

SENATE AGENDA

1:30 p.m., Friday, March 16, 2018
Arts and Humanities Building, Rm 1R40

The Land Acknowledgment will be read at the beginning of the meeting.

1. Minutes of the Meeting of February 16, 2018
2. Business Arising from the Minutes
3. Report of the President – **EXHIBIT I** (A. Chakma)
4. Unanimous Consent Agenda – **EXHIBIT II**
5. Reports of Committees:
Operations/Agenda - **EXHIBIT III** (M. Milde)
Academic Policy and Awards - **EXHIBIT IV** (J. Hatch)
University Planning - **EXHIBIT V** (J. Deakin)
6. Report of the Academic Colleague – **EXHIBIT VI** (E. Chamberlain)
7. Announcements - **EXHIBIT VII**
8. Discussion and Question Period
9. New Business
10. 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

**UNANIMOUS CONSENT AGENDA
FOR ACTION**

**OPERATIONS/AGENDA COMMITTEE
FOR ACTION**

Senate Membership – Huron University College Constituency
Senate Membership – Vacancies Filled by Appointments

FOR INFORMATION

Notice of Motion Regarding Intellectual Property Policy

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Richard Ivey School of Business: Revisions to the HBA Admission Requirements through the Advanced Opportunity Entry (AEO) Program
Brescia University College: Withdrawal of the Minor in French for Food and Nutritional Sciences
Revisions to the “Course Credit” Policy – Introduction of Discovery Credits

FOR INFORMATION

SUPR-G Report: Cyclical Reviews – English, Microbiology and Immunology, Pathologists’ Assistant (Pathology)
New Scholarships and Awards
Report of the Subcommittee on Teaching Awards (SUTA)

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR APPROVAL

Western’s Student Mental Health and Wellness Strategic Plan

REPORT OF THE ACADEMIC COLLEAGUE

FOR INFORMATION

Report on Recent Meeting of the Academic Colleagues

ANNOUNCEMENTS

FOR INFORMATION

Standard Report

MINUTES OF THE MEETING OF SENATE

FEBRUARY 16, 2018

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

SENATORS: 58

R. Andersen	J. Hatch	W. Pearson
W. Avusuglo	H. Hill	A. Pero
P. Barmby	A. Holm	V. Radcliffe
G. Belfry	A. Hrymak	A. Ray
P. Bishop	P. Jones	B. Rubin
M. Blackwood	R. Konrad	V. Schwean
S. Burke	K. Kwan	Z. Sinel
J. Capone	D. Laird	W. Siqueira
T. Carmichael	L. Logan	V. Staroverov
A. Chakma	E. Macpherson	C. Steeves
E. Chamberlain	J. Matthews	T. Straatman
C.L. Chambers	J. Michalski	G. Tigert
A. Chant	M. Milde	S. Trosow
K. Clark	K. Miller	M. Vandenbosch
R. Collins	L. Miller	M. Viczko
R. Datta	D. Moser	E. Walsh
J. Deakin	S. Mumm	B.A. Younker
I. Decoito	V. Nielsen	K. Zhou
P. Doyle	C. Olivier	
J. Garland	I. Paul	

Observers: M.B. Bonn, R. Chelladurai, J. Doerksen, L. Gribbon, S. Pitel, J. Sadler, L. Tulk, J. Weese

By Invitation: L. Cechetto, P. Eluchok

Land Acknowledgement

C.-L. Chambers read the Land Acknowledgement.

S.18-19 **MINUTES OF THE PREVIOUS MEETING**

A Senator noted that the minutes of the meeting of January 19, 2018 did not contain reference to the concern regarding the proposed Intellectual Property Policy and the rights of Western staff members. The Senator was asked to submit a proposed amendment to the University Secretary for review.

The minutes of the meeting of January 19, 2018 were approved as circulated.

S.18-20 **REPORT OF THE PRESIDENT** [Exhibit I]

The report of the President, distributed with the agenda, contained information on the Mental Health Strategic Plan, the *Times Higher Education* Summit, and Western leadership updates.

The President additionally commented on the upcoming University budget and the federal government's announcement of funding for five superclusters.

S.18-21 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by J. Garland, seconded by M. Milde,

That the items listed in Exhibit II, Unanimous Consent Agenda, be approved or received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE SENATE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.18-22 **Senate Membership – Faculty of Arts and Humanities Constituency**

It was moved by J. Garland, seconded by Milde,

That the seat held by A. Conway, representative of the Faculty of Arts and Humanities constituency, be declared vacant as a result of her resignation and that Allan Pero be elected to fill this vacancy for the remainder of the term (January 1, 2018 to June 30, 2019).

