higher Education* Funding Council for England (HEFCE) moved to create a "broad framework for the assessment of impact" which would be submitted and reported as case studies (Research Excellence Framework- REF). Recognizing that research in Higher Education is manifold across the disciplines it was noted that as such it is "difficult to reduce this diversity to numbers." Thus, the use of "qualitative case studies were found to "capture the diverse connections between research and society" (Grant, 2015, bit.ly/1D7aunD). Aside from the multiple critiques of the REF, research impact in the form of narrative and story has made multiple inroads and is readily observable on several platforms and media sites.

The ability to "[craft] a good story" was recently cited in a March 30th, 2016 column in the journal University Affairs (bit.ly/1orcl0d) as a most effective way to communicate scientific research to the general public. Seminars that address how to better present scientific findings as a story exist (bit.ly/21ZO6mR), as do those that instruct the use of the 140 character tweet (bit.ly/1QSI72Y), not to mention several existing twitter accounts that speak to the importance of finding the story in the data (see for instance @FromTheLabBench, @lunascientific). An entire day was devoted at the 2011 World Science Fair to story telling as a way to "explore the

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communication of science—on the page, on the screen, and on the stage—illuminating the process of translating science to story" (bit.ly/1SJt3mb) and finally it is worth reading a blog post devoted to interrogating "story" in scientific research as well as thinking through the typology of science stories (bit.ly/1N3LVI3).

Most telling of all, for our context, is the way in which institutions of all kinds (including universities, and government supported programs) have begun to articulate not only the impact of research creation, but also with whom the research begins, evolves and benefits. This narrative presentation moves beyond simple storytelling and perhaps even questions the primacy of meta-narrative or the "Truth" of the numerical presentation of metrics.

The Purpose of These Reports

The following report presents analysis of the communication and advocacy strategies from the following websites in order to underscore not just the ways in which the sciences have moved away from the presentation of metrics to narrative, but also the ways in which research priorities are developed, identified and articulated.

Social Sciences and Humanities Research Council – SSHRC
Natural Sciences and Engineering Research Council of Canada – NSERC
Canadian Foundation for Innovation - CFI
Canada Institutes of Health Research - CIHR
Canada Council for the Arts

SSHRC

One of the prominent links on the SSHRC landing page is Connecting *with* Community (italics added), under which includes Aboriginal connections, Community Engagement, Imagining Canada's Future and Storytellers. Under the Community Engagement link "engagement" for SSHRC is addressed as a "committed to engaging its stakeholder communities" which suggests an interest in reciprocity of knowledge mobilization. Indeed, knowledge mobilization for SSHRC is stated as "The reciprocal and complementary flow and uptake of research knowledge between researchers, knowledge brokers and knowledge users" (http://bit.ly/1fkDA84).

This reciprocity is further exemplified by the kinds of questions SSHRC incorporates to frame a research agenda that suggests a reciprocal relationship between all stakeholders:

Imagining Canada's Future
How is our world changing?
What Challenges lie ahead?
Whose insights do we need?
Are we ready for Tomorrow?
Where must Canada do better?

And finally, since 2012 SSHRC has hosted an annual Storytellers contest which "challenges postsecondary students to show Canadians how social sciences and humanities research is affecting our lives, our world and our future for the better" (http://bit.ly/1btDWjd). Students are encouraged to address and reflect upon where research is taking us, the story of the research, and how it impacts Canadians.

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A further conversation with Ursula Gobel underscores the ways in which SSHRC takes reciprocity as their mission:

> SSHRC is about people and humanities, about novel ideas and thinking out of the box – that is our strength. We look at issues and problems from all sides and listen to new ideas and explore pathways – days of sending out the press release is not going to fly- if we truly want to benefit humanity than we need to engage differently. (April 8, 2016, personal communication)

NSERC
The landing page of NSERC offers multiple links as entry points. Phrases such as "feedback loops," "strategic partnerships" and "collaborate research" (http://bit.ly/1sR16J9). Less obvious on this page is a sense of what these terms indicate. If one scrolls down on the landing page there is a link that take you to Impact Stories. At the time of this writing both stories highlighted issues of import to Canada, fresh water and greenhouse gases.

CFI
At left hand top of the landing page is Research in Action. Each of the stories speaks to bringing primary stakeholders together in order to move research forward; trusting and listening to the patient, or bringing young voters together to wonder with them what can be done in order for them to vote. Bringing research stories alive through video furthers the message of care between and not simply a positioning of knowing what's best.

CIHR
One of the three priorities listed on the CIHR landing page makes reference to research strategies that are designed to involve all stakeholders at every stage of development.

> Patient-oriented research refers to a continuum of research that engages patients as partners, focuses on patient-identified priorities and improves patient outcomes.

New Paradigms of Engagement
The following report (Part 2 of Working Group 1) extends and builds on the issue of communication strategies and the construction of engagement. Language signals intent and if Western's intent is to "[build] upon a "shared ambition" that "seek(s) always the betterment of the human condition" (Achieving Excellence, 2014, p. 4) the recommendations presented suggest the acknowledgement of and support for policies that encourage research connected to "interweaving new modes of public engagement into the fabric of the research process".

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URB SSAH Task Force
Working Group 1 Draft Report
The Engagement Paradigm and External Communication
Part 2
Joshua Lambier (Faculty of Arts)

In recent years, there has emerged a new paradigm of engagement in higher education to rethink the public mission of universities and colleges across North America and beyond. Canadian universities have increasingly focused attention on the public good as an integral part of the strategic planning process, and integrated robust community engagement activities into institutional vision statements for research, teaching, and service. The new paradigm moves beyond the traditional "one-way" model of expert knowledge delivery, extension, and outreach towards a more dynamic "two-way" approach that emphasizes collaboration, co-creation, and shared authority with public partners. To facilitate this "civic turn," to use David Scobey's term,[1] government funding bodies in Canada have renewed their mandates to support research programs that engage broader publics in the process of knowledge production and dissemination, with particular emphasis on projects that address issues of pressing concern. This section highlights some of the ways in which public and private funders are shifting their communication strategies to foreground initiatives that cultivate open dialogue between the campus and community, which may in turn bolster public support for the vital role that research-intensive universities can play in Canadian society. The Western social science, arts, and humanities community could enhance advocacy efforts beyond the university by studying the evolving conceptual vocabulary underpinning the scholarship of engagement, while incorporating principles (where necessary and desirable) that align our activities with the stated objectives of various social science, arts, and humanities funding agencies.

Like other universities in Canada, Western has recently published a new strategic plan that reaffirms our collective commitment to the public good. From the outset of *Achieving Excellence on the World Stage* (2014), the new mission statement reads as follows: "Western creates, disseminates and applies knowledge *for the benefit of society* through excellence in teaching, research and scholarship. Our graduates will be global citizens whose education and leadership will *serve the public good*" (emphasis added 5). While each of the four strategic goals of the plan respond to emergent themes of engagement, the third goal ("Reaching Beyond Campus: Engage Alumni, Community, Institutional & International Partners") places the greatest stress on the value of collaboration between the university and its publics, whether local, regional, national, or international. In the final section on "Western's Institutional Principles and Values," the plan also underscores the University's commitment to "partnership" and "social responsibility," two critical components for the advancement of an engaged culture on campus. Other universities in Canada, however, have taken additional steps to institutionalize the principles of community

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[1] David Scobey, "Civic Engagement and the Copernican Moment," Plenary Address, Imagining American National Conference. Minneapolis, MN. 21 September 2011. Available at: http://imaginingamerica.org/fg-item/civic-engagement-and-the-copernican-moment/

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engagement through the development of strategic documents[2] or community-engaged programs.[3] What each of these frameworks and programs offers is a university-wide consensus for working definitions of key terms along the way towards a new critical vocabulary for engagement. While many successful campus-community projects and exchanges are already taking place in the social science, arts, and humanities disciplines at Western, university leaders could boost our profile by developing a unified framework for public engagement. Just what counts as rigorous engagement should be established clearly and transparently from the outset. One of the most widely adopted definitions comes from the Carnegie Foundation's new Community Engagement Classification: "Community engagement," according to the Carnegie Foundation for the Advancement of Teaching, "describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."[4] Looking ahead to future directions for the social science, arts, and humanities community, Western could open new avenues for community-oriented research by cultivating an inclusive definition that suits the unique culture of our campus and responds to the engagement frameworks of external funding agencies.

With the emergence of engagement as a strategic priority for higher education institutions, funders and other national organizations have also developed the following terms to orient their programming and external communications:

Public Engagement at the Canada Council: "Actively engaging more people in the artistic life of society notably through attendance, observation, curation, active participation, co-creation, learning, cultural mediation and creative self-expression."[5]

Community Engagement at SSHRC: "Through engagement, SSHRC fosters interchange with and among key audiences on university and college campuses, in communities, and across public, private and non-governmental organizations, to enhance informed decision-making on SSHRC programs, policies and directions."[6]

Citizen Engagement at CIHR: "For CIHR, citizen engagement is the meaningful involvement of individual citizens in policy or program development, from agenda-setting and planning to decision-making, implementation and review. It requires two-way communication that is interactive and iterative with an aim to share decision-making power and responsibility for those decisions. This requires bringing together a diverse group of citizens that includes the broader

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[2] See, for example, York's "Towards an Engaged University: President's Task Force Report on Community Engagement," February 2010; Memorial's *Public Engagement Framework*, *2012-2020*; or Simon Fraser's "Community Engagement Strategy"(2013).

[3] The promotion and practice of publicly engaged scholarship is beginning to find regional and national champions, such as Victoria's Institute for Studies & Innovation in Community-University Engagement, Memorial's Office of Public Engagement, Guelph's Community Engaged Scholarship Institute, Simon Fraser's Community Engagement Initiative, McMaster's Centre for Scholarship in the Public Interest, and McGill's Institute for the Public Life of Arts and Ideas, to highlight only a few.

[4] The Carnegie Foundation for the Advancement of Teaching, "Community Engagement Elective Classification," 2008. Available at:
http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92#CEdef

[5] Canada Council for the Arts, "Public Engagement in the Arts: Discussion Paper," October 2012. p. 3.

[6] See SSHRC's Community Engagement section on the website: http://www.sshrc-crsh.gc.ca/society-societe/community-communite/index-eng.aspx#1

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public, not just the usual stakeholders for ongoing dialogue, deliberation and collaboration in informing CIHR's work."[7]

Patient Engagement at CIHR: "Meaningful and active collaboration in governance, priority setting, conducting research and knowledge translation. Depending on the context patient-oriented research may also engage people who bring the collective voice of specific, affected communities."[8]

Community-Campus Engagement at CBRC: "Within the broader context of community-campus engagement, nationally and internationally, CBRC is part of a movement to change the research culture, especially to promote the importance of community and post-secondary sector collaboration to co-create knowledge, advance social innovation, and generate evidence that is timely, robust and appropriate for informing policy and practice."[9]

Though each organization activates the discourse of engagement in a highly distinct way to address their strategic priorities, the various definitions call attention to the common constitutive elements of mutually beneficial partnerships, shared authority, social responsibility, and a collective purpose (or purposes) amongst multiple individuals or groups. While the traditional idea of outreach situates the scholar as the expert who delivers knowledge to the community with a unidirectional approach (e.g., the standard lecture series at the public library), the engaged scholar participates in a two-way process of exchange and co-creation to produce knowledge with, for, and by the community. What each of these reports and policy documents also highlights is the need for social science, arts, and humanities scholars to begin to think of "engagement" as *more than a public relations strategy* to address the rhetoric of crisis that surrounds the cultural disciplines. Indeed, the civic turn in higher education calls attention to the need for the social science, arts, and humanities disciplines at Western to interweave new modes of public engagement into the fabric of the research process.

Public and private funding bodies are now using a similar model to orient their communication strategies around participatory models of community engagement. NSERC, for example, recently completed their "Community Engagement Visits 2015," which were designed to give researchers and other stakeholder groups the opportunity to meet with representatives to discuss various aspects of the Council's programming, including discovery research, scholarships and fellowships, as well as policies and guidelines. In the new strategic plan of the Federation for the Humanities and Social Sciences, too, the first two strategic goals outline the need to "increase our reach with people in Canada" and to "improve our relevance to our members," goals that illustrate the growing desire to develop innovative communication strategies to engage broader audiences within and beyond the university system.[10] To bridge the gap between the academy and the public, funders in the US are also developing new strategies that intertwine engagement with scholarship. The National Endowment for the Humanities, for instance, has introduced new

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[7] Canadian Institutes of Health Research, "CIHR's Framework for Citizenship Engagement," p. 14. Available at: http://www.cihr-irsc.gc.ca/e/41270.html

[8] Canadian Institutes of Health Research, "Strategy for Patient-Oriented Research: Patient Engagement Framework" (2014), p. 5. Available at: http://www.cihr-irsc.gc.ca/e/documents/spor_framework-en.pdf

[9] Community Based Research Canada, "Strategic Plan 2014-2018," September 2014. p. 6.

[10] Federation for the Humanities and Social Sciences, "Strategic Plan, 2016-2020," January 2016. Available at: http://www.ideas-idees.ca/sites/default/files/strategic-plan-2016-2020-final-2016-01-13_0.pdf

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publicly engaged initiatives like "The Public Scholar Program," which supports "well-researched books in the humanities intended to reach a broad readership."[11] This particular project demonstrates the blurring of distinctions between traditional academic work and publicly engaged scholarship. Rather than thinking of public engagement as a communication strategy distinct from research, public funding agencies are beginning to design initiatives that marry both functions into a cohesive knowledge creation process. Against the grain of the traditional idea of the isolated scholar, the new model privileges scholar-citizens who are trained to narrate a compelling story of their research to broader publics (e.g., SSHRC's Storytellers contest for graduate students).

The turn to engagement, however, presents new challenges. For many social science, arts, and humanities disciplines at Western, the place of both the public scholar and public scholarship has yet to receive sufficient institutional recognition and support. Research programs geared towards the public sphere are often perceived to lack sufficient academic rigour and autonomy, to be ideologically motivated, or simply to be reserved for a few well established professors (i.e., public intellectuals). Younger scholars in the arts and humanities are rarely trained to translate their research to fit policymaking processes or broader forms of engagement, and there remains a widespread resistance on behalf of Canadian universities to include publicly engaged scholarship in considerations for granting promotion and tenure. With these challenges and opportunities in mind, the social science, arts, and humanities community should establish a more meaningful system to recognize, reward, and highlight the public engagements of their researchers, both faculty and students, which will assist their future efforts to attract external grants and awards, especially if they are earmarked for scholars who engage with broader audiences. This new system of evaluation might also encourage a new generation of scholars to pursue projects that connect their public engagement activities with research and teaching strengths of the University.

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[11] The National Endowment for the Humanities, "Public Scholar Program," February 2016. Available at: http://www.neh.gov/grants/research/public-scholar-program

Appendix 2

URB Social Sciences, Arts, and Humanities Task Force
Working Group 2 Summary Report and Attachments

May 14, 2016

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2. URB SSAH Task Force Working Group 2 Report on Faculty Perspectives - Prepared By: Crystal Gaudet and Jaclyn Nardone in consultation with Jacquelyn Burkell and Jessica Polzer
3. Submission of the SSHRC Associate Dean's Research regarding research indicators - Prepared by Cathy Benedict, ADR, Music, Helene Berman, ADR, Health Sciences, Nandi Bhatia, ADR, Arts, and Humanities, Stephen Bird, ADR, Education, Jacquelyn Burkell, ADR, FIMS, Robert Klassen, ADR, Business, Ken McRae, ADR, Social Sciences, Valerie Oosterveld, ADR, Law
4. URB SSAH Task Force: Graduate Student Consultation Recommendations - Prepared by Joshua Lambier and Diana Moreiras

Working group's initial remit:

1. What are the strengths, weaknesses, opportunities for and threats to social sciences, arts, and humanities research at Western?
    a. How do units at Western define leading edge scholarly activity?
    b. How is research in the social sciences, arts, and humanities valued and measured at Western?
    c. How is research in the social sciences, arts, and humanities valued and measured outside of Western?
    d. In what ways are these values and measurements aligned with the external context?

1. Overview of Working Group 2's Activities

The priorities of the Western University Strategic Plan are built upon a "shared ambition" that "seek(s) always the betterment of the human condition" (Achieving Excellence, 2014, p. 4). We believe that this choice of words both apt and profound. The human condition may be productively viewed as space of freedom co-created by the actions of words and deeds. Indeed, the human condition is both acted upon and improved by "academic freedom, autonomy,

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accountability, diversity, integrity, openness…and social responsibility" (Achieving Excellence, 2014, pp. 19-20). For Western University this means "creating a culture that places a higher value on scholarship and innovation, one that strives more intently to increase the impact and productivity of our research and scholarly activities across and between the disciplines" (Achieving Excellence, 2014, p. 7). For this kind of culture to thrive there must be an infrastructure supporting this organization and the Strategic Plan recognizes this need.

> "…. Western will focus more attention and resources promoting and rewarding (1) excellence in scholarship and innovation; (2) knowledge creation; and (3) the translation and mobilization of that knowledge into languages and applications useful in the public realm." (Achieving Excellence, 2014, p. 7)

The social sciences, arts, and humanities are central to Western University's vision and mission. Indeed, world-class researchers in these disciplines are found across the university in eight of Western's Faculties and Schools. However, changes in both the internal and external contexts make it timely to examine how social science, arts, and humanities research is valued and funded. Thus, while the mission and vision of Western University's Strategic Plan is the foundation upon which this report is built, the goal of this report is to reclaim these ideas, and move from concept to action supported by infrastructure.

Social science, arts, and humanities research and outcomes

> "… research outcomes and their dissemination….mean different things to different people—from citations in the most prestigious disciplinary journals, to monographs and books published by leading presses; from keynote speaking engagements at national and international conference plenary sessions, to musical performances on the world's international stages; from scholarship that shapes public policy, to business cases that inform entrepreneurial decision-making; or from curiosity-driven enquiry, to scientific and technological innovations that can be commercialized for application in health care and by private industry." (Achieving Excellence, 2014, p. 8)

The breadth of social science, arts, and humanities research at Western includes projects that are single investigator-driven, as well as multi-site, collaborative and community-based projects on regional, national and international scales, and research that draws on an array of disciplinary-specific theoretical perspectives, research methodologies (e.g., ethnography, discourse analysis, surveys, experimental research) and methods (quantitative and qualitative). These diverse projects yield a wide variety of research outputs, including single- and multiple-authored publications, which encompass peer-reviewed journal articles and presentations, books, book chapters, reports, as well as other forms of research dissemination, including artistic creation and performance, contributions to policy consultation, dissemination through news and social media, and community-based presentations. This impressive array of social science, arts, and humanities research is at the heart of what makes Western University a global university achieving excellence on the world stage.

Infrastructure to support research

> Western recognizes that "research" and "scholarship" mean different things to different people across our campus. For example, funding requirements and sources vary considerably from one discipline to the next. Additionally, research and scholarship

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outcomes differ significantly in their production, validation, dissemination, and application—even in the ways we celebrate them. (Achieving Excellence, 2014, p. 7)

Social scientists, artists, and humanists must be encouraged and supported to apply for external funding wherever appropriate and available. Careful attention must be paid to return on investment for such applications. Large-budget projects, including unidisciplinary projects and those comprised of interdisciplinary teams, require considerable investment of time and resources in preparing the application, and are associated with a reasonable probability of a high return. But, in the current external funding environment, small-budget projects require a similar investment of time and resources for the preparation of an application, and are associated with a low probability of success and a small return. Accordingly, resources for small-budget projects might be better deployed in *conducting* research rather than seeking funding.

In order to maximize funding successes, the University should provide grants facilitation support to social scientists, artists, and humanists. While appropriate and indeed excellent support is available in some units across campus, the availability of these resources is inconsistent, and in general social science, arts, and humanities faculties have relatively little funding to devote to these initiatives. A strong and universally available program of grants facilitation would assist social scientists, artists, and humanists to apply for and secure external grant funding. Initiatives should include:

1) Grant writing support: Assistance with grant writing and an internal review process prior to submission would benefit social scientists, artists, and humanists applying for external funds. While this assistance is available to researchers in some units, access is not universal and this should be remedied. Moreover, some tasks related to grant applications may be better addressed centrally (e.g., preparation of in-kind contribution letters). Specific assistance that would benefit grant applicants includes:
   a. Assistance with preparation of ROLA forms;
   b. Assistance with preparation of budgets;
   c. Procurement and documentation of in-kind and matching contributions;
   d. Assistance with knowledge mobilization plans; and,
   e. Internal review of grants prior to submission.

2) Access to research tools: The University currently provides access to quantitative analysis software at no cost to graduate students and at a reduced cost to faculty members. Comparable tools that would be of use to social science, arts, and humanities researchers include qualitative analysis software and online survey software. The negotiation of free access or reasonably priced site licenses for these resources would be of benefit to social science, arts, and humanities research on campus.

3) Knowledge mobilization: social scientists, artists, and humanists would benefit from assistance in promoting their own work through mechanisms such as research narratives, media releases, and community outreach. In addition, knowledge mobilization plans will benefit from strong relationships with municipal, provincial and federal governments, policy makers, not-for-profit agencies, and other potential research users. Assistance with identifying, developing, and maintaining these relationships would help to strengthen

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both the awareness and impact of social science, arts, and humanities research. In turn, this will enhance the competitiveness of our researchers in external grant applications.

Funding for research

As a research-intensive university, Western must ensure that it supports the full range of research activities that characterizes research at this institution. Some social science, arts, and humanities research requires large amounts of external grant funding, and researchers have been successful in securing these funds. At the same time, many social scientists, artists, and humanists work alone on projects that require only small amounts of funding. External granting agencies are not currently oriented toward funding low-budget research projects. Indeed there are few external granting programs that will provide these researchers with what they need the most: small amounts of funding, and time to conduct their research. To support the full range of social science, arts, and humanities research, the University should address this gap through a range of programs that should include:

1) Competitive course releases: Course releases awarded to researchers on a competitive basis for research purposes such as off-site data collection and manuscript preparation.

2) Small grants program: Competitive funding for low-budget research projects that do not require or lead to external funding applications. We envision this program to support research with budgets of $10,000 or less, explicitly targeted to projects that do not require or lead to external funding applications.

3) Mid-career research awards: One-time funding available to mid-career researchers who are changing research direction, or who are planning to seek external funding for a previously unfunded project.

Working Group 2 membership included:
Jacquelyn Burkell (Working Group 2 Chair, FIMS)*, Cathy Benedict (Faculty of Music)*, Alison Doherty (Faculty of Health Sciences)*, Charles Weijer (Faculties of Arts and Humanities and Medicine)*, Emily Ansari (Faculty of Music), June Cotte (Ivey Business School), Amanda Grzyb (FIMS), Valerie Oosterveld (Faculty of Law), Don Abelson (Faculty of Social Science), Chris Brown (Faculty of Arts and Humanities), Stephen Bird (Faculty of Education), Jessica Polzer (Health Sciences, Women's Studies), Diana Moreiras (SGPS)

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Attachment 1 - URB SSAH Task Force Working Group 2 Report on Faculty Perspectives - Prepared By: Crystal Gaudet and Jaclyn Nardone, in consultation with Jacquelyn Burkell and Jessica Polzer.
- Thursday March 31, 2016

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Executive Summary

This report summarizes the findings of Working Group 2 of the URB Task Force, which explored faculty member perspectives on the strengths, weaknesses, opportunities, and threats associated with current support mechanisms for research in the Social Sciences, Arts and Humanities (SSAH research) at Western. The themes and recommendations that emerged from 152 SSAH researchers in individual and group consultations coupled with online survey responses from 347 respondents (in total representing more than 60% of faculty members in the 8 SSAH faculties) are outlined below.

The consultations revealed an impressive array of SSAH research at Western, the vibrancy of which is overlooked by a model of research that is founded on assumptions about research practices and success that are incommensurate with the needs, traditions and goals of much SSAH research, and that is therefore unable to recognize and communicate the value and import of SSAH research at Western.

The SSAH researchers consulted for this report emphasized the need for the University to shift its focus from *high budget* to *high impact* research. The University should reconsider the values that are embedded within and expressed by internal research funding programs and faculty evaluation practices – values that include a focus on external (specifically tri-council) research funding, that equate research impact with the amount of funding received, and that generally favour *input* rather than *outcome* measures of research as reflections of quality. A revised focus on a broad range of research outcomes as appropriate indicators of research excellence will better reflect the range of high-quality research carried out by SSAH and other researchers within our institution.

Some SSAH researchers fit, and have been very successful within, the model of research currently endorsed at Western that defines success in terms of high grant values and a high rate of production of multi-authored journal publications. Even researchers successful within this model, however, note that the institutional value of their external grants pales in comparison to that awarded to the larger grants typically seen in disciplines with higher base costs for conducting research. It is critical that the University recognize the achievements of SSAH researchers who secure tri-council funding for their research in an intensely competitive funding environment. Western must also provide strong administrative and research services support to ensure their future success in securing external grants.

Other SSAH researchers work within scholarly traditions that embrace different models of success, and these different approaches must be acknowledged and supported within Western University. If Western University is truly to realize its aspirations to become a world-class, research-intensive institution, it is critical that we acknowledge, value, and support the full range of research and researchers working within this institution. Within SSAH disciplines, there is a strong tradition of research practices where researchers work alone produce sole-authored publications. These researchers typically require less funding and more time to do their research, and thus produce fewer publications than do their colleagues who work with teams or co-authors. Researchers who work within this model report feeling pressure to publish in order to satisfy

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metrics-based evaluative processes, which are inappropriate to fully capture the value and impact of their academic work.

In order to support researchers working in a variety of disciplinary contexts, the university should consider alternative outcomes, including pedagogical impact, peer review, policy contributions, citation in legal decisions, performance, and research narratives. The modes of evaluation should be rooted in disciplinary norms, and they should not focus solely on the amount of research funding, the number of publications, and citation counts.

It is critical that Western celebrate the contributions of SSAH research. SSAH research makes important contributions to knowledge, often on very small budgets. Communicating the value - or "telling the story" - of SSAH research requires Western to acknowledge the diversity and excellence of SSAH research, and support SSAH researchers in communicating the value and impact of their research, both within the Western community and beyond the institutional walls. Some SSAH researchers will benefit from assistance to develop and maintain profiles on discipline-appropriate research repositories, as these are becoming increasingly important venues for research promotion and dissemination.

Although many SSAH researchers require relatively small sums of money to conduct and disseminate their work, it is difficult if not impossible to carry out high-quality and high-impact research without some financial or in-kind support. Researchers whose financial requirements are relatively small have found it increasingly difficult to secure financial support for their research. Although the minimum value for SSHRC Insight and Insight Development applications is $7,000, the average value of awards for the 2015/2016 Insight Development competition was $60,000, and the average value of Insight Grants in the same year was $174,000, suggesting that these agencies tend to support grants of much higher value. Moreover, the application process is onerous, regardless of budget, and success rate in the most recent competitions is approximately 20%. Thus, for SSAH researchers who do not require large budgets, it is not an efficient use of researcher time and energy to apply to external agencies for small amounts of funding, since the 'return on investment' for these applications is low, and the intensive effort required for the application process, with little chance of positive outcome, could have a negative impact on other spheres of their academic work.

The University should develop an internal funding model that is focused on supporting high-value and high-impact research, rather than specifically and solely targeted to improving tri-council grant success. This will involve continued support for SSAH researchers who are seeking external grants to support pilot research, to bridge between grants, or to launch new projects. At the same time, a program of smaller value grants for research, dissemination, and teaching release should be developed to support SSAH researchers whose work is not appropriate for external grant support (typically researchers working alone, producing sole-authored publications or other research products).

Recent changes to the internal funding model have been particularly damaging to mid-career researchers and their continued research productivity is at risk. These researchers experience difficulties getting research funding due to restrictive changes in requirements for internal funds. Although many of these researchers fall into the group that do not require high-

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value external grants, some would be interested in seeking external funding. They require, however, internal support in order to develop competitive external funding applications. One proposal to support mid-career researchers in getting new projects off the ground is to offer a one-time "Kick Starter Grant" that would be available to every researcher at a critical point in their careers, designed to help researchers build toward future success.

In addition to an inclusive internal funding model, consultations revealed the need to build a supportive institutional infrastructure that includes knowledgeable and adequately staffed administrative assistance, and access to necessary research tools. One of the most significant supports requested by SSAH researchers is more time to do their research, attend conferences, and travel for the purpose of gathering data. Thus, it is recommended that the University offer competitive grants for teaching release time.

Strong administrative supports at all levels—department/school, faculty, and central—are required for tri-council and non tri-council funding. Sufficient and knowledgeable administrative support at all three levels will enable sensitivity to disciplinary differences and help to strengthen and streamline supports throughout the University. Existing successful approaches to administrative support at the University, faculty, and departmental levels may serve as useful models for fortifying administrative support across campus.

Many faculty members feel isolated and excluded from the model of research currently endorsed by Western and express a desire to create a more collaborative intellectual community. Providing matching funds and in-kind supports for interdisciplinary seminars and providing physical spaces on campus specifically for interdisciplinary research would help to bring academics together across faculties and disciplines and foster a more vibrant research culture at Western.

Objectives and Mission

The social sciences, arts, and humanities are central to Western's profile as a research-intensive institution. Indeed, world-class researchers in these disciplines are found across the University in eight of Western's Faculties and Schools. Recent changes in the internal and external contexts make it timely to examine how social science, arts, and humanities (SSAH) research is valued and funded at Western. The URB Task Force Steering Committee was established and approved by Senate on Sept. 18th 2015 to recommend strategies and concrete action plans that will better support success, growth and leadership in research in these disciplines at Western.

The SSAH Task Force, in consultation with the URB and the Deans of Research from the SSAH faculties (ADRs), identified three main questions to examine:

1) How do external entities, including funding agencies and professional organizations, define leading edge scholarly activity in social sciences, arts, and humanities disciplines?

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2) What are the strengths, weaknesses, opportunities of and threats to social sciences, arts, and humanities research at Western?
3) How is research in the social sciences, arts, and humanities supported at Western and how can this be improved?

Working Group 2 was formed to focus on question 2 (above). In consultation with the ADRs, and recognizing that each unit deals with research issues differently, a Working Group was established that included members from each Faculty/School. The group members included:

Jacquelyn Burkell (Working Group 2 Chair, FIMS)*
Cathy Benedict (Faculty of Music)*
Alison Doherty (Faculty of Health Sciences)*
Charles Weijer (Faculties of Arts and Humanities and Medicine)*
Emily Ansari (Faculty of Music)
June Cotte (Ivey Business School)
Amanda Grzyb (FIMS)
Valerie Oosterveld (Faculty of Law)
Don Abelson (Faculty of Social Science)
Chris Brown (Faculty of Arts and Humanities)
Stephen Bird (Faculty of Education)
Jessica Polzer (Health Sciences, Women's Studies)
Diana Moreiras (SGPS)

* indicates a member of the SSAH Task Force

Qualitative (individual and group consultations, face to face and by email) and quantitative (survey) consultations were conducted from November 2015 to March 2016. Qualitative consultations were conducted with 152 faculty members across the eight SSAH faculties (Arts and Humanities, Business, Education, Information and Media Studies, Law, Music, and Social Science) and focused on the following questions:

a) How do units at Western define leading edge scholarly activity?
b) How is research in the social sciences, arts, and humanities valued and assessed at Western?
c) How is research in the social sciences, arts, and humanities valued and measured outside of Western?
d) In what ways are these values and measurements aligned with the external context?

An online survey covering the same issues was made available to all SSAH faculty members, and a total of 347 individuals completed the survey. This report incorporates the qualitative and survey results.

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Themes

Seven overarching themes emerged from the individual and group consultations and the survey data. The themes are identified and explained in more detail below, followed by a list of recommendations.

In these themes, our intention is to highlight the particular difficulties and inequities that many SSAH researchers at Western experience. We recognize, however, that many of these concerns and issues are not specific to SSAH research, but instead are experienced by at least a subset of researchers working in all areas. In relaying these themes, therefore, we have chosen not to use divisive "us vs. them" (e.g., STEM vs. non-STEM) language, in the hope that our findings will lead to further dialogue with those in other disciplines who may experience similar challenges.

1. Acknowledging the Diversity of SSAH Research at Western

The consultations revealed the diverse range of SSAH research that is conducted by Western's faculty members across a number of its faculties and disciplines. In this regard, it important that SSAH research not be conflated with SSHRC research. Some of the researchers consulted did not see their research as fitting neatly within SSHRC's mandate, and consultees included faculty members who apply to SSHRC, CIHR and non-tri-council funding agencies.

The breadth of SSAH research at Western includes projects that are investigator-driven, as well as multi-site, collaborative and community-based projects on regional, national and international scales, and research that draws on an array of disciplinary-specific theoretical perspectives, research methodologies (e.g., ethnography, discourse analysis, surveys, experimental research) and methods (quantitative and qualitative). These diverse projects yield a wide variety of research outputs or "products", including single –and multiple-authored publications, which encompass peer-reviewed journal articles and presentations, books, book chapters, reports, as well as other forms of research dissemination, including artistic creation and performance, contributions to policy consultation, dissemination through news and social media, and community-based presentations. This impressive array of SSAH research is a testament to what makes Western a "comprehensive university" in terms of research and impact.

2. Demoralizing Institutional Climate

"The current research climate at Western is one that is inimical, not only to responsible and effective teaching in the Arts and Humanities, but to Humanities "research" itself."

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"The shifts in internal funding and the emphasis on large grants sends a message to faculty who are very productive researchers (and widely published) that their research is not valued. If having a large grant is the only criteria for getting another grant, it acts as a barrier and is completely demoralizing."

Within this broad scope of SSAH research, there is a select group of researchers who find Western's institutional climate supportive and who have been successful in securing internal and external funding. However, the consultations uncovered a general malaise and sense of discontent among the majority of consulted SSAH researchers who feel that their work is not valued within an institutional context that celebrates a corporate model of research, a model that neglects the unique needs of many SSAH researchers.

Within this context, the intrinsic motivations of many SSAH researchers are quelled, as their research outcomes often go unrecognized within Western and as the significant time and energy they invest in sustaining their research programs through the development of funding applications (internal and external) go unrewarded. This has resulted in a deep sense of demoralization for many SSAH researchers at Western, a sense that is shared by some consultees who are or have been tri-council grant holders.

Among the faculty members who were discouraged by Western's research climate, mid-career researchers are particularly disenfranchised as they find their programs of research difficult to sustain given current internal funding conditions. Coupled with the absence of sufficient and appropriate institutional supports (see theme 4), this demoralization stifles the research productivity and capacities of the SSAH research community and threatens the optimal use of Western's human capital and resources that are vital to making it a world-class, research-intensive institution.

Many SSAH faculty members expressed deep frustration that the University tends to celebrate the accomplishments and contributions of researchers according to a hierarchical system of values that recognizes and celebrates high budget research that is tied to technological "innovation" and industry interests, oriented towards transformative change, and yields high rate of research output (e.g., numerous and often multiple-authored publications). This implicit model of 'ideal' research is incommensurate with the nature and rhythm of much SSAH research, which does not typically require large sums of money and is often driven by one or a few investigator/s who require/s sustained blocks of time to implement their research methodologies in ways that meet professional and disciplinary standards (e.g., time to travel to research sites and to maintain research momentum). In contrast to the celebrated corporate model, the rate of research output for high quality SSAH research is comparatively low, as the mode of research requires more time-intensive analytic, writing, and publication processes that are often, though not exclusively, driven by a sole author. SSAH researchers working explicitly from critical, social justice perspectives and who work collaboratively with community, regional, national and/or international partners to effect long term social change through incremental impacts are particularly disadvantaged within this hierarchical model.

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3. Need for an Inclusive Internal Funding Model

"For a mid-career tenured faculty member, it is difficult to obtain the small grants necessary to launch a new research project."

A consistent theme that emerged from consultations with SSAH faculty was the failure of current internal funding mechanisms to recognize the research needs of the variety and breadth of researchers at Western. Although these mechanisms work for a small group of consulted SSAH faculty, they reinforce inequities between faculty members whose research aligns with the model outlined above and the many SSAH faculty members who are disadvantaged and "excluded" by the current system and who thus feel "unvalued". Current internal funding mechanisms are a main contributor to the discouraging institutional climate for many of the consulted SSAH faculty who described them as "counterintuitive", "demoralizing", and "punitive". This reinforces what many faculty described as a corporate model of research funding, which privileges a small group of SSAH researchers, contributes to the growing sense of disenfranchisement among SSAH researchers and is incommensurate with Western's stated identification as a "research intensive" university.

Consultees identified the previous funding mechanisms, including the Internal SSHRC, SSHRC Travel, Academic Development Fund, and International Research Awards (none of which are in existence currently), as extremely important in enabling them to conduct pilot research to make SSHRC and CIHR proposals competitive. These funding schemes were critical for early career researchers to launch their research programs, and also enabled mid- and late-career SSAH faculty to extend their research programs in meaningful and creative ways.

The consultations further revealed that there are a number of disincentives for SSAH researchers to apply for tri-council funding. Some feel that it is not worth their time to apply, while others feel that their research does not fit the requirements for a SSHRC grant. For example, research that is necessarily conducted by a principal investigator working alone or research that is highly technical and disciplinary-specific is not perceived to be consistent with SSHRC's requirements for highly qualified personnel (HQP) and a broad knowledge mobilization component.

Mid-career researchers commonly identified that they are particularly disadvantaged by the current internal funding mechanisms (e.g., seed, bridge, accelerator grants) that restrict eligibility to early career faculty or tie eligibility for funding to early career or recent previous success in securing tri-council funding. Within this context, mid-career researchers without previous SSHRC or CIHR funding are particularly at-risk of losing momentum for their programs of research. Moreover, mid-career researchers who wish to respond to the current restrictive internal funding environment by seeking external support are constrained by restrictive eligibility requirement in their efforts to seek support for preparatory/pilot research, and are thus unlikely to be successful in preparing competitive grant proposals and in procuring external funding. SSHRC researchers working at the intersection of health and social science are another specifically disadvantaged group, since they have been forced by changes in SSHRC eligibility to reorient their programs from SSHRC to CIHR, where they find little receptivity to their

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SSAH-oriented research. Rather than supporting researchers who find themselves caught in this situation, the current internal funding program further disadvantages them by mirroring tri-council eligibility requirements in the internal competitions.