CARRIED (By Unanimous Consent)

S.18-23 **Senate Membership: Vacancy filled by appointment**

It was moved by J. Garland, seconded by M. Milde,

That the Senate seat be filled for the July 1, 2018 – June 30, 2020 term by appointment at the recommendation of the units concerned as shown below:

- Faculty of Education: Goli Rezai-Rashti

CARRIED By Unanimous Consent)

REPORT OF THE SENATE NOMINATING COMMITTEE [Exhibit IV]

S.18-24 **Selection Committee/Review Committee for the Vice-President (External)**

Trista Walker (Administrative Staff) was elected to the Selection Committee/Review Committee for the Vice-President (External) to replace Helene Berman (HS) who has resigned.

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

S.18-25 **Faculty of Engineering, School of Biomedical Engineering: Introduction of the BESC in Biomedical Engineering (BME) Program**

Prior to considering the recommendation, Senate accepted as a friendly amendment the removal of the reference to “the School of Biomedical Engineering” in the motion.

It was moved by A. Chant, seconded by A. Hrymak,

That effective September 1, 2018, the BESC in Biomedical Engineering (BME) be introduced in the Faculty of Engineering, subject to Quality Council approval, as shown in

Exhibit V, Appendix 1.

CARRIED

S.18-26 **Faculty of Health Sciences, School of Kinesiology: Withdrawal of the Honors Specialization in Kinesiology – Fitness and Exercise Prescription Module**

It was moved by J. Garland, seconded by M. Milde,

That effective September 1, 2018, admission to the Honors Specialization in Kinesiology - Fitness and Exercise Prescription module be discontinued, and

That students currently enrolled in the module be allowed to graduate until August 31, 2020 upon fulfillment of the module requirements, and

That effective September 1, 2020, the module be discontinued.

CARRIED (By Unanimous Consent)

S.18-27 **School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Applied Health Sciences**

It was moved by J. Garland, seconded by M. Milde,

That, pending Quality Council approval, the new Graduate Diploma (GDip) in Applied Health Sciences be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2018 as shown in Exhibit V, Appendix 3.

CARRIED (By Unanimous Consent)

S.18-28 **Brescia University College: Introduction of a Major in Power in History and Politics**

It was moved by J. Garland, seconded by M. Milde,

That the Major in Power in History and Politics be introduced at Brescia University College, effective September 1, 2018, as shown in Exhibit V, Appendix 4.

CARRIED (By Unanimous Consent)

S.18-29 **Huron University College: Reorganization of the Theology Program**

S.18-29a **Withdrawal of the Major and Minor in Thanatology and Religious Ethics and Major and Minor in Biblical Studies Modules in the Bachelor in Theology (BTh) Program**

It was moved by J. Garland, seconded by M. Milde,

That admissions into the following modules be discontinued effective September 1, 2018:

Major in Theology and Religious Ethics
Minor in Theology and Religious Ethics
Major in Biblical Studies
Minor in Biblical Studies, and

That students enrolled in these modules be permitted to graduate upon fulfilling graduation requirements by August 31, 2021, and

That these modules be withdrawn effective September 1, 2021.

CARRIED (By Unanimous Consent)

S.18-29b **Introduction of a Major and Minor in Religion and Theology (BA)**

It was moved by J. Garland, seconded by M. Milde,

That a Major and a Minor in Religion and Theology (BA) be introduced effective September 1, 2018, as shown in Exhibit V, Appendix 5.

CARRIED (By Unanimous Consent)

S.18-29c **Suspension of Admissions into the Bachelor of Theology (BTh) Program**

It was moved by J. Garland, seconded by M. Milde,

That admissions into the Bachelor of Theology (BTh) program be suspended effective September 1, 2018

CARRIED (By Unanimous Consent)

S.18-30 **Huron University College and the Richard Ivey School of Business: Introduction of a Faculty of Arts and Social Science (Bachelor of Arts, Honors Specialization)/HBA Combined Degree Program**

It was moved by J. Garland, seconded by M. Milde,

That a combined degree program between Huron University College's Faculty of Arts and Social Science (Bachelor of Arts, Honors Specialization) and the Ivey HBA program be introduced effective September 1, 2018, as shown in Exhibit V, Appendix 6.

CARRIED (By Unanimous Consent)

S.18-31 **King's University College: Introduction of an Honors Specialization in Thanatology**

It was moved by J. Garland, seconded by M. Milde,

That the Honors Specialization in Thanatology be introduced at King's University College, effective September 1, 2018, as shown in Exhibit V, Appendix 7.

CARRIED (By Unanimous Consent)

S.18-32 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

Exhibit V, Report of the Senate Committee on Academic Policy and Awards, contained the following items that were received for information by unanimous consent:

- SUPR-U Report: Cyclical Review – Chemistry
- SUPR-G Report: Cyclical Review – Geography
- New Scholarships and Awards

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

S.18-33 **Faculty of Engineering – Establishment of New Academic Units – School of Biomedical Engineering and Centre of Engineering Leadership and Innovation (CELI)**

It was moved by D. Laird, seconded by P. Bishop,

That Senate approve and recommend to the Board of Governors the establishment of the

new School of Biomedical Engineering and the Centre of Engineering Leadership and Innovation (CELI) in the Faculty of Engineering, effective July 1, 2018, as shown in Exhibit VI, Appendix 1.