SSAH Research at Western Requires

4. Expanding Institutional Supports

Funding

"If I could change the internal funding program at Western, I would create a system that recognized that worthy, institution-building, reputation-enhancing research can be carried out with comparatively small amounts of funding ($5,000 - $10,000 per year), and that would ensure that active researchers would have access to such funding."

   The costs associated with SSAH research typically include travel (e.g., to conferences, to archive sites, for collaboration with partners), dissemination costs (e.g., manuscript preparation, such as costs associated with indexing and editing) and costs associated with training graduate students (e.g., for research that requires research assistants). These costs are typically low, and SSAH researchers do not require large grants in order to be able to carry out excellent research with significant impact. This is something to be celebrated rather than discounted; moreover, Western should explore innovative research support programs that enhance the ability of SSAH researchers to access the small amounts of funding they require to support their work.

   As the chart to the right indicates, an overwhelming majority of survey respondents agreed or strongly agreed that SSAH research requires better financial support (over 70%), including a greater number of smaller grants distributed among a greater number of researchers (over 80%). Additionally, a number of researchers suggested that Western consider implementing a base level of non-competitive funding (e.g., $2,500-$6,000 per researcher) to support research costs. Providing financial support at this level to SSAH researchers would have significant positive impact in terms of research productivity and output at a very low cost.

Time

"The biggest challenge for me is to balance the teaching and service commitments with research time."

   Lack of time was identified as a major barrier to SSAH faculty members wanting to advance their research. While this concern is no doubt also familiar to researchers from other disciplines, the form and demands of much SSAH research exacerbates the issue. Specifically, many SSAH researchers work alone, within a research model that is characterized by prolonged and intensive

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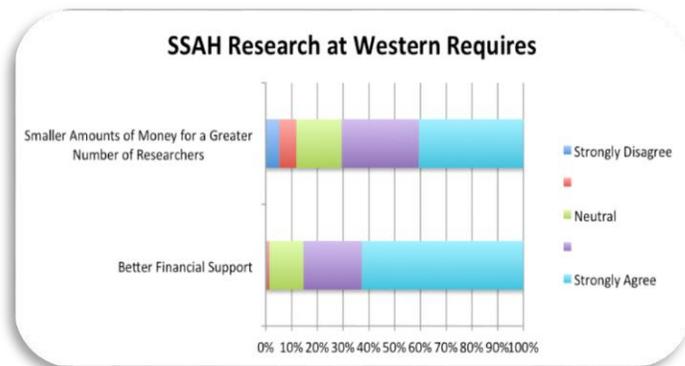
engagement with research materials, often involving work off-site. Many of the consultees emphasized that they require sustained blocks of time so that they can conduct the activities associated with their research with the quality and at a level that is expected by their respective professional communities. These researchers consistently reported the need for time to think about their research inquiries, uninterrupted by the increasing demands imposed on them in the areas of service and teaching.

A number of SSAH researchers reported that the institutional pressure to apply for large external grants results in a major investment of time with little promise of return, particularly if the value of the grant sought is low (and this is the case for many SSAH researchers, who require relatively little in the way of funding for research). As such, the effort put into low-value competitive grant applications does not represent an efficient use of institutional resources, and the time and energy of these researchers would be better spent conducting their research and producing the high-quality research outcomes that can be achieved with little in the way of financial support. A number of mid-career researchers suggested that it was a much better use of their energies to self-fund their research, given the restrictions placed on internal funding opportunities and the time investment required to prepare external applications. Self-funding was viewed by some of these researchers as helping them overcome the demoralization and frustration associated with the amount of time spent on preparing external grant applications that are not successful. By placing SSAH researchers in positions where they feel compelled to finance their research out of their own personal resources in order to maintain their research productivity, the institutional pressure to apply for large external grants, and the celebrated model that informs this pressure, reinforce an institutional hierarchy of research that systematically rewards the careers of some faculty literally at the expense of other faculty. Note that several respondents reported the use of personal funds to fund research.

Faculty members also suggested providing relief time from teaching in order to make meaningful gains in their research. Competitive internal grants that allow for teaching release would help to facilitate research momentum and productivity, particularly since SSHRC no longer funds teaching release.

Administrative Research Infrastructure at Department/School, Faculty and University Levels

"The Office of Research Ethics has been understaffed for years. This means it is now taking months and months for a research ethics review application to be processed – often longer than it takes me to collect my data."

SSAH researchers would benefit from strong and coordinated administrative supports at all levels – department/school, faculty, and central - to help them understand and access tri-council and non tri-council funding. The level and quality of administrative support available to faculty members within their particular units and faculties varies considerably, and smaller SSAH faculties in particular have little in the way of research support. Faculty members in these smaller faculties, therefore, face additional challenges when seeking external funding for research, and they do not benefit from the significant assistance available to faculty members in larger units. Moreover, efficiencies would be gained if *some* supports were centralized, since this

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would help to ensure coordination of activities, avoid duplicated effort across faculties, and ensure universal access to required supports.

Specifically, faculty members require assistance to:

1) identify funding opportunities;
2) review and provide feedback on grant applications;
3) navigate the university's software (that "the paperwork" associated with applying for funding – especially ethics and ROLA);
4) identify 'in-kind' contributions for granting opportunities requiring matching funds;
5) establish contacts with non-governmental agencies, governments, industry, policy-makers, educators, etc. for knowledge translation.

A number of SSAH researchers identified other models of administrative support at other institutions that they felt were more effective and that helped to relieve some of the time demands associated with applying for and administering research grants. For example, some universities have dedicated staff who develop budgets, along with computer software to help in this regard. Assistance with the budget development and justification and with constructing and updating common cvs would reduce the amount of time that faculty must spend on such administrative tasks. The institution should develop a University-wide framework for the identification and valuation of institutional in-kind contributions. Increasingly, these types of contributions are required (or requested) for external grant applications (e.g., SSHRC Connection and Partnership grants), and researchers need support to identify and document the in-kind contributions offered by the institution. Similarly, as the granting agency emphasis on knowledge mobilization increases, SSHRC researchers would benefit from institutional support to identify appropriate knowledge users in business, government, and not-profit sectors and to establish and maintain ongoing relationships with these knowledge users. In respect, Western should pursue membership in the *ResearchImpact* network (www.researchimpact.ca). Participation in this network will assist researchers at Western to ensure the broadest possible impact of their work.

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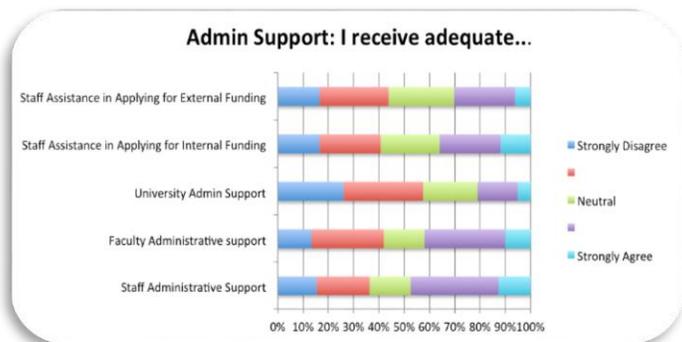
Many faculty expressed frustration with inadequate staff support for the Research Ethics Board, which led to long processing times for ethics reviews for research involving human subjects. SSAH researchers report experiencing inappropriate delays, which hold up research progress and impede productivity. It was also recommended that the ROMEO and ROLA systems be streamlined.

SSAH researchers also called for free or subsidized access to the research support tools/software that are required for their work. Western provides free access to quantitative

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analysis software for graduate students, and the University has negotiated a site license agreement so faculty members can purchase reasonably priced annual licences for SPSS. In contrast, Western currently does not provide central support for access to other basic research tools and software, including qualitative analysis software (e.g., HyperResearch, NVivo) and online survey software (e.g., Qualtrics). As a research-intensive university, Western should ensure that *all* faculty members and graduate students have access to the basic industry-standard quantitative and qualitative software needed to conduct their research at a reasonable cost.

5. Interdisciplinary & Collaborative Work

"Given the demands for interdisciplinarity at SSHRC, especially for those of us in the Arts and Humanities, this lack of university support is a significant barrier to including our research and recognizing its value to the development of larger interdisciplinary research projects. Interdisciplinary research takes resources and support. It might help if we had an office of interdisciplinary research whose objective is to aid in the creation of interdisciplinary projects across faculties, with special attention to ensuring that the Arts and Humanities are included and supported -- and in a meaningful way."

Strong support for interdisciplinary and collaborative research was identified by SSAH consultees who noted the disjuncture between the policies and commitments of the granting councils and the research activities and approaches that are supported by Western. In particular, granting agencies promote interdisciplinary projects that involve multiple researchers distributed across institutions, and participation in these large multisite grants is an important aspect of research practice. The University, however, does not place the same positive emphasis on these types of research activities; some SSAH researchers reported negative evaluative consequences as a result of their participation in large interdisciplinary research initiatives.

Consultees noted that multi-researcher initiatives, particularly those that cross institutional boundaries, include participants from multiple disciplines, and involve community as well as academic partners, can be slow to produce identifiable impact. The development of fruitful collaborative relationships requires time and careful consultation; moreover, the outcomes of these collaborations will take forms that include but are not restricted to traditional academic dissemination, such as community presentations, performances, or participation in policy and service planning initiatives. Collaborative research projects must be considered and valued in light of these realities.

In keeping with this, administrative support is needed where people are knowledgeable about community partnerships and international collaboration. Furthermore, the significant amount of time that goes into cultivating relationships in community based and interdisciplinary research – before grants can be applied for and research can be undertaken - should be rewarded not penalized.

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6. Reconceptualizing Value

"To say you're not doing it right if you're not getting a $500,000 grant is toxic, dangerous, and inimical to research that can stand on its own merits. If I can make contributions for $10,000 a year, the university administration should embrace me, not punish me."

"The modes of evaluation should be rooted in disciplinary norms and not based on the amount of research funding."

Many SSAH faculty conduct high quality research that does not conform to the model of research endorsed at Western, with the result that this research is less valued because it does not fit the traditional model. The University should broaden its definitions of "impact" and think *beyond* indicators like "impact factor" to consider how research shapes scholarship and academic debate. Western needs to recognize that "impact" can be incremental rather than transformative, local rather than on a broader geographic scale, and with effect that is realized only over the long term. One way to do this is by considering the local "impact" of research in and beyond the University, and by recognizing and understanding that work focused on social change has a slow pace. A number of SSAH researchers (as well as graduate students) point to the reciprocal relationship between teaching and research as integral to how they conceptualize value/impact.

Curiosity-driven research is critical, yet it is easily undervalued, especially when there is a focus on "excellence" and a disparagement of curiosity-driven research that is not partnered with industry. While much curiosity-driven research - indeed, perhaps *most* - will have little "impact," it is impossible to predict a priori which lines of inquiry will, in the end, be most productive and lead to the greatest innovation. Leading edge research can only be known in retrospect. Anyone can say they are doing leading-edge research, but only time, uptake by scholars, and public response will tell. Researchers need room to pursue their passions.

In many cases, high quality SSAH research does not require large amounts of money, and researchers carrying out this work therefore do not need or seek out large external grants. Indeed, many SSAH researchers make *significant* scholarly contributions on very small budgets, an achievement which should be celebrated by the administration. Often, though not exclusively, this research is conducted by one researcher and has demonstrated impact outside the traditional realm of academic publishing, including contribution to legal decisions, artistic creation, contribution to policy, or contribution to community well-being. Respondents noted that valuing research according to monetary inputs discourages collegiality and contributes to a demoralizing institutional climate. Researchers at Western experience a climate that values large grants over other measures of research impact or success, suggesting that research *inputs* (i.e., financial support for research activities) are conflated with research *outputs* (i.e., impact of research activities, which can take a variety of forms). This conflation sends a strong message to SSAH researchers that their work is not worthy of recognition unless it brings in a great deal of external funding.

A more appropriate reflection of research quality or value is research output, in the various forms this takes for SSAH research. High-quality SSAH research is marked by meaningful

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outputs with the potential for significant impact within academia and in the broader community. As discussed, much SSAH research requires little in the way of funding, and SSAH researchers can carry out and disseminate high-quality research if they have access to the small amounts required for their research and dissemination activities. Given this support, SSAH researchers will continue to make significant and meaningful research contributions, including contributions to Western's reputation for research excellence.

Many respondents noted that SSAH researchers often write sole-authored publications, and many SSAH researchers disseminate their work in the form of monographs. These forms of publishing are time-intensive, and as a result SSAH researchers tend to publish relatively infrequently.

SSAH researchers identify a number of inadequacies of existing assessment processes (in particular, APE) in capturing the value of SSAH research. Many felt that the time taken to apply for large grants should be recognized in the APE scores whether or not the application was successful. Additionally, some research that is attractive to other, non tri-council funding bodies is not valued in APE procedures or reflected in APE scores. Concerns were also raised that since APE scores are tied to a certain amount of merit pay, it may encourage "quantity over quality" This reinforces the idea that greater productivity is necessarily better, a sentiment with which many faculty disagree.

In this regard, traditional research metrics (e.g., citation counts) do not adequately reflect the impact and quality of much SSAH research. Metrics, when appropriate, must be applied *within* a disciplinary context, in order to account for different publishing and citation practices. The University must consider alternative methods of assessing outcomes, including pedagogical impact, peer review, policy contributions, legal decisions and research narratives. The modes of evaluation should be rooted in disciplinary norms and not based on standardized research metrics that privilege some modes of research production over others.

There is significant concern among some SSAH faculty members that particular metrics/indicators could become externally mandated standards for faculty assessments (e.g., Annual Performance Review, Promotion and Tenure). While some schools and departments will use metrics for evaluative purposes, SSAH researchers remain adamant that the evaluative use of metrics *must not* be imposed as the method of assessing faculty or individual researcher performance. In this respect, it is critical to remember that, although these tools may provide insight into the contributions and impact of an individual researcher or group of researchers, metrics/indicators are not easily comparable across disciplines or across researchers.

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7. Recognizing and Communicating the Impact of SSAH Research

Better Storytelling and Knowledge Translation

"I would love to have a dedicated external affairs group that would work to distil my research and make it public. I find it a very daunting and onerous to think that I need to do the research and also build my own brand and popular outlets for disseminating that work outside of academia. Someone (a graphic designer) to make infographics, executive summaries with nice graphics, make tweets or blog posts would be amazing. This is work that I feel is necessary […] but I do not have these skills."

SSAH researchers, like other researchers across campus, would benefit from assistance to 'tell their own story' and promote their own research to the world at large (communities, policy, local and global contexts). Research dissemination begins with traditional publication and conference presentation, but now extends to open access publishing, and contributing to and maintaining a profile on research repositories. Increasingly, researchers are required to engage in knowledge translation beyond academia to professional audiences and to the general public, through means that include developing and maintaining an online and social media presence, reaching the public through traditional media, participation in professional conferences, and participation in public lecture series.

As illustrated in the chart above, over 80% of the survey respondents noted that SSAH research requires both better recognition by the University and better promotion to improve visibility outside of the University. The University must celebrate research contributions and not just research funding, and must recognize a broad range of impacts. For example, SSAH researchers make important contributions to policy and legal decisions, and engage in non-traditional forms of research dissemination, such as performance, which indeed serves as a great avenue for knowledge mobilization. These contributions should be promoted within the community, thereby promoting a strong relationship between the community and the institution.

Countering Exclusion by Cultivating a Vibrant Research Culture

"Every day, I look at those giant posters on the sides of our buildings and I feel that my students and I don't belong here. The university only celebrates tech research, medical research, and
entrepreneurialism. In fact, the vast majority of the research on this campus is about the social, about the world and its problems, about helping others, about critical thinking."

Respondents' comments about their experiences of feeling excluded from the Western

SSAH Research at Western Requires

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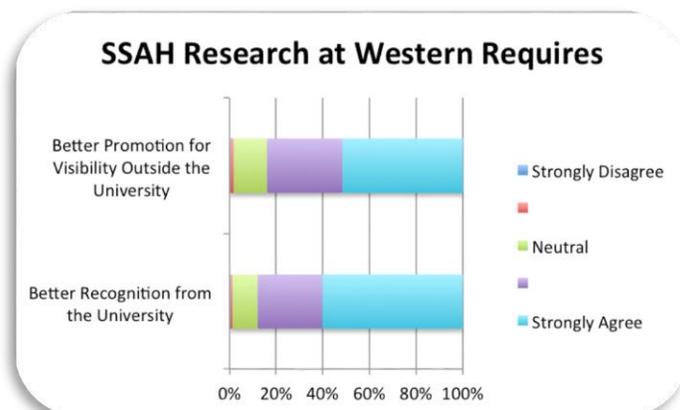
culture of research reveals the gap between the research that is typically valued and celebrated and the diversity and scope of SSAH research that is being conducted at Western.

Several SSAH researchers report feeling isolated and expressed a desire to create a more collaborative intellectual community at Western. Researchers indicated that they would like more opportunities for collegial exchange, discussion, and collaboration on campus, as well as more venues for sharing between cognate disciplines. Several faculty said they felt that one of the reasons no one in the faculty knows what they do is because there is no place to meet and talk which signals the need to promote communication and camaraderie within Western. Communal spaces are important for faculty to share ideas as well as their accomplishments in the realm of research, which include receipt of major awards, keynote speeches, SSHRC grants, new books and journal article publications. Participation in interdisciplinary reading groups, the space to contemplate with others should be valued and supported. The University can help to cultivate a vibrant research culture at Western by providing support for some of these initiatives such as speaker series.

8. Faculty Consultation Recommendations

Based on consultations it is recommended that the University should:

1) Find ways to support and value the activity of curiosity-driven research that makes *significant* contributions to scholarship, policy and to the community and world at large. The University needs to privilege high impact research, not only high budget research.

2) Explicitly promote and identify with values that reflect research in a diversity of disciplines, including SSAH, without privileging the values of some research over others (i.e. committing to social justice and other values is more important than "branding," which reflects business model and its associated values).

3) Support and value the contributions of all SSAH research, not just award-winning research. SSAH researchers request assistance in telling their stories, in a way that clearly communicates and promotes the value and impact of their research. See McMaster for good examples of how research is communicated across range of disciplines and in a way that makes all the featured research sound important and exciting.

4) Assist SSAH researchers to promote their own work by providing centralized resources and training for developing research narratives, identifying community outreach opportunities, reaching out to media, developing and maintaining a social media presence, and developing and maintaining profiles on relevant institutional and extra-institutional research repositories.

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5) Identify and develop more nuanced forms of evaluation that recognize the work and accomplishments of diverse disciplines and scholarly fields. Change evaluation mechanisms to recognize the impact of SSAH Research and to reward community based and interdisciplinary research, some of which receives tri-council funding.

6) Recognize that people need money for research, but not everyone requires large sums. Smaller pots of money need to be made available to SSAH researchers in the form of standard research support, small competitive grants, and support for dissemination. One option supported by many SSAH researchers is for the University to introduce standard, non-competitive research support (between $2000 and $5000) that can be used for the purposes of research including data collection and dissemination. In addition to basic faculty level research support, it is recommended that the University implement a centrally administered competition for low budget projects (e.g., those requiring $20, 000 or less). Such research has the potential to offer significant value per research dollar spent.

7) Mid-career researchers are at particular risk for their continued research performance due to a lack of existing institutional support. One solution is to offer a "Kick Starter Grant" that would be available to every researcher at one point in their career. This could include a one time/per career place you can get a reasonable amount of money $10, 000 – to help researchers build toward future success – (potentially at the SSHRC level). It would have to be used toward a project that has scientific validity and that would also be evaluated. Mid-career researchers would also benefit from formal mentorship similar to that received by new faculty.

8) Strong administrative support is required at all levels – department, faculty and central - for researchers accessing both SSHRC and non-tri council funding. There are a number of SSAH researchers who need, go after and are successful at SSHRC/CIHR and they need be supported as much as possible in their efforts. One possibility is for Western to create a Research Support Centre (like the Teaching Support Centre) to foster research skills as well as grant application skills. This Centre could train faculty members on handling different workflows (ensuring that research does not become deprioritized), how to use bibliographic software, how best to undertake dissemination of research, how to measure our own impact, etc. Western should pursue membership in the ResearchImpact network to enhance support to researchers for knowledge mobilization activities.

9) Introduce competitive grants for teaching release, which would work to alleviate some of the time pressures experienced by SSAH researchers, particularly tenured faculty.

10) Devote resources to address unreasonably long processing times for ethics, which holds up research. Streamline the ROMEO and ROLA to make it easier for SSAH researchers interact with these systems.

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11) Provide SSAH researchers with adequate research support tools, such as N-Vivo (qualitative analysis software) and Qualtrics. These are two examples of research tools that researchers are required to interact with and should therefore be available to all researchers at Western at a reasonable cost.

12) Cultivate a collaborative interactive and interdisciplinary research community by providing funding, opportunities and space for researchers to share ideas and talk. Supporting speaker series and reserving spaces on campus specifically for SSAH researchers across disciplines to gather would go a long way in producing a vibrant research culture at Western.

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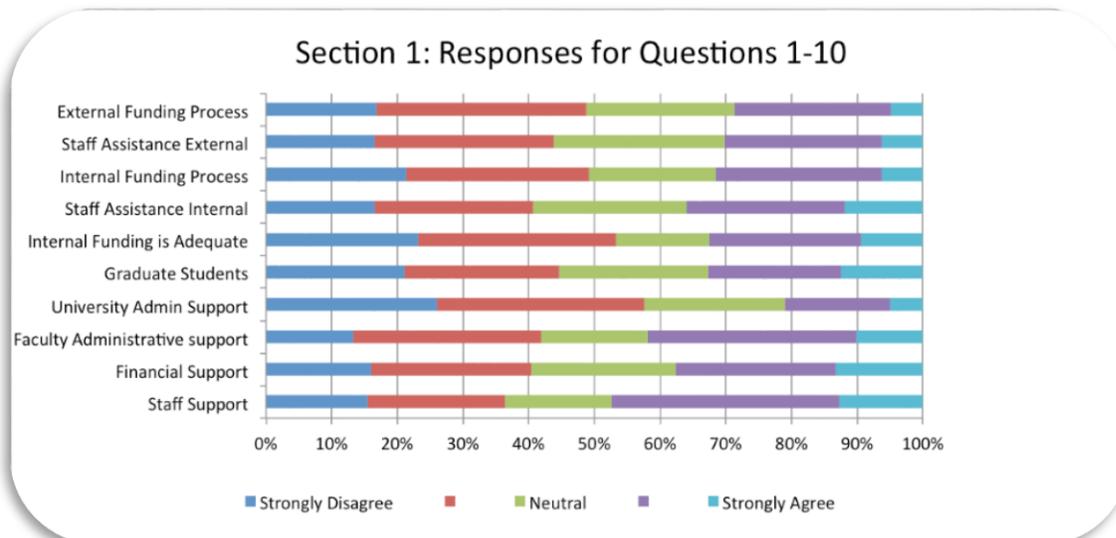
Section 6: Responses for Questions 1-8
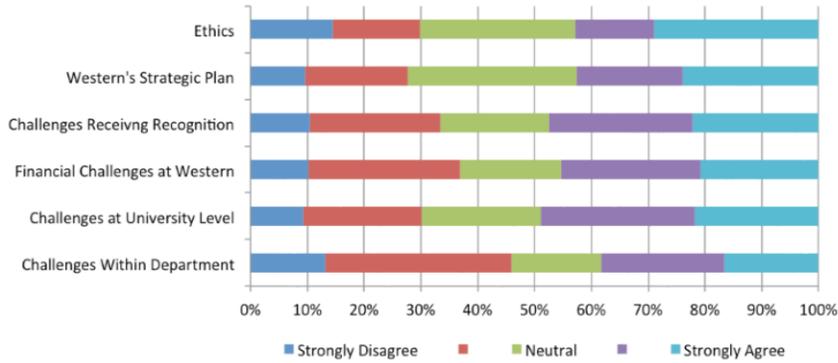
Section 8: Responses for Questions 1-6

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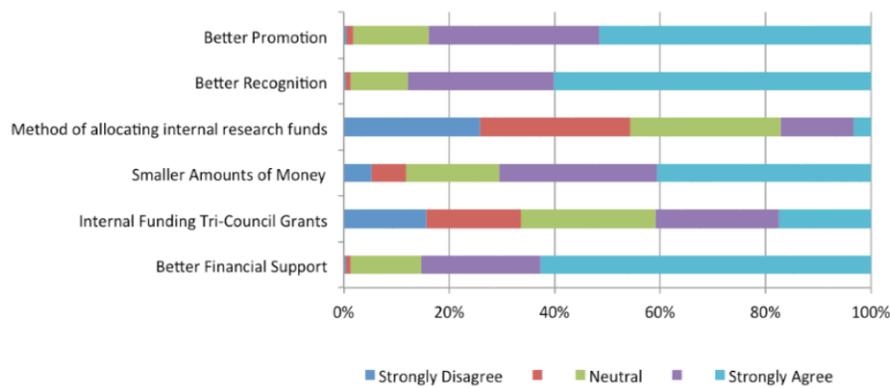
Attachment 3 – Submission of the SSHRC Associate Dean's Research regarding research indicators

This report was developed in response to a request by the Assistant Vice-President of Research, Mark Daley, to provide input on the issue of metrics that could be used (where appropriate) to reflect research output and research quality in the social sciences, arts, and humanities. The response was prepared jointly by the deans of research in the faculties of Health Sciences, Information and Media Studies, Music, Business, Arts and Humanities, Law, and Social Science, who consulted in turn with members of their respective faculties. The response does not represent a wholehearted endorsement of the use of metrics, but is rather a joint attempt to document indicators of research impact and outcome appropriate for the range of research activities in the social sciences, arts, and humanities.

Thank you for the opportunity to provide input on the measurement of research impact/outcome. This is a complex issue in part because there is no single set of indicators that can capture the impact of all research. Moreover, some types of impact simply can't be captured through quantitative metrics. Some faculty members have expressed concern that the use of research metrics legitimizes a general trend toward the metrification of quality in academia – in fact, for some faculty this concern is so significant as to lead them to reject the very idea of research metrics. Our discussions also lead us to understand that researchers need assistance in documenting the impact of their own work. Therefore, what we're offering here is a summary of the kinds of metrics and other assistance that would help researchers from diverse disciplinary backgrounds to document research impact and excellence.

We understand that the goal of identifying research metrics/indicators is to provide *researchers* with the tools that they need to document the impact of their own work. To the extent that metrics are being used in this manner, they will be helpful for many (although not all) researchers across campus. To provide support to the broadest range of researchers at Western, it is critical that we support a wide range of approaches to identifying and documenting research impact, including traditional citation metrics, alternative metrics that capture a range of non-traditional sources where research and researchers could have an impact, and qualitative narrative approaches that support individual and individualized accounts of research impact using outcomes that are relevant to a specific researcher and/or a specific project. We also wish to stress that much of the support that would be helpful comes in the form of ***people*** rather than *tools*. If the goal is to enhance Western's reputation, the importance of personnel who are talented at story telling cannot be overemphasized. That is, regardless of the tools/packages that might be purchased to document research success, personnel will be needed to ensure that these packages will be deployed in an accurate and useful manner.

Finally, it is worth making some general points, arising from our discussions, about access to metric supports/systems. First, we believe it is critical to ensure university-wide access to whatever metrics we purchase/license. *All* faculty members must have the option to use the tools

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that we license or purchase for tracking research impact – i.e., access to these resources should *not* be determined on a faculty-by-faculty basis. Standard metrics, for example, may not be appropriate for all SSAH faculty; there are, however, some SSAH researchers whose work (or at least aspects thereof) is/are well represented by standard metrics, and we would not want to see their access to the appropriate tools restricted because there is not widespread applicability within their specific faculty. Second, faculty members who use any metrics system must have open access to their profiles, with the ability to monitor, revise, and correct errors or omissions. It would not be possible for one person to collate correctly data for any individual faculty member, let alone a large group of faculty members. There are too many issues with respect to, for example, properly counting citations from even something like SciVal, which, at least at first glance, seems like it should be straightforward. There are definite issues with regard to similarity among names, changing names across time or publications, and the changing name of our university. No central staff member will be able to hone in on the full correct set of citations in something like SciVal, let alone locating the correct white papers, policy briefs, and other important evidence of impact. This work can be done by staff, but we believe those staff will have to be situated within a given department, so that errors and confusions around the data can be resolved within the unit.

1. Expansion of existing metrics (citations of/citations in): SSAH and other researchers present their research in a variety of formats, including but not limited to peer-reviewed journal articles. When summarizing research citations, it is important that citations in and citations of the following types of outputs be included in a comprehensive citation tracking system:
    a. Monographs, edited collections, critical editions
    b. Chapters in monographs, edited collections, critical editions
    c. Refereed conference proceedings
    d. Theses
    e. Papers in research repositories (e.g., Social Sciences Research Network (http://www.ssrn.com/en/), ResearchGate (https://www.researchgate.net), Scholarship@Western, etc.)

2. Citations of and citations in 'grey literature': Beyond even the expanded list of 'traditional' academic outputs listed above, SSAH research is disseminated and cited in a variety of 'grey literature' forms. These are not captured in traditional citation tracking systems, but they represent important avenues for dissemination and areas for potential impact of SSAH research:
    a. Canadian and international court decisions (citation in, particularly for Law)
    b. Hansard citations
    c. Government reports
    d. Corporate reports
    e. White papers
    f. Policy briefs

3. Non-citation researcher and research impact indicators: Systems like *altmetrics* are beginning to track research impact reflected, not in formal citations, but in social media discussions, media presence, and other forms of discussion/presentation. Collectively,

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these reflect an influence on the field, on Western, and/or on society more broadly. These include:

    a. Social media mentions (blogs, twitter, etc.)
    b. Press interviews
    c. Keynote lectures
    d. Exhibitions/exhibits
    e. Contribution to policy (e.g., invitation to participate on consultation panels)
    f. Contribution to course outlines, educational curricula and programs
    g. Student training and placement
    h. 'Collaboration' maps that show disciplinary and interdisciplinary research collaborations
    i. There are currently several projects underway that seek to measure the impact of artists' work on audiences (see Quality Metrics (http://www.artscouncil.org.uk/what-we-do/research-and-data/quality-work/quality-metrics/ , in the UK, and Culture Counts (https://culturecounts.cc/about/) in Australia.) We should seek to better understand these efforts to see if they are relevant to constituencies of the SSAH community.

4. Getting the message out: "getting the message out" about research can be a time-intensive and challenging exercise – and SSAH researchers, like all researchers across campus, would benefit from hands-on assistance in this area. Specifically, we have two suggestions:

    a. Western should focus on enhancing the presence of Western researchers in a select number of online research repositories (e.g., SSRN, ResearchGate, academia.edu). Research repositories are increasingly important for access to (and therefore citation of) relevant scholarly research. If Western were to choose a small number of such repositories with the intention of enhancing the presence of research from Western (and researchers from Western) on those sites, there could be significant benefit for both the institution and individual researchers in terms of enhanced research visibility. The problem is that setting up and maintaining these profiles is time-intensive. One solution is to provide practical support to interested faculty members to develop and maintain profiles on the identified sites (e.g., assistance with setting up the profile, uploading relevant publications, ensuring that copyright provisions are respected, etc.).

    b. Staff resources to assist individual researchers to develop a specific research impact 'story'. Many SSAH researchers and research projects would benefit from an individual approach to research impact – the projects and researchers aren't well reflected in standard metrics, but require instead a qualitative storytelling approach to research impact. Assistance with developing and writing these stories would be of benefit – and we have expertise at Western in this area.

Cathy Benedict, ADR, Music; Helene Berman, ADR, Health Sciences; Nandi Bhatia, ADR, Arts and Humanities; Stephen Bird, ADR, Education; Jacquelyn Burkell, ADR, FIMS; Robert Klassen, ADR, Business; Ken McRae, ADR, Social Science; Valerie Oosterveld, ADR, Law

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Attachment 4 - URB SSAH Task Force: Graduate Student Consultation Recommendations
Prepared by Joshua Lambier and Diana Moreiras
- May 04, 2016

Executive Summary
While SSAH graduate researchers share many of the prevailing concerns expressed by faculty, the former also experience unique pain points that will remain invisible without careful attention to the important and distinctive challenges that arise for doctoral students at The University of Western Ontario.

2) The Western Context
With the growing prominence of STEM disciplines, SSAH graduate students have noted an intensified pressure to shift the topics and methods of their research to adapt to the "STEM-bias" in evaluation criteria for internal and external grants, awards, and distinctions. Graduate students have also pointed out that the rhetoric of this University's leadership is increasingly dichotomized into the needs of "STEM" and "non-STEM" disciplines, which flattens and diminishes the contributions of the social sciences and humanities. Students recognize that this rhetoric is a response to a general shift of tone coming from funding bodies in Canada, but would encourage senior leaders to advocate for the vital contributions of SSAH research.

3) Recognition/Advocacy
Graduate students have expressed their desire to see university leaders make a more robust case for the value of SSAH research at its best within and beyond the university system. There is also a general impression that research is especially valued when it can demonstrate direct application or "impact," which overlooks the intrinsic value of SSAH research (i.e., the humanities for the humanities' sake). If policymakers and the broader public have a better idea of the value of SSAH research, the career options of SSAH graduates might also improve. Recent reports indicate that only 20-30% of all humanities PhDs in Canada will secure a position in universities or colleges, highlighting the urgent need to make the case for the value of doctoral education beyond the academy.[1] Finally, participants noted that the University should profile and publicize the research excellence of *all students*, not just those who win national/international awards.

Training for Research Careers: Graduate students would like a broader range of professionalization activities to develop their scholarship and career opportunities, including an enhanced focus on collaboration, project management, grant writing, and knowledge exchange. Students noted the lack of opportunities to mobilize their research projects beyond their disciplinary boundaries, which limits the translatability of their projects to careers outside of the University.

Graduate Level Teaching: SSAH graduate students pointed out the high value of teaching while carrying out their research given that they gain valuable insights and perspectives on issues related to their research allowing them to feed ideas back into their research, thus fostering their interpretations. Graduate students hope more weight can be placed on this in relation to SSAH research by creating more opportunities to teach at the graduate level.

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4) Need for general research infrastructure supports

Removing Obstacles for Engaged Graduate Research: Though the dissertation is the traditional outcome of a successful doctoral program in the social sciences and the humanities, graduate students are advocating for PhD programs that are designed for greater modes of participation with broader publics, including recognition for a *wider and more inclusive continuum of scholarly artifacts* beyond the article and the dissertation (e.g., research blogs, films, websites, digital and oral storytelling initiatives, community-based projects). Graduate researchers pointed to a dynamic list of publicly engaged projects they were building or working on as part of their doctoral education with little or no recognition of their efforts in terms of the adjudication of their success as a student, even if these activities ultimately make them stronger candidates for careers within and beyond the University. There is also an urgent demand to see new models for PhD programs, with the option to replace the dissertation with a coherent series of artifacts (e.g., dissertation by articles, applied PhDs, Workshop PhDs, project-based PhDs, internships, among others).

Interdisciplinarity: Doctoral research projects are enriched by interdisciplinary collaboration, and Western should encourage innovative opportunities for graduate students to approach new questions, methods, and communities. Many of the most intractable problems occur in the liminal spaces between disciplines, and require novel strategies for cross-fertilization between traditional disciplines. The University could enhance existing graduate programming by increasing resources for interdisciplinary clusters, by removing unnecessary barriers for graduate scholars to engage with faculty across the disciplines, and by recognizing research outcomes that might otherwise fall outside of the standard process of evaluation (e.g., community-based projects). Doctoral students also emphasized the need to foster "bottom-up" approaches to interdisciplinary collaboration, which would allow researchers to forge their own creative pathways.

Ethics: Graduate students are in need of better support in relation to the research ethics process. There is a need for faster turn-over timelines from the Ethics Board. Moreover, graduate students would find it much more beneficial to receive relevant feedback on their SSAH-specific research projects from SSAH faculty members (i.e., instead of the STEM-focused/quantitative feedback some SSAH graduate students have encountered in this process). Additionally, graduate students find it more appropriate and logistically sound to have the option to take more ownership of their research through the ROMEO system. We recommend to open up the option for graduate students to choose to be the principal investigator on ROMEO as well as developing a more clear and helpful guide on the UWO website about the Ethics procedures and corresponding forms.

Graduate Designated Spaces: Having physical spaces available on campus which are catered to the graduate researchers' needs were highlighted as crucial (i.e., these are different from undergraduate student spaces). Specific spaces designed for graduate level research activities (i.e., reading, studying, writing, meetings, break rooms/lounges) are currently lacking in some SSAH departments and this situation turns more complicated for graduate student researchers who are over their funding period. As a result, senior graduate students are pushed off campus, isolating them from the collegial community and research environment of the university. We recommend that the University finds feasible opportunities to create spaces with graduate

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students' needs in mind such as reading and writing rooms, office spaces available beyond year four, and faculty/graduate break rooms/lounges for each SSAH discipline.

5) Allocation of Internal Funds

International Students: Given that international graduate students pay more tuition and are ineligible to apply for most governmental grants and scholarships (with the exception of the OGS which is limited to eight students across campus), they are left with minimal or no funds to allocate to their research projects. As such, we recommend that the University finds ways to create internal scholarships/awards with the main purpose of supporting international students, exclusively, with their research-related expenses (e.g., field and/or laboratory work, research dissemination, etc.).

Transparency for Adjudicating Grant Proposals: Students advocated for a more transparent process of evaluating grant applications at the major funding bodies (e.g., SSHRC). Graduate researchers are also concerned that innovative interdisciplinary projects are not being evaluated fairly in the "jury process" of review at the TriCouncils, especially if the project "falls between the cracks" of established disciplines (e.g., Humanities and Health Sciences) or funding councils (e.g., SSHRC and CIHR).