CARRIED

S.18-34 **2018 Entrance Standards for Undergraduate First-Year Admissions**

It was moved by D. Laird, seconded by J. Deakin,

That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in Exhibit VI, Appendix 2.

CARRIED

S.18-35 **Five-Year Enrolment Projections**

It was moved by D. Laird, seconded by P. Bishop,

That the five-year enrolment projections/plans presented in Exhibit VI, Appendix 3 be used for University budget planning purposes.

CARRIED

In response to a question, J. Deakin, Provost & Vice-President (Academic) clarified there are no plans at the present time to build new student residences.

S.18-36 **Report on Year One Class and Entering Averages**

The Report on Year One class and entering averages, detailed in Exhibit VI, Appendix 4, was received for information.

S.18-37 **Update on Open Space Strategy**

An update on the Open Space, Landscape and Mobility Strategy Plan at Western was provided in Exhibit IV, Appendix 5. L. Logan, Vice-President (Operations & Finance) and Paul Kulig (Perkins + Will), provided an overview of the plan referencing slides contained in Exhibit IV, Appendix 5. Their presentation touched on the project timeline, purpose, issues and opportunities, vision and principles, highlights from the 42 actions, implementation and consultation plan.

The proposed plan establishes a broad vision that allows for immediate and on-going incremental implementation. L. Logan explained, that a series of short-term 'quick wins' can be implemented immediately, while other projects can be tested and evaluated through a pilot-project process. Medium and long-term capital projects will be incorporated into the development program. An ongoing monitoring program will be established to ensure compliance.

L. Logan informed Senators that the Open Space, Landscape and Mobility Strategy Plan will be brought to the Board of Governors for approval in April 2018.

Discussion included the following:

- Timing of the implementation of the traffic ban on campus. L. Logan explained that the timeline would not be known until the City finalizes when BRT will come through campus.
- Suggestions for a shuttle service from peripheral parking lots. L. Logan noted that it is premature to discuss a shuttle service to parking lots, but that BRT would come through campus, and would stop at all of the locations that a shuttle service would. She additionally noted that the plan accommodates the existing shuttle service from Brescia and King's.

- Concerns about the need for continued provision of parking spaces for patients of the Family Practice Clinic located in the University Community Centre. L. Logan clarified that visitor parking would continue to be maintained in the Weldon and Social Science Centre parking lots.
- Concerns for the safety of employees who are required to access parking lots at non-traditional hours. Logan explained that the interior parking lots already used by many of these employees will remain open. L. Logan agreed to take a suggestion to survey employee groups (e.g., CUPE) regarding this matter under advisement.
- The need to consider the potential impact on sexual assault rates.
- The rebuilding of University Bridge as part of BRT.
- Plans to convert Alumni Circle to more of a T-intersection with a designated lane for buses.
- University Hospital's independent parking structure and access.
- The consultation process. In response to a question, L. Logan clarified that all staff groups had been sent a document inviting feedback or offering to meet in person if requested.

S.18-38 **National Survey of Student Engagement (NSSE)**

J. Doerksen, Vice-Provost (Academic Programs) provided an overview of the National Survey of Student Engagement (NSSE), detailed in Exhibit VI, Appendix 6.

S.18-39 **Provost's Update on Planning Process**

J. Deakin, Provost and Vice-President (Academic) provided an update on the budget planning process. The slides used for her presentation are attached as [Appendix 1](#).

Her presentation touched on the planning process status, budgetary context, planning issues, high-level budget assumptions, recommendations for the University and the faculties, projected revenue sharing allocations, and next steps. She informed Senators that the budget will come forward to Senate in April.

Senators discussed the recent announcement regarding the change in international fees for doctoral students at the University of Toronto. Beginning in September 2018, international PhD students at the University of Toronto will pay domestic tuition fees. J. Deakin indicated that Western needs to move in the same direction in the future, but that work needs to occur first with the Deans regarding how this could happen at Western.

L. Miller, Vice-Provost (Graduate and Postdoctoral Studies) explained that an advantage of the University of Toronto strategy relates to international sponsorships. Most international sponsorships cover the equivalent of domestic PhD tuition; the differential is left for the program or university to cover. Thus, from the perspective of attracting international scholarships, the University of Toronto strategy is highly effective.

S.18-40 **Question from Senate regarding Western Libraries Reorganization**

SCUP was advised that a question arose at the Senate meeting on January 19, 2018 regarding the reorganization of Western Libraries and whether Senate should have been consulted about this. The Provost noted that legal advice had been previously provided which confirmed that the matter raised was not within the purview of Senate. Section 18 of the UWO Act provides that all matters not assigned to the Senate are within the ambit of the Board. The Board delegates management and administrative issues, such as reorganization of units, to be areas in which the administration does not, and should not, be seeking Board approval. The Provost also clarified that the reorganization of Western Libraries had been through extensive consultation and resulted

in no loss of employment for any member of the Libraries.