Open Source Journal Publishing Subsidy: It would be very beneficial for the University to have a specific fund which graduate students could apply to in order to help subsidize the cost of publishing in open source journals. This would encourage more graduate students to publish their work during their degree and have their research become more accessible, beyond their own field of study.

6. Conclusions:

With the growing recognition and support of mental health issues on campus, graduate students would like to see adequate health services and resources. In some cases, the needs of graduate students may exceed those of undergraduate students (e.g., students with families and children). *"A healthy grad student,"* as one student said, *"equals a more productive grad student."*

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[1] "White Paper on the Future of the PhD in the Humanities," Institute for the Public Life of Arts and Ideas, McGill University, December 2013.

Appendix 3

URB Social Sciences, Arts, and Humanities Task Force
Working Group 3 Summary Report and Attachments
Andrew Nelson

Contents:
1. Administrative practices and processes
2. Funding
3. Recognition / Communications
4. Advocacy

Attachments:
1. re: REB - memo on April 22nd, 2016 from Erika Basile, Director, Office of Research Ethics to the Deans and ADRs to be distributed to the research community, informing everyone that a new non-medical Vice Chair has been appointed, Prof. Randal Graham and providing further details of recent developments in the ORE.
2. Other Canadian and International Universities' internal funding programs – prepared by Andrew Nelson and Jane Toswell
3. URB Social Sciences, Arts, and Humanities Task Force Working Group 3 Report on Research Communications – prepared by Jonathan Vance

Working group's initial remit:

1. How is research in the social sciences, arts, and humanities supported at Western and how can this be improved?
    a. Specifically, how can (i) administrative practices and processes, (ii) funding, and (iii) recognition be improved?
    b. How can Western better communicate the results of leading edge scholarly activities in social sciences, arts, and humanities disciplines?
    c. How can Western advocate for social sciences, arts, and humanities research more effectively?

1. Administrative Practices and Processes

Based on the findings of the Working Groups, our Committee identified four areas in which infrastructure should be strengthened to enhance social sciences, arts, and humanities research.
- Support for the preparation of research proposals
- Research ethics review and approval
- Access to research tools
- Fostering interdisciplinary and collaborative research

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Preparation of Research Proposals

Respondents to our Committee's consultation process revealed that there are large disparities among the different faculties in terms of the kinds and amounts of administrative assistance that they can provide individual researchers. Strong praise was in evidence for the quality of support from Research and Development Services, particularly in the area of grant preparation, but that support is currently limited to specific programs (e.g. ORF, CFI, SSHRC Partnership and Partnership Development grants), leaving many faculty members dependent on variable and typically more limited resources in their home faculty. Furthermore, specific kinds of support, such as staff members knowledgeable in areas such as granting agency regulations, best practices around the eligibility and evaluation of in-kind supports, and the details of graduate support are very unevenly distributed across the faculties. Thus, there was a strong sense that there should be a greater centralized presence in the areas of opportunity identification, grant preparation, the handling of in-kind supports, the facilitation of community based research, and research mobilization. In addition, the areas increasingly being emphasized by the Tri-Councils, including open access publishing, data curation, and knowledge mobilization are areas of strategic importance that would benefit from administrative assistance.

Several impediments to the grant application process were identified by individuals consulted by this Committee, focusing particularly on ROLA and recent changes in administrative practice.

ROLA – ROLA has long been an irritant to researchers and some administrators at Western. It is indeed a valuable tool for gathering signatures in a fast and efficient manner, but its interface is non-intuitive, the software is unforgiving of mistakes and its budget module seldom matches the modules of the actual grant application. From an administrative perspective, it does not easily allow ADRs to check specific items of information, the budgets are incomplete, there is no way to track Faculty or University commitments to grant proposals and there is no facility to monitor a Faculty's grant activities over time. Finally, it does not track the information necessary for many of the internal processes in RDS, including the allocation of internal funds and information for research contracts. A software package recently obtained by Western, Qlik, does allow the querying of the ROLA database and the production of reports (data that make up part of this report was obtained this way), but it is currently only available to a few individuals.

Recent discussions with Patrick Callaghan indicated that there is a willingness to examine the ROLA interface and the kinds of data that ROLA gathers. The Committee applauds this openness (which has not been apparent on this topic in the past) and encourages that a range of stakeholders be consulted to improve this product.

Recent changes in administrative practice – Several researchers, particularly those with large grants that require extensive administrative and HR support, have noted that the administration of these projects is extremely burdensome. In addition, the process of hiring research assistants has become very complex, and there appears to be increasing bureaucracy involved in making purchases and payments. A thorough review of administrative procedures and processes with an eye to increasing efficiencies and decreasing the load on the researcher would be timely and welcome.

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<u>Research Ethics Review and Approval</u>

Many researchers and students consulted by this committee expressed frustration with the University's ethics approval process, citing, in particular, Research Ethics Board comments that go beyond the accepted purview of ethics review and significant delays in procuring ethics approval. In addition, researchers involved in multi-university projects experience difficulties and delays in coordinating ethics approval across institutions.

Our Committee acknowledges that the REB is aware of these challenges and is taking steps to address them. Documents detailing the steps taken to improve efficiency in the Office of Research Ethics are included as an attachment here and are itemized below. We support their efforts and encourage the University to ensure that they are given adequate resources, both in terms of finances and training personnel, to promote timely review of submissions. Finally, if the REB is to reflect the ideal of local peer-review for ethical acceptability, social scientists, artists and humanists must dedicate their time to serving as members of the Board.

Actions undertaken in the last year in order to improve efficiency at the Office of Research Ethics (from an email from Erika Basile):

- "We have hired 2 new Ethics Officers (one for the Health Science review and the other for the Non-Medical REB)
- Documentation: In response to feedback, we have updated templates and guidance documents on our website to better support researchers in preparing their ethics submissions. These updates will help researchers interpret policies and regulations, and to create study documentation. Due to the breadth of research activities across campus, we have updated our non-medical application form to clarify information the REB requires for review.
- We are in the process of finalizing the contract with a vendor for a new REB management system to replace ROMEO. The goal is to have this new system in place by the end of the year.
- Re: the coordinated REB review with UofWaterloo, more information about this can be found at http://www.uwo.ca/research/services/ethics/about/coordinated_review.ht
- We have some new REB members from Cardiac Surgery and a new community member which has been a tremendous help. We also have some new post doc REB members aiding in the review of medical applications (mainly delegated submissions). This has been a big help on our health science REB side.

  Some challenges remain, however. We have heard the research community's frustrations about delays and inconsistent reviews. This is where we need the research community's help. REB members play a vital role in the research ethics process by assessing whether research protocols adequately protect the rights and welfare of participants and researchers.

  We greatly appreciate the work our current and past members have done; however, to review the number of submissions we receive monthly in a timely manner — and with sufficient expertise — we urgently require new REB members knowledgeable in various

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subject areas. We require additional NMREB support from most faculties to help current members when they are unable to provide a review. Despite my initial Memo from Jan/2016 asking for additional REB membership and Grace's engagement with faculty we have not acquired any additional REB membership for the Non-Medical REB.

With respect to the HSREB, we are currently shorthanded in many areas, including, but not limited to: neurological sciences, dentistry, family medicine, medical imaging, oncology, ophthalmology and surgery. We need to ensure sufficient REB membership from the various faculties engaging in research involving human participants."

Our Committee is grateful for the leadership being provided by Ms. Basile and the steps that have been taken over the past year. We support these ongoing efforts and trust that things will continue to improve. We also encourage faculty members to respond to Ms. Basile's requests for engagement. Clearly, further improvement requires coordinated effort.

See Attachment 1 for additional information.

Access to Research Tools

Many research tools, such as quantitative analysis software that is commonly used in the sciences and in some of the social sciences, arts, and humanities, are widely available to students and faculty members at Western either free or at a reasonable cost through a university-negotiated site license. There is not, however, comparable access to tools that would be of use particularly to social science, arts, and humanities researchers, such as qualitative analysis software and online survey software. Some Faculties are able to provide to their researchers access to these resources, but others do not have the funds to make these tools available. Lack of universal low-cost access to these tools compromises the ability of faculty members and graduate students to carry out research; moreover, it places grant applicants at a disadvantage relative to faculty members at other institutions because they must build into their budget relatively high acquisition costs for these tools. Thus, coordinated centralized support for these resources would be of inestimable benefit to social science, arts, and humanities research on campus.

Research tools that have specifically been raised include Qualtrics and NVivo which are used by researchers and students across all the social sciences, arts, and humanities disciplines. These tools should be as readily available as SPSS is to researchers and students who utilize quantitative methods.

Fostering Interdisciplinary and Collaborative Research

The increased emphasis on interdisciplinarity at all the Tri-Councils makes support for this kind of research a strategic priority for the University. The current InterDisciplinary Initiatives program is widely recognized as a very important tool in this area that has fostered many vital and dynamic programs. The recently named clusters, the Brain and Mind and Bone and Joint Institutes, both held IDIs at some point along their development. Other research enterprises, graduate and undergraduate programs have emerged from this program as well.

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At an individual level, however, faculty members who carry out interdisciplinary research report ongoing challenges. Our consultations revealed that there are still difficulties encountered by individuals who hold appointments that cross units, particularly in terms of the hiring and promotion and tenure process. In addition, there are clearly still rigid silos in many parts of the University. Thus, an ongoing concerted effort is required to further develop interdisciplinarity at Western.

One suggestion that came out of the consultations, both with faculty members and students, was that Western should "cultivate a collaborative interactive and interdisciplinary research community by providing funding, opportunities and space for researchers to share ideas and talk." The libraries could play an important role in the establishment of such an environment as it exists outside of the disciplinary silos.

2. Internal Funding

Our consultation revealed a belief that recent changes in the internal funding program at Western, while aligned with the Strategic Plan, had shut many researchers out from one of the key supports for their research programs, which in turn has profoundly affected researcher morale.

As discussed elsewhere in this Task Force's final report, many social sciences, arts, and humanities researchers do not require large sums of money to undertake their research. The minimum grant request for both SSHRC's Insight and Insight Development Grants is $7,000, suggesting that these should be fruitful opportunities for researchers seeking to support small projects. However, data shared with this Committee by SSHRC revealed that the smallest amount actually funded from the fall 2015 Insight Grant round was approximately $65,000 while the average award was 2 to 3 times that size. Figures for the January 2016 Insight Development Grant were also well above the $7000 floor, at approximately $20,000 for the smallest request, with an average request of approximately 3 times that size (the awarded amounts are not yet available). These data make it evident that successful SSHRC projects do not have small budget projects, which is consistent with the Tri-Councils emphasis on multidisciplinarity and team grants. Although we have no direct evidence that lower budget projects would have a more limited chance of success, recent success rates in the low 30% range suggest that the return on investment for such applications would be limited at best.

Thus, it is important for universities to be creative about other ways to support small to modest research projects. SSHRC does provide Institutional Grants to eligible institutions and they allow institutions to retain unused grant funds (Grant Residual Funds) for repurposing. As discussed in the Summary Report on Working Group 1, these are the only funds that some universities deploy for internal funding. However, Western adds considerably more money from its operating budget to the internal support budget, for a total of ca. $2M/year.

Patrick Callaghan, the Interim Executive Director, Research, generously provided some data derived from the ROLA database, allowing the Committee to undertake some basic analysis of how the internal funds were being deployed, and what effect that had on external funding success. A small portion of that analysis is presented here.

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First, a tabulation of internal funds allocated to all Faculties indicates a somewhat fluctuating, but reasonably steady investment of funds for internally supported research:

2011	2012	2013	2014	2015
$2,006,772	$2,019,403	$2,107,511	$2,661,279	$1,876,173

The brief rise in internal funds in 2014 is likely due to the overlap of programs that were being phased out, and new programs instituted in, 2013. The reason for the reduction in funding below $2M in 2015 is not clear.

An examination of the core funds that faculty members can apply for directly (pre 2013 = Academic Development Fund large and small grants, SSHRC Internal Research and Travel Grants, International Research Grants; post 2013, Western Strategic Support for Success Grants and Faculty Directed Research Funds) showed that the social sciences, arts, and humanities disciplines in aggregate receive approximately 30% to 40% of the funds apportioned to the STEM disciplines. The average social scientist, artist or humanist also receives about 30% to 40% of the amount of internal funds as the average STEM researcher.
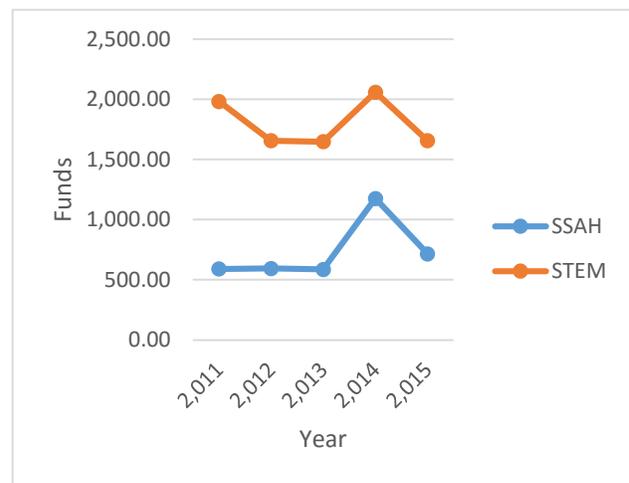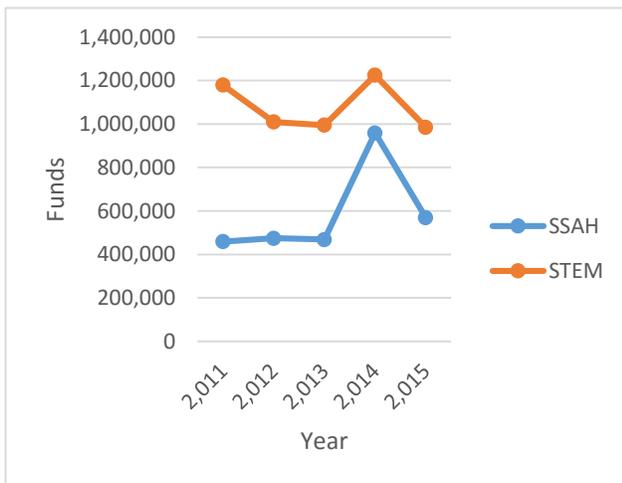
This observation is not a rallying cry suggesting a systematic bias against the social sciences, arts, and humanities disciplines and researchers. Rather, it is an important observation that deserves further discussion. Elsewhere in this report, we have noted that social sciences, arts, and humanities researchers tend to require smaller budgets than STEM researchers. However, there are more social scientists, artists and humanists at Western than there are STEM researchers, so one might also expect a more equitable distribution of resources. It is not the objective of this report to come to a conclusion on this matter; we merely seek to point out that this is something that should be explored more thoroughly in an examination of the internal funding program.

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A third analysis undertaken is of the total value of SSHRC grants held at Western. There are many reasons that this number could vary over time, including a few very large grants, overall changing success rates at SSHRC, vagaries of the pool of researchers applying in any given year and so on. However, given that the funding regime instituted in 2013 had its explicit goal to increase success rates at SSHRC, this is a valuable indicator of the success of the Western Strategic Support for Success Program. The figures for the total value of SSHRC grants held at Western are plotted below:
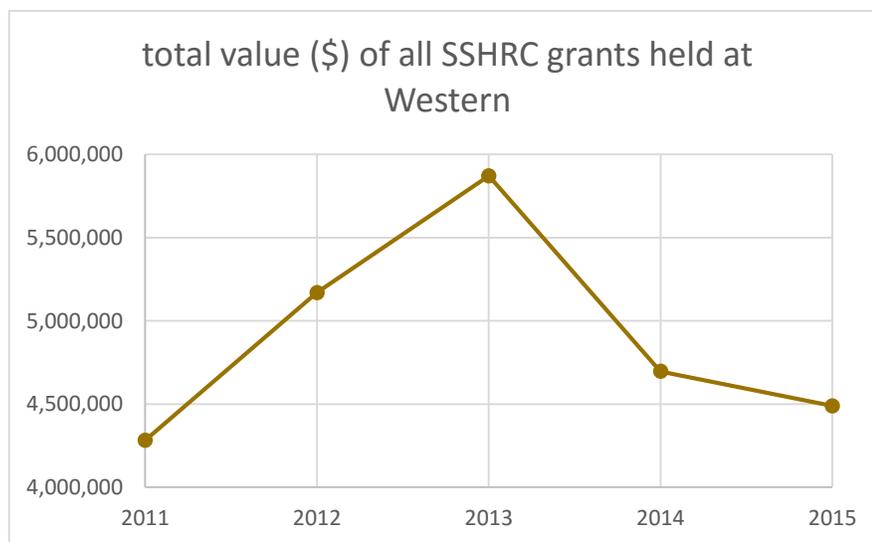
The plot shows a sharp increase in SSHRC funds held under the pre-2013 funding programs, but a sharp decline thereafter under the Western Strategic Support for Success program. A detailed analysis of the specific outcomes for WSSS recipients at SSHRC application has not yet been undertaken, but an analysis of those received by the Faculty of Social Science by December of 2015 provides some anecdotal evidence of the effectiveness of this program. During the term of the WSSS program, FSS received 11 of these grants. Of those 11, only 2 were ultimately linked to successful SSHRC applications. This clearly merits a more detailed exploration.

A quote from one of the individuals consulted by our Committee might prove revealing in light of this analysis:

> "*We need one-time stand-alone funding internal opportunities for research and conferences and less funding tied to massive tri-council projects and the pursuit of these… Ironically there is little room for testing novel ideas and projects given our current obsession with research projects that are massive and bureaucratic. There is little chance for small scale innovation and experimentation in our system.*"

The upward trajectory from 2011 to 2013 may well reveal that a diversified, flexible and multilevel internal grants program actually permits more creativity, innovation and ultimately breeds more success than a program that assumes that one-size fits all. Suffice to say, a more thorough analysis of the internal funding program is warranted.

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The feedback we received during our consultation definitely showed that social scientists, artists and humanists at Western would prefer a more diversified portfolio of funding opportunities than currently exists. Suggestions include a Competitive Teaching Release, Mid-career Research Awards, and a Small Grants Program. An examination of internal funding programs at other institutions in Canada suggested precedents for each of these ideas (see Attachment 2). Discussions with the Associate Deans of Research of the social sciences, arts, and humanities Faculties suggests that there is strong support for the continuation of some sort of FRDF funding, that there is some value in strategic support initiatives to support grant success (although possibly in a modified way). ADR discussions and the enumeration of support programs at other institutions also suggested that grants to support the preparation of large and complex proposals (e.g., Partnership Grants) prior to the LOI stage would be valuable. These are discussed further in the final report document.

Finally, our survey reported that many faculty members have resorted to self-funding small research projects and/or research and conference travel. This "grant" is actually the allocation of a portion of a researcher's own salary as an amount against which they can claim research expenses against taxes. This allows the researcher to recover at least part of their investment in research. There used to be two versions: one that would pertain when a researcher was on sabbatical, the other during a regular year. A CRA ruling in 2013 has been interpreted by many as ruling out the URG during a regular year, and Western's current version (http://www.uwo.ca/facultyrelations/) applies only to sabbaticals. The description of this program is presented in complex jargon that is difficult for most non-lawyers to understand. It is therefore rarely utilized.

Similar programs exist at other universities, but the interpretation of the CRA position varies (see Attachment 2). Queen's has apparently has limited the use of grant in any form and the Committee was told that it is "controversial". Toronto's version is "under moratorium" (http://www.research.utoronto.ca/wp-content/uploads/2012/10/SFRG-Moratorium-April-2013.pdf). Lakehead has one that appears to support sabbatical and regular years (https://www.lakeheadu.ca/research-and-innovation/forms/research-services/node/15025) as does the University of Alberta (http://www.rso.ualberta.ca/Applying/SponsorsPrograms/UofAFunding.aspx). The committee received input from Ann Bigelow, a Lecturer in Management and Organizational Studies with expertise in the Income Tax Act. Ms. Bigelow suggested that Section 51(1)(o) of the Income Tax Act was subject to interpretation and that the employer should consider asking the CRA for a ruling on the restriction of this grant to sabbaticants only, and to clarify other aspects of this program (http://www.cra-arc.gc.ca/E/pub/tp/ic70-6r7/ic70-6r7-e.html). Given the lack of clarity on this matter, other universities would also benefit from clarification.

3. Communications

The promotion and celebration of research achievements is a critical part of the research process. Researchers must feel that their work is valued by their institution and that success in all disciplines is equally valued. Communicating research achievements is also critical because of the priority that funding bodies place on public engagement, knowledge mobilization, broader impact, etc.

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Anecdotal evidence from consultations thus far, indicates a perception among social sciences, arts, and humanities scholars that there is some inequality at Western, and that the institution places a higher premium on a STEM research achievement than it does on research achievement in the social sciences, arts, and humanities.

The detailed discussion of Research Communications can be found here as Attachment 3. The key observations are that:

1. there are vastly differing capacities and emphasis on communications between the different faculties at Western. Some have very sophisticated and well-resourced communications units, others have very small units, while many have no communications support at all
2. Western has an Office of Communications and Public Affairs (hereafter CPA), under Associate Vice-President Communications Helen Connell that is responsible for the overall communications strategy of the University. This office includes Alumni & Development Communications, Media & Community Relations, Creative Services, and Editorial Services.
3. there is a perceived and actual difference in the number of appearances of social sciences, arts, and humanities stories versus the number of STEM stories in Western communications releases.
4. this situation is the product of two competing processes
   a. the difficulty that the CPA has in engaging social sciences, arts, and humanities researchers in the communications enterprise
   b. a reluctance of social sciences, arts, and humanities researchers to engage in the communications exercise.

The key recommendation to emerge from this exercise is that Western needs to establish better mechanisms to connect the Communications and Public Affairs office with the Faculties, and social science, arts, and humanities researchers and social scientists, artists and humanists need to be better coached in the value of the communications enterprise. The latter involves examining how these efforts are valued and recognized within existing structures at the University, including annual performance evaluations and promotion and tenure.

4. Advocacy

The last component of the mission of this Task Force was to consider the question "How can Western advocate for social sciences, arts, and humanities research more effectively?" The answer to this question is a multifaceted one that draws on much of the material discussed above.

First, the clear message emerging from the consultation exercise is that the social scientists, artists and humanists on the Western campus do not feel that their efforts and accomplishments are valued by the current University administration. The University has already taken a major stride toward addressing that concern with the establishment in the 2016-17 budget of a $5M endowment for the support of the social sciences, arts, and humanities at Western. This effort is to be embraced and encouraged.

A very simple and clear confirmatory/advocacy message would be for the University to embrace the Leiden declaration on *The Role of The Social Sciences and Humanities in the Global Research*

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Landscape (http://media.leidenuniv.nl/legacy/leiden-statement.pdf) that celebrates the value of research in the social sciences and humanities and is signed by Canada's U-15 (of which Western is a part). However, this declaration is currently invisible on Western's website and in any of its literature. A quick look at other members of the U-15 suggests that our sister universities are not any quicker to the mark, so Western could be a leader in Canada in this regard.

An important external advocacy measure would lie in strengthening our relationships with the Tri-Councils and other granting agencies and national associations such as the Federation of Humanities and Social Sciences. The SSHRC Leader in particular has an important role to play in making our researchers' and students' concerns known to SSHRC, and in bringing policy and practice information back to the University. A more active relationship with the Federation would benefit our researchers, particularly with regard to their efforts to better understand *impact* in the social sciences, arts, and humanities.

Active and effective advocacy for the social sciences, arts, and humanities will require a concerted and coordinated effort on all fronts. It is our hope that this report will be an important contribution to these efforts.

Working Group 3 membership included: Jonathan Vance (FSS), Andrew Nelson (FSS), Kelly Olson (A&H), Tamara Hinan (student, FSS), Vicki Schwean (Education), Scott MacDonald (student FIMS), Jane Toswell (A&H)

This report was informed by additional submissions by:
- Ann Bigelow (FSS)
- Erika Basile (ORE)
- Patrick Callaghan (Research Western)
- staff members from the: Office of Communications and Public Affairs, Alumni & Development Communications, Media & Community Relations, Creative Services, and Editorial Services
- communications officers from Faculties across campus

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REB - memo on April 22nd, 2016 from Erika Basile, Director, Office of Research Ethics to the Deans and ADRs to be distributed to the research community, informing everyone that a new non-medical Vice Chair has been appointed, Prof. Randal Graham and providing further details of recent developments in the ORE.

Western Research

Research Ethics

April 22, 2016

RE: New Non-Medical Research Ethics Board Vice-Chair

Dear members of Western's research community,

It brings me great pleasure to let you know Faculty of Law professor Randal Graham has accepted our invitation to serve as Vice-Chair of the Non-Medical Research Ethics Board (NMREB), effective July 1, 2016. Professor Graham has served as a valued member of the board since February 2012.

Professor Graham was appointed to Western's Faculty of Law in 2002 and currently holds the Goodmans LLP Faculty Fellowship in Legal Ethics. His principal teaching and research interests include ethics, statutory interpretation and legal theory. Professor Graham continues to act as a litigation strategist and technical consultant in matters related to his primary research areas, and his most-recent book – a satirical novel – will be published in 2017.

We anticipate this move will help relieve some of the administrative burden on NMREB Chair professor Riley Hinson and reflects the team's ongoing efforts to improve service delivery and turnaround times. As has been communicated previously, these efforts have included recruitment of two new ethics officers, implementation of new templates and guidance documents, and establishment of a new process for coordinated reviews for multi-site research with University of Waterloo.

Western's HSREB is also a qualified Board of Record for Clinical Trails Ontario (CTO). The CTO REB of Record Review process endorses any 'CTO-Qualified' REB in Ontario to provide ethical review and oversight of multi-centre clinical research – including industry-sponsored or investigator-initiated studies – on behalf of multiple research sites across the province.

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Similarly, we are in the final stages of an agreement to replace ROMEO with a better REB management system. I will provide more information, including a timeframe for implementing this new system, once the agreement has been finalized.

Please do not hesitate to reach out to any member of the team if you have any specific questions.

Sincerely,

Erika Basile,
Director, Human Research Ethics
Western University
519-661-2111 ext. 86764 | ebasile@uwo.ca

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Attachment 2 - Other Canadian and International Universities' internal funding programs
Andrew Nelson and Jane Toswell

Canadian Universities
- prepared by Andrew Nelson
- abbreviated version – full version available on request

Executive Summary

SSHRC provides funds to Universities under the SSHRC Institutional Grant (SIG) program. SSHRC
and NSERC also allow Universities to retain funds that are unspent at the end of the terms of
research grants. These are called General Research Funds (GRF). The SIG funds are determined
using the following guidelines:
> "SSHRC provides annual block grants for three-year terms. These are calculated
> according to the following formula:
> $50 for each faculty member whose discipline falls within SSHRC's mandate; plus an
> amount based on the postsecondary institution's average performance, over the three
> previous competition years, in all SSHRC research support funding opportunities,
> calculated at the rate of:
> - 23 per cent of the first $100,000 awarded;
> - 20 per cent of the next $400,000 awarded; and
> - 14 per cent of the remainder, if any.
> This formula recognizes multi-institutional grants by distributing credit for performance
> to all co-applicants.
> Grants will be calculated once per three-year funding cycle.
> SSHRC guarantees a minimum grant of $5,000 to each eligible institution deemed
> through the merit review process to meet the evaluation criteria."
> http://www.sshrc-crsh.gc.ca/funding-financement/programs-
> programmes/institutional_grants-subventions_institutionnelles-eng.aspx

The SIG and GRF funds seem to form the basis of internal funding programs at most Universities.
At McGill and McMaster the entire internal funding program appears to be based on SIG+GRF
funds, so no internal funds are available for CIHR researchers. Most Universities supplement these
funds with additional budget support. UofT, UBC, UofA and Waterloo rely heavily on endowment
funds. In the case of UofT, the Connaught Fund is worth more than $97M. UBC and UofA have
funds from the Killam Foundation. Waterloo has the Bob Harding and Lois Claxton Humanities and
Social Sciences Endowment Fund which was established with $1M from a donor and $1M from the
University (during Amit Chakma's term).

Most Universities have a small research grant, a conference grant, and 4A funding, many have
international research grants and several emphasize strategic priorities. Some are very focused,
including Queen's & McGill, while others offer a wider menu of options, including Lakehead and
Waterloo.

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Highlights of the offerings that we may want to consider include:

- time release grants (esp. in light of the internal survey) – see Lakehead's University Research Chair
- grants to support the development of large and complex grants such as Partnership Grants – see UTS, UTM, UofA and Waterloo. Note that the Waterloo has two programs in this area: one for International Partnerships and the other specifically for EU Partnerships. This is in alignment with SSHRC's work on the Transatlantic Platform and Digging into Data
- grants specifically aimed at Arts projects – see Queen's The Arts Fund, and McMaster's Creative and Performing Arts component of the Arts Research Board
- equivalents to our University Research Grant. This is particularly relevant to the comments in the survey about people self-funding their research. This "grant" is actually the allocation of a portion of a researcher's own salary as an amount against which they can claim research expenses. There used to be two versions: one that would pertain when a researcher was on sabbatical, the other during a regular year. A CRA ruling in 2013 has been interpreted by many as ruling out the URG during a regular year, and Western's current version (http://www.uwo.ca/facultyrelations/) applies only to sabbaticals. However, UofT has suspended the program completely and other Universities appear to be continuing as before the 2013 ruling.
  - see summary report above for additional information

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Other Canadian Universities' internal funding programs

Queen's
http://www.queensu.ca/vpr/sites/webpublish.queensu.ca.vprwww/files/files/QROF%20Page/15-0138%20VPR%20Research%20Opportunities%20Fund%20brochure_access.pdf
http://www.queensu.ca/vpr/sites/webpublish.queensu.ca.vprwww/files/files/Internal%20Awards/20151005%20FAQs%20(revised%20December%202015%20for%20website%20update).pdf

Queen's Research Opportunity Fund
- result of a review in 2014 to align internal research programs with Queen's institutional priorities
- The Queen's Research Opportunities Funds will provide up to $1 Million in research funding for its first year and a minimum of $500,000 in funding for each of the next four years. The funds will be tracked annually to gauge how they are dispersed across scholarly disciplines and to determine the impact they are having in advancing the objectives of the Strategic Research Plan.
- $500,000 will be available for the Research Leaders' Fund in its first year.
- Preference will be given to researchers who use these internal research funding opportunities to leverage or match external funding, or to develop an external grant proposal. The Queen's Research Opportunities Funds are not intended to replace external research funding.

Opportunity	Amount	Comment
The Research Leaders' Fund	$10,000 to $25,000	for strategic institutional commitments to aspirational research in support of the University's research strengths and priorities
The International Fund	$10,000/year for a maximum of two years	to assist in augmenting the University's international reputation through increased global engagement
The Arts Fund - support for artistic production - visiting artist in residence	$5,000 $25,000	designed to support artists and their contributions to the scholarly community and to advancing Queen's University
The Post-Doctoral Fund - fellowship - travel fund	one year of salary support pre collective agreement $1,000	to both attract outstanding post-doctoral fellows to Queen's and to support their contributions to research and to the University

- Queen's has also historically offered 4A funding
- with the adoption of the activity based funding model, much of this sort of stuff will be handled at lower levels
- limited use of a URG-like grant… "controversial"

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Lakehead
https://www.lakeheadu.ca/research-and-innovation/research-services/funding-prizes/internal

Internal seed grants at Lakehead University are available from the Senate Research Committee and other sources to enhance research capacity development including the facilitation of external grant applications, and scholarly productivity of Lakehead University faculty members.

(this list does not include recognition awards)

Opportunity	Amount	Comment
Research Development Fund	$7,000	facilitate successful tricouncil grants
Open Access Fund	$2,500	
Conference Travel Grants	$1,000	
Publication Assistance Funds	$500	hard costs associated with publishing
Visiting Scholar Grant	$1,000	
Leave/Non-Leave Research Grant in Lieu of Salary		Lakehead's equivalent of the URG
CFI IOF		
Lakehead University Research Chairs	$50,000	research costs can include teaching buy out
Regional Research Fund	$1,500-$5,000	applied research relevant to Northern Ontario
VP RI Strategic Fund		funds from SIG
- SSHRC 4A	$3,000	
- Sustainability Studies Research Grant	$5,000	innovative solutions to sustainability challenges
- Strategic Research Opportunity Grant	open	support opportunities that cannot be supported through other means
- University of Minnesota Duluth (UMD) Research Collaboration Grant	$3,000	support collaborative research with UMD
- Emergency Research Equipment Repair Fund	must be more than $1,000	support emergency repairs

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- Lakehead University's Research Bridge Fund	$10,000 over 2 years	for faculty to restart research after administrative apt or personal issues
- International Research Collaboration Fund	$5,000	support international collaborations
Internal Peer Review Programs		to encourage early completion of applications and submission for internal peer review
- CIHR	$5,000	funds awarded if the grant is not successful but meets a specific bar
- NSERC	$5,000	- the SSHRC funds here are to support the
- SSHRC Enhancement	$1,000	preparation of an application (note the 4A fund above is separate)

UBC

SPARC - Support Programs to Advance Research Capacity - https://sparc.ubc.ca/sparc
      - sounds like RDS & consultants
      - supports all tricouncil & CRC applications

Internal Funding Program - http://www.ors.ubc.ca/contents/internal-ubc-funding-sources
      - access denied
      - apparently in the process of being "re-jiggered"

UBC is one of the Killam institutions. Thus, they have funds for SSAH related research.
https://www.grad.ubc.ca/scholarships-awards-funding/killam-awards-fellowships
They have a number of grad and post-doc and teaching awards, as well as
Killam Research Fellowships - $15,000 salary top up for a researcher on leave (who has presumably been given a reduced salary) + $3,000 for research or travel

Opportunity	Amount	Comment
Killam Research Fellowship	$15,000 salary supplement + $3,000 for research or travel	Assisting promising faculty members who wish to devote full time to research and study in their field during a recognized study leave SSAH disciplines
Killam Faculty Research Prize	$5,000	in recognition of outstanding research and scholarly contributions 5 prizes for NSERC/CIHR, 5 for SSHRC/Canada Council

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UBC shows a number of additional prizes/awards, but these do not appear to be research grants.

McMaster

The Arts Research Board oversees a number of competitions
The key objective of the Arts Research Board is to cultivate a strong research base among the Faculties of Humanities, Social Sciences and Business. Specifically, ARB supports a) research programs of new faculty, b) new and/or collaborative, interdisciplinary and/or multidisciplinary research initiatives, c) ongoing research that has a budget less than the minimum required for SSHRC applications, d) research related conference travel and e) publication of peer-reviewed articles. It is expected that funding will lead to increased individual and group participation and success in external grant competitions.
http://roads.mcmaster.ca/forms/forms-and-templates

Opportunity	Amount	Comment
Arts Research Board - Conference Attendance and Representational Activities grant	$4,000	
- Major Collaborative Project Seed Grants program	$15,000 over 24 months	- designed to provide critical seed funding to facilitate the subsequent development of strong, competitive proposals of an interdisciplinary and/or multidisciplinary nature for submission to external research sponsors.
- Standard Research and Creative & Performing Arts and Scholarly Publications grants	$7,000	

On this page, http://roads.mcmaster.ca/forms/forms-and-templates, there is a form for "Request for Internal Research Funds (IRF)", but there is no obvious information about terms, amount etc.

McMaster also has a "Forward with Integrity" program that funds projects that support and advance the principles of the program http://fwi.mcmaster.ca/fwi-projects/
- each project can get $5,000
The program is intended to: reinvigorate activity in four key and interconnected areas;
- the student experience,
- McMaster's research environment,
- our relationship with the surrounding community and
- McMaster's commitment to global activities.

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University of Toronto

UofT Mississauga
https://www.utm.utoronto.ca/vp-research/funding-opportunities/internal-funding-competitions

Opportunity	Amount	Comment
Outreach, Conference and Colloquia Fund	$500, $1000 or $1,500	The purpose of this fund is to provide financial support to organize conferences, colloquia, or other outreach activities that enhances the UTM research profile at local, national, and international levels.
Research and Scholarly Activity Fund	"normally" $5,000-$10,000	The purpose of this fund is to support direct costs of research and scholarly activity that will improve the competitiveness of external grant applications submitted by UTM faculty members, with an emphasis on Tri-Council grant applications, including collaborative and strategic grants.
Research Planning Grants	no amount specified	The objective of this funding is to provide support for UTM researchers to plan meetings that bring together a team of researchers and partners to develop *major* grant proposals (such as CFI Infrastructure Fund, Networks of Centre of Excellence, SSHRC or NSERC Strategic Partnerships, Global Challenge Awards, etc).

UofT Scarborough
http://www.utsc.utoronto.ca/research/university-toronto-internal-funding-programs

Opportunity	Amount	Comment
Major Research Project Management Fund	expected to range from $10,000 to $100,000 - must be matched 1:1 by supporting units	The objective of the MPRM is to enhance the competitiveness of UofT-led research funding applications - for the development of large, complex, multi-institutional type grants
Research Completion Award	no specific amount – just that funds are limited	funds from NSERC & SSHRC GRF - to be used to complete the project or to advance the original project to be better positioned for the next one

UofT main campus does not appear to have a specific internal funds program.

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Their self-funded research grant is currently inactive http://www.research.utoronto.ca/wp-content/uploads/2012/10/SFRG-Moratorium-April-2013.pdf

UofT also as a suite of programs under the Connaught Fund
http://connaught.research.utoronto.ca/about/
The Connaught Fund was founded in 1972 when U of T sold the Connaught Medical Research Laboratories for $29 million. Connaught is the largest internal university research funding program in Canada. Since 1972, it has awarded approximately $130 million to U of T scholars. The original $29 million was endowed. Today, Connaught is worth over $97 million.