As a consequence, SCUP took note that the matter fell outside of both its and Senate's jurisdiction.

REPORT OF THE UNIVERSITY RESEARCH BOARD [Exhibit VII]

S.18-41 **Vice-President (Research) 2017 Annual Report**

Senate received for information the Vice-President (Research) 2017 Annual Report detailed in Exhibit VII, Appendix 1.

S.18-42 **Vice-President (Research) Response to the URB Task Force Steering Committee – Support for Research in the Social Science, Arts and Humanities at Western**

Senate received for information the Vice-President (Research) Response to the URB Task Force Steering Committee – Support for Research in the Social Science, Arts and Humanities at Western, detailed in Exhibit VII, Appendix 2.

S.18-43 **REPORT FROM THE BOARD OF GOVERNORS** [Exhibit VIII]

Exhibit VIII, Report from the Board of Governors, was received by Senate by unanimous consent. The report listed items that were considered by the Board at its January 25, 2018 open session meeting.

S.18-44 **ANNOUNCEMENTS** [Exhibit IX]

Exhibit IX, Announcements, contained the following item that was received for information by unanimous consent:

- Election Results – Presidential Selection Committee
The following individuals were elected by e-vote:
J. Garland (Dean/HS), L. Koza (Admin Staff), E. Mandawe (Student), M. Milde (Dean/AH)

DISCUSSION AND QUESTION PERIOD

S.18-45 **Intellectual Property Policy** [S.18-17]

Senator Sinel asked what is the threshold of commercial gain at which the disclosure requirement is triggered with respect to copyrighted works such as monographs, articles, musical performances, artistic performances and other art forms.

K. Kwan, University Secretary replied that no threshold is suggested due to the difficulty in ascertaining what commercialization values might be, and to ensure that Western also meets its reporting requirements.

Discussion included the following:

- S. Pitel, UWOFPA President stated that UWOFPA's position is that it is not appropriate to impose an additional, different, and very broad reporting requirement that is beyond what is detailed in the Collective Agreement. L. Cechetto, Executive Director, WORLDdiscoveries responded that in order to take advantage of a licence in the Collective Agreement the University needs to be aware of any copyright material.

- S. Pitel suggested that trivial commercialization should not be counted. He stated that many University policies contain language that allow degrees of flexibility (e.g., substantial, reasonable), without a specific dollar value being stated. He argued that the proposed policy should build in a qualifier of that nature, rather than try and capture everything.
- The reporting of intellectual property occurs at the time of intent to commercialize.
- The need for clarity regarding the definition of commercialization. L. Cechetto informed Senators that she will consult with University Legal Counsel to clarify as to what falls inside or outside the definition of commercialization in the policy.
- Determination that honorariums fall outside the policy.
- Consideration of the various different forms that commercialization may take in different disciplines (e.g., a graduate student's paid musical performance that may constitute part of their research). L. Cechetto explained that any intellectual property that occurs outside of the University requires no reporting; intellectual property that is part of a thesis or research program would fall under the current policy.
- How the policy speaks to IP rights for staff. A Senator asked if any changes regarding IP rights for staff had been incorporated into the policy following discussion at the last Senate meeting. L. Cechetto responded that staff are covered under Section IV, point e). She noted that the policy and procedures are meant to provide a framework with flexibility for everybody, yet also allow for certain circumstances such as when a faculty member and staff member create something together.
- The policy will be discussed at the March or April Property and Finance Committee meeting, and then will be forwarded to the Board of Governors for approval in April. Senators were informed that written comments may be submitted to the University Secretary for consideration at the Property and Finance meeting.

The Vice-Chair informed Senators that further comments should be submitted to the University Secretary.

Senator S. Trosow presented a Notice of Motion for the March Senate meeting with respect to advice to the Board of Governors on the proposed IP policy. The motion proposed that Senate should consider that the requirement of disclosure to WOLRDiscoveries should not cover copyright interests which are not expected to generate income beyond a minimal amount, and which would not result in revenue sharing with the University, and that a more precise threshold triggering the reporting requirement for copyright interests be incorporated into the policy. Senator Trosow was asked to provide the exact wording of the Notice of Motion to the University Secretary as soon as possible, so it could be included in the next meeting Agenda of the Operations/Agenda Committee.

ADJOURNMENT

The meeting adjourned at 3:45 p.m.

A. Chakma
Chair

K. Kwan
Secretary

The President additionally commented on the upcoming University budget and the federal government's announcement of funding for five superclusters.