Opportunity		Amount	Comment
Global Challenge Award	1 full award	$1,030,000	currently under moratorium
New Researcher Award	~ 60 awards up to $10K ~16 awards topped up to $35K	$1,000,000	to help new tenure stream faculty members establish competitive research programs
Innovation Award	Approximately 10 awards	$500,000	to help accelerate the development of promising technology and promote commercialization and/or knowledge transfer
Summer Institute Award	Up to 3 awards	$150,000	one new award will be made annually to bring together international graduate students, postdoctoral fellows, other scholars in order to foster rich interdivisional collaboration and creative new methods for research and innovation.
McLean Award	1 award	$50,000	support an emerging research leader conducting basic research in physics, chemistry, computer science, mathematics, engineering sciences and the theory and methods of statistics
International Doctoral Scholarship	Numerous awards	$1,000,000	
Faculty Recruitment Support	Numerous awards	$50,000	

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University of Alberta
http://www.research.ualberta.ca/OfficeoftheVice-PresidentResearch/InternalResearchFunding.aspx

link for Killam funds: www.**research**.ualberta.ca/...President**Research**/.../vp**research**/.../
Funding%20Documents/KRF_edited_guidelines_14nov_2012.pdf

Opportunity	Amount	Comment
Killam Research Fund - Cornerstones grant	X<$50,000	- Killam Funds available to the arts, humanities and social sciences The aim of Cornerstone Grants is similar to the Research Operating Grants, but usually involving a larger scale of activity, and both grants support similar research expense categories.
- Research Operating grant	X<$7,000	Research Operating Grants are designed to assist in the development of leading research projects that will lead to peer reviewed external funding (e.g. SSHRC grants).
- Cornerstones conference travel grant	- amount depends on destination - $1,200-$5,000	
- Research connections grant	- X<$10,000	to support *collaborative research activities*, hosted by the UofA
Distinguished Visitors Fund	not stated	This program supports visits by nationally or internationally distinguished scholars, artists, scientists, and professionals who will enhance the intellectual environment on campus.
Scholarly Journals	maximum of $8,000 per journal per year	
NSERC & SSHRC General Research Funding	not stated	The GRF is intended to be reinvested by the University of Alberta in order to support and enhance the quality of research and training in the fields of natural sciences and engineering or social sciences and humanities. The funds may be used to provide small start-up grants to new professors or professors changing their research direction, bridge funding to professors who are between applications, or additional funds to further support existing research programs.

There is additional UofA funding through the Grants Assist Program:
http://www.research.ualberta.ca/en/ResearchSupport/GrantAssistProgram.aspx

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This is a program whose "aim is to help UAlberta researchers improve their funding success via enhanced application preparation and support including concept discussion, internal review, feedback, workshops, and writing and editing."
- however for the SSHRC side there are two small funding pots for people who submitted their proposal for internal pier review
- 4A GAP Fund – worth $5,000
- Partnership Letter of Intent Preparation Grant - - up to $10,000 for technical support, travel for networking, supplies, seminar etc.
http://www.sshrc.ualberta.ca/en/BridgeFunding/PG-LOI-GAPfund.aspx

McGill
https://www.mcgill.ca/research/researchers/funding/internal

The Office of the Vice-Principal, Research and International Relations, Internal Research Funds provide support to full-time academic staff in pursuit of their research programs and projects.

The disbursement of internal research funds is subject to:

- Availability of funds
- Support from the Dean
- Leverage of other funding sources; including matching funds from Faculty offices and departments; and other sources of funding to supplement the research activity.

Opportunity	Amount	Comment
Paper presentation grants	$1,500 (every two fiscal years)	SSHRC researchers only – based on SIG funds
Social Sciences and Humanities Development grants	$2,500 to $7,000	SSHRC researchers only – based on SIG funds emerging scholar grants and seed grants
SSHRC and NSERC General Fund	NSERC – up to one year of funding from the original grant SSHRC – up to 33% value of original grant	- funded from the general residual fund for the "broad purpose of enhancing the quality - of research in the natural sciences and engineering, or in the social sciences and humanities". - unspent grant funds automatically go into the GRF (no extensions). Applicants to this program must have had a grant that had unspent funds within 2 yrs of the application. - applications treated as a new grant

- no central support for CIHR, - the only central programs are SIG & GRF funded

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University of Waterloo
https://uwaterloo.ca/research/find-and-manage-funding/find-funding

Opportunity	Amount	Comment
Bordeaux-Waterloo Research Grants	Category A – up to $50,000 Category B – up to $20,000	for collaboration between Waterloo and Bordeaux specific (mostly NSERC) topics specified
International Research Partnership Grants	Up to $20,000 (requires 50% match)	this initiative aims to provide incentives to develop new or existing international research collaborations with institutions known for high quality research and global ranking. It's expected this funding will provide research groups with the enhanced capacity to leverage significant collaborative international research funding
International Research Partnership Grants – European Union	Up to $20,000 (requires 50% match)	this program supports partnerships with researchers/institutions in the European Union. Additional projects will be funded under the International Research Partnership Grants program with the purpose of supporting projects with strong potential to leverage direct funding to Waterloo researchers from major European funding programs.
UW/SSHRC Seed Grants	Up to $5,500	funds from SIG eligibility tied to participation in external SSHRC programs, but cannot hold a SSHRC or be 4A status priority to new and bridge projects
UW/SSHRC Travel Grants	amount depends on destination – between $800 and $2,200	funds from SIG must have held SSHRC within last 3 years or be junior
Bob Harding and Lois Claxton Humanities and Social Sciences Endowment Fund	Up to $5,500	$1M from donor matched by $1M from Waterloo (*under direction of Chakma*) - for projects not eligible for Seed Funding (above)
Waterloo Research Incentive Fund (CIHR)	$8,000	support the improvement of unsuccessful CIHR applications and increase the prospect of success for future CIHR applications.
University of Waterloo Gender Equity Research Grants	Up to $10,000	support research that investigates and addresses gender equity with preference given to projects that advance Waterloo's three IMPACT 10x10x10 commitments or of demonstrated relevance to Waterloo.

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International Funding

– prepared by Jane Toswell

What funding is there at other major research universities for the humanities and social sciences?

The first point here is there are some big funding programs at all these universities, but also a lot of small pots. Second, most of the small pots of funding are hidden. For some of these universities I have been able to use personal knowledge or to activate colleagues. Generally, I've learned that the front of the research website tends to offer the bigger and splashier funding, but the nuts and bolts of small funds and options are not easy to find or not findable at all. Also, there is some researcher bias in here, as I found myself digging on the sites that I knew I would better be able to decode, or where I knew I had friends and colleagues. But, I think the remarkable sameness around the world of having lots of small pots of funding, administered by a broad range of faculty members, is telling. Also, I noticed in general that the social sciences and the humanities appeared very much at the front of all the university websites, in various ways. That is, at the large research universities in the world that have a liberal arts curriculum, efforts are very clearly made to put it front and centre on the website. On occasion, this even involved a report about a department in the absence of any specific accomplishment.

Aberdeen

Engagement is apparent on the front page of the university, which has at the top a new Dickens exhibition, and on the front pages of the sub-pages in "Research" and "Business." The "Business" one opens with this sentence: "The University of Aberdeen has an outstanding history of pioneering discoveries which have changed thinking and practice in medicine, science, arts, and humanities over five centuries." (British universities tend to conflate the social sciences into the arts and humanities.) The Business further includes amongst its planned "Strategic Partnerships" something entitled "Public, Cultural and City Engagement." On the "Research" website the top sequence of crawlers includes two which are relevant: one which includes lists of research publications by all faculty members, and another on battlefield archaeology from the Second World War. The same sentence appears here too. And one of the sections of the front page is a list of recent publications from the university. Clearly as every piece is published, faculty members forward information to the central research facility to add to the listing. Research is first listed under four genuinely cross-disciplinary themes: Energy, Environment and Food Security, Pathways to a Healthy Life, and The North. Each theme involves people from the social sciences and humanities, and connects up several programs. For example, "The North" includes programs on climate change, the rise of early medieval kingdoms, the northern temperament, and northern colonialism. These are interdisciplinary themes, and each one receives extensive funding. Aberdeen also has a network of institutes and centres for research, each with stable funding. The College of Arts and Social Sciences is one of the three colleges at the university, and prominent on its website are the REF rankings of its departments and programs. It also features the Aberdeen Humanities Fund, whose mandate is as follows: "the Fund aims to seize the initiative in pursuing our academic ambitions by putting our historic collections, widely conceived, front and centre as we foster the cultural life and legacy of the University. Our approach is inclusive rather than restrictive: 'the humanities' are conceived of broadly, being best

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defined by scholars themselves." The Fund has both an academic board and an advisory board, clearly to ensure that awards made from the fund are adjudicated by peers. An incredibly helpful website also focuses on developing researchers and on consolidating information about local funding: http://www.abdn.ac.uk/develop/develop/research-funding-273.php

There appear to be several ways to acquire local funding, as well as highly-developed support systems for the REF process and for developing a career as a researcher, starting with students and moving forward through events for junior researchers. The local funds are called "Principal's Interdisciplinary Fund," "Principal's Excellence Fund," and "Researcher-Led Initiatives Fund." The last of these is the most interesting, as it offers funds only for projects that are not directly relevant to the researcher's own project, but otherwise will fund anything from a conference to a "careers event to an industry visit or even launching your own journal."

Stanford

At the top of the main website Stanford has four crawlers, one of which is an introduction to the Department of Philosophy with the catch-line "Stanford's Philosophy Department trains the leaders and thinkers whose great ideas may change the world". That is, even though there was no specific reason to put a department of humanities on the front of the website, Stanford did. The link to the department's research website includes a description of the work of some members, images of books published in the department, links to the ten workshops and three reading groups, and a link to the North American Nietzsche Society, which the department sponsors. The department compares well to our Department of Philosophy. It has two visiting scholars and one visiting student researcher this year. Its radio programs called "Philosophy Talks" are organized through the Stanford Humanities Center, now in its 35th year. Its funding priorities include the Humanities Center Annual Fund, Manuscript Review Workshops (two to three senior scholars come to campus to read and comment on the book projects of especially junior faculty members), and the International Visitors Program which strengthens "Stanford's global connections in the humanities and social sciences by bringing renowned public intellectuals, scholars, and political leaders to Stanford for short-term, high-impact residencies." There are fifteen funded research workshops in the current academic year, and two manuscript review workshops per term.

In other words, the funding at Stanford runs very differently, in favour of building workshops and synergies, and establishing Stanford as a focus for research in a highly global way. For example, in addition to several endowed lectures each year, and presidential lectures, there is also a project for Humanities Journalism, in which graduate students are funded both to develop their own expertise in disseminating research and learning the precepts of journalism and also too raise the profile of the humanities in the university and abroad.

All of the material to this point is available on the university website. However, it is already clear to me that the kind of funding that we are talking about here–lots of small pots of money–rarely appears on university websites. So, I contacted a colleague at Stanford and asked. Here, stripped of personal references, is what emerged:

There is a lot of money here, even if all the senior managers are insisting there's a squeeze on. We get $7000 a year for our individual research pots, and there are multiple venues for additional funding. These range from money acquired through the Vice Provost for Undergraduate Education and the Vice Provost for Graduate Education, who can provide funding for Research Assistantships

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for all kind of projects (usually departmentally sponsored, as opposed to individuals) to the Dean of Research's Office. Awards in the last few months to one person include $10,000 to help organise a conference on artists' books and $3000 to fund the plates for a volume in a Cambridge University Press series. Another colleague just got $5000 from the Dean for a digital project.

Multiple divisions also run funding competitions. For example, the Denning Fund offers up to $25,000 for projects that involve Technology and the Humanities. Four or five of these a year are awarded. Similar awards are made through other competitions throughout campus. There are probably three devoted to Digital Humanities. These are run by senior faculty members.

The Humanities Center also makes awards for workshops and fellowships. The former are important: $8000 a year for three years to create a themed workshop for intellectually focused projects. Departments, too, will fund group collaborative initiatives that are related to Centers or courses. There are pots like the Arts Initiatives, which fund projects to do with music, art, etc. And there is the $1500 ArtsCatalyst fund to finance a trip off campus or a special visitor. All programs have $500 or so for us to bring visiting speakers to campus. The Europe Center and other major centers will assist in funding visiting speakers who speak to the theme. For example, a recent award was $3000 to bring a colleague over from the UK.

The Library has a large amount of money for special purchases, like facsimiles and manuscripts. None of this money for faculty is predicated on the pursuit of large grants, but many colleagues do use the money to prepare their work for a major award.

Stanford is clearly a well-endowed university with a long history of small pots of money for various intellectual endeavours in the humanities and social sciences. More recently, it seems to have invested in the Humanities Center and in developing somewhat more high-profile funds. I find interesting the fact that many senior faculty members seem to run competitions and dole out money; there is not the wholesale centralization that we have at Western. This probably makes it easier for individuals to make good decisions about where to apply; for example, interdisciplinary research cannot be well supported in the faculties since it is so clearly cross-disciplinary in nature. At Stanford, with funding coming through various venues and kinds of competitions, there would be different approaches to adjudication..

Harvard

Harvard is downright fascinating in its presentation of the humanities and social sciences. It's rather as though the whole front of the website is dedicated to the liberal arts, the assumption being that other areas get a sufficiency of notice. It perhaps helps that Toni Morrison gave the first of the Charles Eliot Norton six annual lectures this week, but it looks as though the focus on the liberal arts is a real decision. There's even a quite charming investigation of offices, with pictures and rather elegant details: http://news.harvard.edu/gazette/story/2013/04/office-ours/

The Faculty of Arts and Sciences has twenty departments, and nearly fifty research institutes, centers and societies. The faculty has four divisions, each listed up front with a significant number of departments and research centres (especially for the Arts and Humanities, Social Science and Science divisions). These institutes range from the Harvard Forest to Dumbarton Oaks to the Center for Hellenic Studies to the Carpenter Center for the Visual Arts. These seem to have significant resources: for example, the Center for African Studies has eleven external visitors delivering papers,

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and a website where the interested can sign up to register for each event, and receive the paper in advance. The six current Harvard South Africa Fellows all have tuition and expenses paid for the duration of their chosen postgraduate academic program. Other centres offer similar programs, the idea clearly being to bring in outside scholars and senior students for a period of time in which they can interact at Harvard, and also bring Harvard and its ideas back to their home appointments.

On funding, Harvard seems to take a very broad approach. For example, the president last year initiated a "Climate Change Solutions Fund," a series of grants across the university from a twenty-million-dollar fund. In the second round of funding applications, ten projects spanning six departments were awarded funds totally a million dollars. This suggests to me that none of these projects was massive, and indeed several have to do with behavioural changes or new approaches to thinking about climate change. However, the total research funding available each year at Harvard is 800 million dollars. The university categorizes its research, interestingly, under the general heading of "Academics and Research." The Harvard Society of Fellows has a substantial cadre of post-doctoral fellows, junior fellows appointed for three years during which their principal job is to get on with their research.

For smaller pots of money, of which there are dozens both internally and externally, I have to admit I like the rubrics the research support people at Harvard use. Here are two examples: " I want to combine digital technology with the humanities or preserve a collection and/or make it easier for people to access" (nine funding options) or "I want to build the capacity of my home institution to support humanities activities"(three funding options).

And, to close, here are excerpts from a memo from the Dean to the members of the Faculty of Arts and Sciences at Harvard. I admire the tone, the content, and especially the utter certainty that all research is important:

Even in these times of financial stress, we must continue to invest in faculty research—a perennial priority of the FAS. Therefore, it brings me great pleasure to announce the launch of two new initiatives in FY17 that expand FAS support of your scholarship. Together these initiatives represent an investment in faculty research of $25 million over the next five years.

Before I turn to the details, I want to take this opportunity to say how deeply grateful I am to the members of Faculty Council and the Dean's Faculty Resources Committee (DFRC), whose guidance helped identify and shape these programs. DFRC was particularly instrumental in the development of the principles behind these initiatives.

While the FAS continues to raise new funds to improve and strengthen our shared research resources (e.g., libraries, museum collections, core facilities, and research centers), these two new programs specifically increase the amount of research funding the dean's office distributes to individual faculty. This increase comes in two pieces: an increase to the small amount of discretionary money the dean distributes to every ladder faculty member each year; and a new competitive grant fund that will provide faculty with timely research support in an increasingly challenging funding environment.

The letter continues for several pages, increasing the "Dean's Distribution," an annual distribution to faculty members that they can use for anything associated with the Harvard mission. It doubles to two thousand dollars for faculty with other funding, and will increase to four thousand annually for

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all others. Next the Dean will in 2017 launch a new competitive grant fund adjudicated by a small faculty committee making awards once per semester (the fund has $2.5 million), offering bridge funding, seed funding, and enabling subventions in support of an external fellowship or to purchase needed equipment. The program will require "only a bare minimum of paperwork to apply and no reporting during the award period." The letter also discusses the research administration service, and their ongoing research support programs including publication funds and faculty development funds allowing tenured and tenure-track faculty to assemble scholars to provide feedback on their work (compare Stanford for this kind of project). Several other funds are listed, and the dean also indicates that he plans to launch a working group to review the funding opportunities at Harvard and consider their effectiveness.   His particular concern is identifying disciplinary fundraising gaps that he can address. The letter concludes as follows:

I hope these significant investments in our faculty's scholarship buoy your spirits. Each of you – sometimes individually and increasingly collaboratively – is pushing forward the frontiers of knowledge and often simultaneously having an immediate impact in the world. I look forward to seeing what you accomplish with the FAS's additional investment in you. And as always, thank you for all you do to distinguish Harvard.

The entire letter makes it clear that the point and purpose of research funding at Harvard in the Faculty of Arts and Sciences is to buoy up the researchers and support them wholeheartedly.

Oxford

Funding in the humanities and social sciences at Oxford is a whirl of small pots of money. Most researchers hold tutorial appointments in one of the Oxford colleges (more than thirty of them) as well as lecturer appointments from the university. In the colleges, there is almost always a book fund for each fellow or tutorial leader, as well as small travel and research grants. Sabbatical terms are available in most colleges every second or third year (for a term, which is four months usually), and colleges do tend to fund travel and expenses for small conferences and research trips. Funding applications for these are easy and simple, sometimes simply involving a quick email. Inside the Humanities Division, which comprises twelve faculties, there is a significant amount of research funding. Six different funding schemes for early career researchers are highlighted, and the website makes it clear that there are staff members waiting to help with the applications. The Digital Humanities have their own massive website and a significant suite of projects. Notably the John Fell Fund, a transfer from the Oxford University Press of five million pounds per year, focuses on seedcorn and startup grants. Although it aims to stimulate applications to external bodies, it does not duplicate their purpose, and is therefore available for a broad range of purposes.

Inside the Humanities Division are about thirty research centres and institutes, all with separate funding and many with stand-alone locations and internal funding opportunities. For example, the "Future of Humanity Institute" affiliated with the Faculty of Philosophy has current vacancies for three researchers, four major research projects, and detailed information about its many programs on the website. In 2012, the Humanities Division started up a separate entity for interdisciplinary research, called TORCH: http://torch.ox.ac.uk/ Here there is a home for up to ten new interdisciplinary projects per year–23 are currently listed on the front of the website ranging

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from the "Ancient Dance in Modern Dancers" to "Global Brazil" to "Oxford Phenomenology Network" to "War Crimes Trials and Investigations."