S.18-21 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by J. Garland, seconded by M. Milde,

That the items listed in Exhibit II, Unanimous Consent Agenda, be approved or received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE SENATE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.18-22 **Senate Membership – Faculty of Arts and Humanities Constituency**

It was moved by J. Garland, seconded by Milde,

That the seat held by A. Conway, representative of the Faculty of Arts and Humanities constituency, be declared vacant as a result of her resignation and that Allan Pero be elected to fill this vacancy for the remainder of the term (January 1, 2018 to June 30, 2019).

CARRIED (By Unanimous Consent)

S.18-23 **Senate Membership: Vacancy filled by appointment**

It was moved by J. Garland, seconded by M. Milde,

That the Senate seat be filled for the July 1, 2018 – June 30, 2020 term by appointment at the recommendation of the units concerned as shown below:

- Faculty of Education: Goli Rezai-Rashti

CARRIED By Unanimous Consent)

REPORT OF THE SENATE NOMINATING COMMITTEE [Exhibit IV]

S.18-24 **Selection Committee/Review Committee for the Vice-President (External)**

Trista Walker (Administrative Staff) was elected to the Selection Committee/Review Committee for the Vice-President (External) to replace Helene Berman (HS) who has resigned.

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

S.18-25 **Faculty of Engineering, School of Biomedical Engineering: Introduction of the BESC in Biomedical Engineering (BME) Program**

Prior to considering the recommendation, Senate accepted as a friendly amendment the removal of the reference to “the School of Biomedical Engineering” in the motion.

It was moved by A. Chant, seconded by A. Hrymak,

That effective September 1, 2018, the BESC in Biomedical Engineering (BME) be introduced in the Faculty of Engineering, subject to Quality Council approval, as shown in

Exhibit V, Appendix 1.

CARRIED

S.18-26 **Faculty of Health Sciences, School of Kinesiology: Withdrawal of the Honors Specialization in Kinesiology – Fitness and Exercise Prescription Module**

It was moved by J. Garland, seconded by M. Milde,

That effective September 1, 2018, admission to the Honors Specialization in Kinesiology - Fitness and Exercise Prescription module be discontinued, and

That students currently enrolled in the module be allowed to graduate until August 31, 2020 upon fulfillment of the module requirements, and

That effective September 1, 2020, the module be discontinued.

CARRIED (By Unanimous Consent)

S.18-27 **School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Applied Health Sciences**

It was moved by J. Garland, seconded by M. Milde,

That, pending Quality Council approval, the new Graduate Diploma (GDip) in Applied Health Sciences be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2018 as shown in Exhibit V, Appendix 3.

CARRIED (By Unanimous Consent)

S.18-28 **Brescia University College: Introduction of a Major in Power in History and Politics**

It was moved by J. Garland, seconded by M. Milde,

That the Major in Power in History and Politics be introduced at Brescia University College, effective September 1, 2018, as shown in Exhibit V, Appendix 4.

CARRIED (By Unanimous Consent)

S.18-29 **Huron University College: Reorganization of the Theology Program**

S.18-29a **Withdrawal of the Major and Minor in Thanatology and Religious Ethics and Major and Minor in Biblical Studies Modules in the Bachelor in Theology (BTh) Program**

It was moved by J. Garland, seconded by M. Milde,

That admissions into the following modules be discontinued effective September 1, 2018:

Major in Theology and Religious Ethics
Minor in Theology and Religious Ethics
Major in Biblical Studies
Minor in Biblical Studies, and

That students enrolled in these modules be permitted to graduate upon fulfilling graduation requirements by August 31, 2021, and

That these modules be withdrawn effective September 1, 2021.

CARRIED (By Unanimous Consent)

S.18-29b **Introduction of a Major and Minor in Religion and Theology (BA)**

It was moved by J. Garland, seconded by M. Milde,

That a Major and a Minor in Religion and Theology (BA) be introduced effective September 1, 2018, as shown in Exhibit V, Appendix 5.

CARRIED (By Unanimous Consent)

S.18-29c **Suspension of Admissions into the Bachelor of Theology (BTh) Program**

It was moved by J. Garland, seconded by M. Milde,

That admissions into the Bachelor of Theology (BTh) program be suspended effective September 1, 2018

CARRIED (By Unanimous Consent)

S.18-30 **Huron University College and the Richard Ivey School of Business: Introduction of a Faculty of Arts and Social Science (Bachelor of Arts, Honors Specialization)/HBA Combined Degree Program**

It was moved by J. Garland, seconded by M. Milde,

That a combined degree program between Huron University College's Faculty of Arts and Social Science (Bachelor of Arts, Honors Specialization) and the Ivey HBA program be introduced effective September 1, 2018, as shown in Exhibit V, Appendix 6.

CARRIED (By Unanimous Consent)

S.18-31 **King's University College: Introduction of an Honors Specialization in Thanatology**

It was moved by J. Garland, seconded by M. Milde,

That the Honors Specialization in Thanatology be introduced at King's University College, effective September 1, 2018, as shown in Exhibit V, Appendix 7.

CARRIED (By Unanimous Consent)

S.18-32 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

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

S.18-33 **Faculty of Engineering – Establishment of New Academic Units – School of Biomedical Engineering and Centre of Engineering Leadership and Innovation (CELI)**

It was moved by D. Laird, seconded by P. Bishop,

That Senate approve and recommend to the Board of Governors the establishment of the

new School of Biomedical Engineering and the Centre of Engineering Leadership and Innovation (CELI) in the Faculty of Engineering, effective July 1, 2018, as shown in Exhibit VI, Appendix 1.

CARRIED

S.18-34 **2018 Entrance Standards for Undergraduate First-Year Admissions**

It was moved by D. Laird, seconded by J. Deakin,

That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in Exhibit VI, Appendix 2.

CARRIED

S.18-35 **Five-Year Enrolment Projections**

It was moved by D. Laird, seconded by P. Bishop,

That the five-year enrolment projections/plans presented in Exhibit VI, Appendix 3 be used for University budget planning purposes.

CARRIED

In response to a question, J. Deakin, Provost & Vice-President (Academic) clarified there are no plans at the present time to build new student residences.

S.18-36 **Report on Year One Class and Entering Averages**

The Report on Year One class and entering averages, detailed in Exhibit VI, Appendix 4, was received for information.

S.18-37 **Update on Open Space Strategy**

An update on the Open Space, Landscape and Mobility Strategy Plan at Western was provided in Exhibit IV, Appendix 5. L. Logan, Vice-President (Operations & Finance) and Paul Kulig (Perkins + Will), provided an overview of the plan referencing slides contained in Exhibit IV, Appendix 5. Their presentation touched on the project timeline, purpose, issues and opportunities, vision and principles, highlights from the 42 actions, implementation and consultation plan.

The proposed plan establishes a broad vision that allows for immediate and on-going incremental implementation. L. Logan explained, that a series of short-term 'quick wins' can be implemented immediately, while other projects can be tested and evaluated through a pilot-project process. Medium and long-term capital projects will be incorporated into the development program. An ongoing monitoring program will be established to ensure compliance.

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- The need to consider the potential impact on sexual assault rates.
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- University Hospital's independent parking structure and access.
- The consultation process. In response to a question, L. Logan clarified that all staff groups had been sent a document inviting feedback or offering to meet in person if request.

S.18-38 **National Survey of Student Engagement (NSSE)**

J. Doerksen, Vice-Provost (Academic Programs) provided an overview of the National Survey of Student Engagement (NSSE), detailed in Exhibit VI, Appendix 6.

S.18-39 **Provost's Update on Planning Process**

J. Deakin, Provost and Vice-President (Academic) provided an update on the budget planning process. The slides used for her presentation are attached as [Appendix 1](#).

Her presentation touched on the planning process status, budgetary context, planning issues, high-level budget assumptions, recommendations for the University and the faculties, projected revenue sharing allocations, and next steps. She informed Senators that the budget will come forward to Senate in April.

Senators discussed the recent announcement regarding the change in international fees for doctoral students at the University of Toronto. Beginning in September 2018, international PhD students at the University of Toronto will pay domestic tuition fees. J. Deakin indicated that Western needs to move in the same direction in the future, but that work needs to occur first with the Deans regarding how this could happen at Western.

L. Miller, Vice-Provost (Graduate and Postdoctoral Studies) explained that an advantage of the University of Toronto strategy relates to international sponsorships. Most international sponsorships cover the equivalent of domestic PhD tuition; the differential is left for the program or university to cover. Thus, from the perspective of attracting international scholarships, the University of Toronto strategy is highly effective.

S.18-40 **Question from Senate regarding Western Libraries Reorganization**

SCUP was advised that a question arose at the Senate meeting on January 19, 2018 regarding the reorganization of Western Libraries and whether Senate should have been consulted about this. The Provost noted that legal advice had been previously provided which confirmed that the matter raised was not within the purview of Senate. Section 18 of the UWO Act provides that all matters not assigned to the Senate are within the ambit of the Board. The Board delegates management and administrative issues, such as reorganization of units, to be areas in which the administration does not, and should not, be seeking Board approval. The Provost also clarified that the reorganization of Western Libraries had been through extensive consultation and resulted

in no loss of employment for any member of the Libraries.

As a consequence, SCUP took note that the matter fell outside of both its and Senate's jurisdiction.

REPORT OF THE UNIVERSITY RESEARCH BOARD [Exhibit VII]

S.18-41 **Vice-President (Research) 2017 Annual Report**

Senate received for information the Vice-President (Research) 2017 Annual Report detailed in Exhibit VII, Appendix 1.