One of the great strengths of Oxford and Cambridge both is the focus on senior graduate students/junior faculty. Oxford has about ten different options at the university level for post-doctoral funding, and at the college level every single undergraduate college offers more than three, and most more than six JRFs or Junior Research Fellowships. Sometimes available to senior graduate students finishing up their theses, but mostly available for post-doctoral research, these fellowships run from one to three years, offering full funding, free accommodation and meals, and in most cases a stipend for other expenses. Moreover, many of the colleges offer visiting research fellowships for outside academics for a term, during which all expenses are paid, free accommodation inside the college is provided, and the only job of the visiting fellow is to wander about doing research and talking about it over meals, providing the fellows a sense of the larger world of research accomplishments (and, as one put it to me, a sense that someday they too would be able to get some real research done). Oxford and Cambridge are both set up to help senior graduate students and early-career individuals in the SSHRC disciplines in far more effective ways that the few available SSHRC post-doctoral scholarships provide.

Finally, I quote here from the Strategic Plan for 2013-18, a short 16 pages of pithy commitments and more detailed engagements:

Commitment 2. To empower the creative autonomy of individuals to address fundamental questions of real significance and applied questions with potential to change the world.

22. The unparalleled breadth and depth of Oxford's expertise enables us to lead the international research agenda across the spectrum of the sciences, the social sciences, and the humanities. Our commitment to the range and depth of our disciplinary work is reflected in sustenance of both applied research and that which may not necessarily yield immediate impact.

There are discussions elsewhere of the role of the independent researcher, clearly a valued commodity at Oxford, and commitments to funding research in innovation and interdisciplinary ways. The front of the website has a sequence of shots of the rainbow flag of the LGBT community along with information about a public lecture on the subject. Below that the three news items include two on social sciences and humanities subjects (an arts blog on health and safety in Tudor England and a sociology lecture on the effect on educational expansion on social mobility).

Concluding Remarks

At this point I'm going to stop, and just offer a few tidbits from other universities that I have encountered. For example, here is the manifesto about research at Cornell:

The body of research, scholarship and creative works emerging from the College of Arts & Sciences is vast, with one common thread -- ALL of our research is curiosity-based. This model of inquiry confers intellectual flexibility, a precursor for innovation, creativity and discovery.

As the nexus of the only Ivy League, land grant university, we encompass both practical and theoretical approaches to knowledge: in science departments that integrate highly skilled experimentalists with researchers pondering the theoretical bases of natural laws; in an English department that joins critical literary theorists with creative writers expanding the boundaries of their genres; or in social science departments that offer rigorous theoretical and empirical analyses of the social, political and economic foundations of modern life.

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What a fabulous and straightforward endorsement of research driven by curiosity, and then a clear set of statements about science, the humanities, and the social sciences, all with details and all at the core of the research plans for discovery and for learning. The title for this section is somewhat unexpected: "Research, Scholarship and Creative Works." Mind you, Cornell has a large visual and performing arts mandate, and the incipient strategic plan already lists expanding in that area as critical.

The University of Sydney offers the exception that proves the rule about the transparency of funding at major research universities. Everything is on the front of the website, literally under tabs called "Research support" and "Find and apply for funding." There are some seriously innovative funding envelopes here, including bridging funding for new faculty, the Sydney Research Network scheme for establishing new networks, the Equipment Grant scheme, the Industry Engagement fund, and a suite of three funds to aid researchers with disabilities or diseases, to aid women researchers, and to aid those whose careers have been interrupted by having to deliver sustained primary care (the latter three are together called the Equity Fellowships). Interesting funding all round, laid out very clearly and precisely.

That's my report. I hope it is of some use.

Jane Toswell

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Attachment 3 - URB Social Sciences, Arts, and Humanities Task Force Working Group 3 Draft Report on Research Communications

- prepared by Jonathan Vance

The communication of research results, beyond the usual scholarly publications and academic conferences, serves many purposes. It is a way to recognize success and offer public congratulations for a research achievement. It is a way to boost a researcher's profile, which in turn may bring new and different opportunities for research and engagement. It is a way for the institution to demonstrate the breadth and quality of its research work to prospective students, faculty members, and donors, to governments, and to the private sector. It is a way to build a campus community, with researchers in disparate disciplines being aware of the research going in buildings that they might never visit. Government funding bodies increasingly expect that researchers will pay particular attention to outreach, knowledge mobilization/dissemination, and public engagement, so that those who are ultimately funding the research, the taxpayers, can see what is being done with their money. In all of these ways, it serves as a means of validation that a researcher's efforts are valued by more than her or himself.

Western University uses a number of tools as part of its broader communication and public relations strategy. These include, but are not limited to:

- the University's website, www.uwo.ca
- media releases – see http://mediarelations.uwo.ca/media-releases/
- *Western Trending*, a digest of international media coverage featuring Western – see http://www.alumni.uwo.ca/newsletters/western-trending/
- social media (including *Twitter, Facebook, Instagram*, and *YouTube* – a list of social media links can be found at http://www.uwo.ca/social_media.html)
- recruitment publications, including Viewbooks and faculty guides – for examples in pdf format, see http://communications.uwo.ca/comms/news_publications/recruitment.html
- *Western News* – see http://news.westernu.ca/
- *Western Alumni Gazette* and *Western Alumni Newsletter* – for examples in pdf format, see http://communications.uwo.ca/comms/news_publications/alumni.html
- development publications, including *Impact Western, Annual Impact, Endowment Report*, and *Western Parent Connection* – for examples in pdf format, see http://communications.uwo.ca/comms/news_publications/development.html
- *Find an Expert* – see http://mediarelations.uwo.ca/category/experts/
- *Western Revealed* (on Rogers TV) – see http://rogerstv.com/show?lid=12&rid=9&sid=5501
- Alumni speakers' series, including *Classes Without Quizzes*, the *Senior Alumni Program*, and *Podcasts/Online Learning*
- the *Images of the Future* digital calendar (for the 2016 version, see http://www.uwo.ca/research/about/publications.html)
- banners displayed on various buildings on campus

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These activities are coordinated by the office of *Communications and Public Affairs* [hereafter CPA], under Associate Vice-President Communications Helen Connell. This office includes *Alumni & Development Communications, Media & Community Relations, Creative Services*, and *Editorial Services*. Its webpage also provides links to faculty-based communications staff, as well as communications professionals at *Research Western* and *Western International*. In addition, communications services are provided at other levels by units not directly connected to the above, such as *Mustang Sports*, the *University Students' Council*, the *McIntosh Gallery*, and *Western Libraries*.

These various communications initiatives serve many purposes – information, recruitment, development and donor relations, community liaison – and not all of them are explicitly and primarily intended to highlight the research done by members of the Western community. However, regardless of the intent, many of them implicitly serve the purpose of validating research by using the University's researchers to attract attention and generate interest in Western. For example, a media release inviting local news outlets to contact members of the Department of Political Science in the context of an upcoming election may not explicitly refer to a particular research project in the department, but it does presuppose a level of research commensurate with the ability to provide expert commentary – and furthermore presupposes that the University values that research.

Consultations undertaken by Working Group 2 revealed a sense among social sciences, arts, and humanities researchers that their research work is not adequately publicized by the institution, and that the publicity spotlight shines much more frequently on research in the STEM areas. More than 80% of Working Group 2's online survey respondents noted that social sciences, arts, and humanities research deserves both better recognition by the University and better promotion to improve visibility outside of the University. Working Group 3 was keen to determine if there was any basis for such opinions. **Do the University's communications efforts *actually* privilege STEM research, at the expense of social sciences, arts, and humanities research?** The sheer amount and variety of public relations activity makes it a challenge to attempt quantification. However, by tabulating mentions of research activity across the various platforms over the past five to seven years (depending on the platform), some broad trends emerge. These are highlighted below.

It should be stressed that this mode of analysis is not without limitations. No attempt was made to distinguish between the different platforms – for example, one building banner has been given the same weight as one media release, although they might have dramatically different reaches. Single research "events" may get multiple mentions within a very short period of time – one mention that it is going to happen, one that it is happening, and another that it has happened. A liberal approach has been taken to the tabulation, counting social sciences, arts, and humanities subjects even where an individual department or researcher is not mentioned specifically and including inter-disciplinary projects that include social sciences, arts, and humanities researchers, regardless of the level of involvement. Nevertheless, the findings of this basic analysis reveal some interesting observations about the relative focus of research communications at Western.

There is wide variance when comparing results in one single platform to results in another. For example, *Western News* compiled a feature entitled *Newsmakers of 2015* (*Western News*, 17 December 2015 - http://news.westernu.ca/2015/12/westernnewsnewsmakers2015/), focusing on

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eighteen individuals or groups, at least eight of which were connected to social sciences, arts, and humanities research. In contrast, in the booklet *51 Firsts* produced by Research Western (http://www.uwo.ca/research/51_firsts/), only ten of the fifty-one "firsts" relate to social sciences, arts, and humanities research.

When the results are aggregated, they reveal that a research achievement in the STEM disciplines is four to five times more likely to benefit from institutional publicity than one from the social sciences, arts and humanities disciplines. We do not mean to suggest or even imply that this disparity is intentional, and it must be stressed that the poor showing of social sciences, arts, and humanities research is not for lack of trying by CPA. Over a period of years, CPA has come up with many initiatives to involve social sciences, arts, and humanities researchers and begin conversations that could lead to greater publicity for social sciences, arts, and humanities research. In many instances, those initiatives have generated little response from social sciences, arts and humanities researchers.

Some examples:

- the *51 Firsts* booklet was prepared after two years of consultations in which all faculties were asked to suggest research success stories that could be promoted in this way. One faculty that includes social sciences, arts, and humanities researchers was very forthcoming with ideas for inclusion in the booklet. Of the other seven faculties that include social sciences, arts, and humanities researchers, four faculties generated a combined total of ten suggestions; three faculties did not send in anything.

- in 2014, the ADR at one faculty was approached by CPA to secure short (one-page), lay-language research profiles that could be used for publicity purposes to promote the research work done in the faculty. Of the roughly forty faculty members, three responded.

- in 2014, one department canvassed faculty members on three separate occasions with a request to provide information for an expanded webpage promoting the department's research activities. From a department of over forty tenured, tenure-stream, limited-term, and limited-duties faculty members, two responses were received.

- for many years (dating back at least to 1998), CPA has endeavoured to convene meetings with social sciences, arts, and humanities area Deans and ADRs to open channels through which ideas for research stories could be transmitted. Despite the active encouragement of Deans and ADRs, none of these yielded any significant favourable response from faculty members.

Our research and consultations suggest that this lack of interest in research promotion is the product of a number of connected factors, some cultural, others systemic.

The Self-Effacing Scholar

CPA's communications professionals are very well informed about campus-wide research activities, but they cannot be expected to be aware of every research initiative that is underway. For a variety of reasons, social sciences, arts, and humanities researchers (particularly those who consider themselves

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solitary scholars) are generally less attuned to and comfortable with the idea of using communications professionals to draw attention to and publicize their own research. As one survey respondent observed, "Our Faculty tend to be rather quiet and don't often sing their own praises so uncovering research stories and achievements can be challenging."

The Solitary Scholar

The traditional model of the solitary scholar, still the norm in many social sciences, arts, and humanities disciplines, works against efforts at recognition and advocacy. Large research grants of the kind that are common in other disciplines often include a budget line for communications, to allow a project's publicity to be generated from within. Given that granting agencies are placing increasing emphasis on public engagement and the communication of results beyond the academy, this is eminently sensible. However, it will place small projects at a significant disadvantage. In a $1.5 million research grant, a budget line for a communications professional would not be especially significant in overall spending terms. In a $30,000 research grant, however, hiring even a part-time communications professional would consume most of the budget. The solitary scholar whose research is largely or entirely self-funded cannot be expected to engage their own public relations professional if it reflects added cost.

Faculty-level support

In addition to looking for story ideas from individual researchers, CPA works through the offices of the Deans, where faculty-based communications professionals are generally based. However, there is great variance between faculties in the level of support for communications activities. This will be immediately evident to anyone who follows the links from CPA's page on faculty-based communications staff (http://communications.uwo.ca/comms/our_teams/index.html). Clicking on the *Schulich School of Medicine and Dentistry* brings up a separate page of eight communications professionals (http://www.schulich.uwo.ca/communications/about_us/people.html). At the time the Working Group undertook this study, clicking on *Education* brought up a single communications professional whose name was misspelled. There was no link for *Social Science*, the largest faculty on campus, as it did not have a communications professional in place until a new appointment was announced in early April 2016.

Our research turned up many successful initiatives on campus that might be adopted more broadly by social sciences, arts, and humanities departments and faculties. In the *Faculty of Science*, the office of *Communications, Public Relations and Science Engagement* adopts a team approach, with most departments naming a *Communications Pipeline Departmental Representative* (a faculty member) as well as a *Communications Pipeline Associate* (usually a PhD student). This has the dual benefit of creating a channel through which researchers can publicize their work, and giving the next generation of science researchers experience with such promotional efforts. However, it presupposes the existence of a staff member (or members, as in the *Faculty of Science*) whose dedicated task is to manage the process.

A Vicious Circle

Perceptions tend to be self-perpetuating. According to our consultations, a typical conclusion reached by social sciences, arts, and humanities researchers is that the University must not be particularly interested in their research because they rarely see such research publicized. So, those researchers

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decide that there is little point in alerting CPA to their research – which means that CPA never hears about it, and therefore cannot publicize it.

Some researchers reported the belief that outreach and engagement efforts are not rewarded in the promotion and tenure process, so they see relatively little to be gained by turning their efforts in that direction. If these researchers are not in receipt of Tri-Council funding, where knowledge dissemination is valued as a condition of holding a grant, there may in fact be little for them to gain by publicizing their work. And so they decline to accept invitations from CPA, which in turn means that CPA has fewer stories about social sciences, arts, and humanities research, and the cycle continues.

Some researchers are simply indifferent to the importance of publicizing their work, even when there are successful outcomes. Others, however, seem to be actively opposed to it. They might be put off by the idea that their research should be condensed and simplified into a one-page media release. In their view, this kind of "dumbing down" compromises the integrity of their work. At the extreme, some researchers expressed an active hostility to promoting their work because it would implicitly promote an institution which, in their view, does not value their work. For these individuals, the notion that research should be "publicized" in the way one might advertise a new kind of soup is part and parcel of what they see as the corporatization of the university. They see it as an affront to the liberal arts ideal of knowledge for its own sake and an outgrowth of the assumption that research is only valued to the degree that it can be monetized.

Breaking this cycle is critical if social sciences, arts, and humanities researchers are to be convinced that their work is valued, and by extension if they are to feel comfortable about publicizing it. Social sciences, arts, and humanities researchers need to be coached to see communications not as a breach of their scholarly integrity but as a way to engage with an audience they would not normally reach.

Summary:

The communication of research results, outside scholarly channels, serves many purposes: to offer public congratulations for a research achievement; to boost a researcher's profile; to demonstrate the breadth of an institution's research; and to build a campus community. Furthermore, government funding bodies increasingly expect that researchers will engage in knowledge mobilization and dissemination. In the broadest sense, recognition is a means of validating and valuing a researcher's efforts. Western University uses a number of tools as part of its broader communication and public relations strategy. These activities are coordinated by the office of *Communications and Public Affairs*, whose webpage also provides links to faculty-based communications staff and communications professionals at *Research Western* and *Western International*. Consultations undertaken by Working Group 2 revealed a sense among social sciences, arts, and humanities researchers that the publicity spotlight shines much more frequently on research in the STEM areas. Working Group 3 was keen to determine if there was any basis for such opinions. **Do the University's communications efforts *actually* privilege STEM research, at the expense of social sciences, arts and humanities research?**

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Conclusions:
- a research achievement in the STEM disciplines is four to five times more likely to benefit from institutional publicity than one in the social sciences, arts, and humanities disciplines
- this is in spite of sustained efforts by CPA to engage social sciences, arts, and humanities researchers in the desirability of promoting their research
- there is great disparity in the faculty-level support for communications across campus
- given the research traditions in some social sciences, arts, and humanities fields, there is among researchers a certain amount of unease, indifference, and even resistance to promoting research achievements

Recommendations:
- the University should take steps to ensure that there is a more level playing field in terms of the communications support that is offered at the faculty level
- start the discussion on campus about what is recognized as valid activities for APE assessment. Given the emphasis the funding agencies are putting on knowledge mobilization in all forms, and delivery of research results to the general public, the University should seek to recognize this activity. Note that SSHRC is starting to train graduate students in public presentations and the writing of op eds, so this may be a generational change that is coming.

2015 ANNUAL REPORT OF THE UNIVERSITY COUNCIL ON ANIMAL CARE

(U C A C)

FOR INFORMATION

In 2015, UCAC met on March 18 and on October 7.

Items discussed included, but were not limited to, the following items.

- Approval the elimination of the Animal Care Governance Steering Committee (ACGSC) and revisions to UCAC's Terms of Reference to transfer responsibilities from ACGSC to UCAC.

- Approval of the renaming of the Animal Use Subcommittee (AUS) to Animal Care Committee (ACC) and revisions to its Terms of Reference.

- Introduction of MAPP 7.15, Post Approval Monitoring (PAM) Policy and revisions to MAPP 7.12 (Policies and Procedures for the Use of Animals in Research, Testing and Teaching) and MAPP 7.10 (Standardized Training for Animal Care and Use) policies.

- Approval of new internal animal care policies:
  - Non-Arms-Length Managed (NALM) Sites
  - Concerns Identification, Project Refinement and Corrective Response
  - Animal Use Protocols
  - Sick Animal Response

- Revisions to existing internal policies:
  - Veterinary Visits
  - Development and Maintenance of Animal Care and Use Policies and Standard Operating Procedures
  - Research Animal Procurement
  - Animal Care and Use Records
  - Restrictions during times of animal rights activism within ACVS-managed facilities
  - ACVS Contingency Plan for University Closures
  - Sick Animal Response

- Reports from:
  - Animal Use Subcommittee Report
  - Training and Compliance Report
  - UCAC Annual Report - Compliance and Assurance
  - 2014 Annual Report ACVS Training
  - 2015 Veterinary Services Report to UCAC
  - Annual Report of Facilities
  - Facility Crises and Emergency Plans
  - New Animal Research Safety Consultant
  - External Review of Western's Post Approval Monitoring (PAM) Program

- Preparation for a visit to campus in the fall of 2015 by the Canadian Council on Animal Care (CCAC) for a periodic full assessment and accreditation.

<u>**REPORT OF THE HONORARY DEGREES COMMITTEE**</u>

<u>FOR INFORMATION</u>

<u>**President's Medal for Distinguished Service**</u>

The Honorary Degrees Committee announces that Dr. Dalin Jameson is the 2016 recipient of the President's Medal for Distinguished Service. He will be honored at the 10:00 a.m. convocation ceremony on Tuesday, June 21, 2016.