S.18-42 **Vice-President (Research) Response to the URB Task Force Steering Committee – Support for Research in the Social Science, Arts and Humanities at Western**

Senate received for information the Vice-President (Research) Response to the URB Task Force Steering Committee – Support for Research in the Social Science, Arts and Humanities at Western, detailed in Exhibit VII, Appendix 2.

S.18-43 **REPORT FROM THE BOARD OF GOVERNORS** [Exhibit VIII]

Exhibit VIII, Report from the Board of Governors, was received by Senate by unanimous consent. The report listed items that were considered by the Board at its January 25, 2018 open session meeting.

S.18-44 **ANNOUNCEMENTS** [Exhibit IX]

Exhibit IX, Announcements, contained the following item that was received for information by unanimous consent:

- Election Results – Presidential Selection Committee
The following individuals were elected by e-vote:
J. Garland (Dean/HS), L. Koza (Admin Staff), E. Mandawe (Student), M. Milde (Dean/AH)

DISCUSSION AND QUESTION PERIOD

S.18-45 **Intellectual Property Policy** [S.18-17]

Senator Sinel asked what is the threshold of commercial gain at which the disclosure requirement is triggered with respect to copyrighted works such as monographs, articles, musical performances, artistic performances and other art forms.

K. Kwan, University Secretary replied that no threshold is suggested due to the difficulty in ascertaining what commercialization values might be, and to ensure that Western also meets its reporting requirements.

Discussion included the following:

- S. Pitel, UWOFA President stated that UWOFA's position is that it is not appropriate to impose an additional, different, and very broad reporting requirement that is beyond what is detailed in the Collective Agreement. L. Cechetto, Executive Director, WORLDdiscoveries responded that in order to take advantage of a licence in the Collective Agreement the University needs to be aware of any copyright material.

- S. Pitel suggested that trivial commercialization should not be counted. He stated that many University policies contain language that allow degrees of flexibility (e.g., substantial, reasonable), without a specific dollar value being stated. He argued that the proposed policy should build in a qualifier of that nature, rather than try and capture everything.
- The reporting of intellectual property occurs at the time of intent to commercialize.
- The need for clarity regarding the definition of commercialization. L. Cechetto informed Senators that she will consult with University Legal Counsel to clarify as to what falls inside or outside the definition of commercialization in the policy.
- Determination that honorariums fall outside the policy.
- Consideration of the various different forms that commercialization may take in different disciplines (e.g., a graduate student's paid musical performance that may constitute part of their research). L. Cechetto explained that any intellectual property that occurs outside of the University requires no reporting; intellectual property that is part of a thesis or research program would fall under the current policy.
- How the policy speaks to IP rights for staff. A Senator asked if any changes regarding IP rights for staff had been incorporated into the policy following discussion at the last Senate meeting. L. Cechetto responded that staff are covered under Section IV, point e). She noted that the policy and procedures are meant to provide a framework with flexibility for everybody, yet also allow for certain circumstances such as when a faculty member and staff member create something together.
- The policy will be discussed at the March or April Property and Finance Committee meeting, and then will be forwarded to the Board of Governors for approval in April. Senators were informed that written comments may be submitted to the University Secretary for consideration at the Property and Finance meeting.

The Vice-Chair informed Senators that further comments should be submitted to the University Secretary.

Senator S. Trosow presented a Notice of Motion for the March Senate meeting with respect to advice to the Board of Governors on the proposed IP policy. The motion proposed that Senate should consider that the requirement of disclosure to WOLRDiscoveries should not cover copyright interests which are not expected to generate income beyond a minimal amount, and which would not result in revenue sharing with the University, and that a more precise threshold triggering the reporting requirement for copyright interests be incorporated into the policy. Senator Trosow was asked to provide the exact wording of the Notice of Motion to the University Secretary as soon as possible, so it could be included in the next meeting Agenda of the Operations/Agenda Committee.

ADJOURNMENT

The meeting adjourned at 3:45 p.m.

A. Chakma
Chair

K. Kwan
Secretary

Update on Budget and Planning

Senate
February 16, 2018



Planning Process Status

- Planning Guidelines released Sept 29, 2017
- Planning Meetings held Nov/17 to Jan/18

- Faculty Recommendations Finalized by Feb 2, 2018
- Deans Received Provost's Recommendations on Feb 6, 2018
- All Other Recommendations currently under review



Budgetary Context

- **We're into a Period of Constrained Growth in Revenues and Continued Increases in Cost Pressures**
 - Enrolments Reaching Steady-State
 - New Funding Formula implemented in 2017-18
 - Corridor System – with no incremental funding for domestic enrolment growth
 - Domestic Tuition Capped at 3% Overall – up to 2018-19
- **Costs Continue to Increase**
 - Employee Compensation
 - IT Infrastructure
 - Space/Facilities Costs
 - Utilities, Deferred Maintenance, Operating Costs



Planning Issues

- Need to “structurally” align expenditures with revenues
 - Differential enrolment demand across Faculties
 - Complement Planning/Management
- Increased demand for Student Services
 - Student Health and Wellness
- Facilities Issues
 - Deferred Maintenance
 - Utilities Infrastructure under pressure
- **U of T Decision on Int'l PhD Tuition**

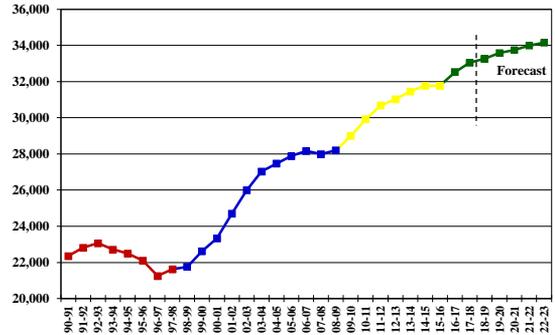


High-level Budget Assumptions

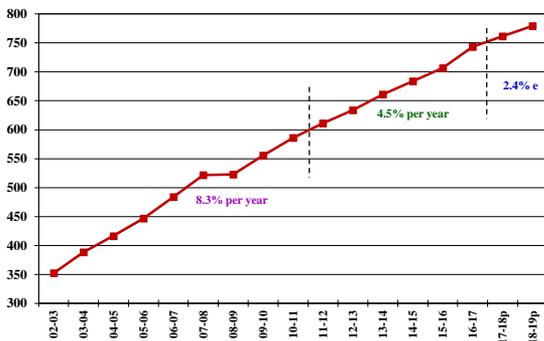
- Undergraduate Enrolments
 - First-year Class of ~5,170 with 650 International
- Graduate Enrolments come from Faculties
 - Modest additional spaces with Grant Funding
- Overall Grant Funding remains flat at 2016-17 Level
- Tuition – **already approved by Board**
 - Domestic: Overall Increase of 3%
 - International Tuition – moving towards Ontario U6 levels



Western: Constituent University FTE Enrolment



Operating Revenues (\$M)



Provost's Recommendations:

University-wide Issues for the 2018-19 Budget

- Move forward with Priority Capital Projects
 - Modernization of Thames Hall
 - Phase 1 of Medical Facilities Project
- Expand the Endowed Chairs Matching Program with a \$7.5M One-Time Allocation
 - Strategic Plan Priority
- Support for Research/Scholarship Initiatives
 - Add \$2.5M to the SSHRC Disciplines Endowment
- Continue with Pedestrian-friendly Campus Initiatives (additional \$1M)

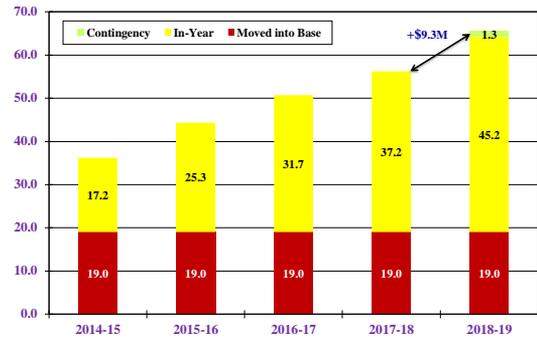


Recommendations for the Faculties

- **Incremental** Round 4 APF Allocations
 - \$1.6M base funding and \$900K one-time allocations
 - \$470K in capital budget support
 - Thames Hall Modernization
 - New Medical Research Facility
 - One-time Protection Funding in 2018-19 for Arts & Humanities (est. \$2M) and Music (\$415K)
- **Revenue Sharing in the Next 4-Year Cycle**
 - ~25% of UG Domestic Arts/Science Tuition
 - 50% of Graduate Tuition (or 60% for higher tuition)
 - Masters grant-funded spaces – 50% sharing with selected professional programs
 - PhD expansion to focus on sponsored int'l students



Projected Revenue Sharing Allocations (\$M)



Other University-wide Issues Under Review/Consideration

- Additional Capital Needs
 - Modernization of Instructional Facilities
 - Sports Facilities Upgrades
 - Utilities Infrastructure Expansion
- Student Entrepreneurship Initiatives
- Emergency Communications Infrastructure
- IT Infrastructure Needs



Next Steps

- Review Support Unit recommendations – and inform Unit Heads by late February
- IPB to finalize University-level budget forecasts in mid-March
- Followed by finalization of other University-level recommendations – based on available resources
- Full Budget to SCUP/Senate and P&F/Board in April



Senate Agenda, March 16, 2018

EXHIBIT I

REPORT OF THE PRESIDENT

To: Senators
From: Amit Chakma
Date: March 8, 2018
Re: President's Report to Senate

For the March 16, 2018 meeting of Senate, I wish to highlight the following news and developments since my last written report for the meeting of Senate on February 16, 2018.

Federal budget invests in fundamental research: On February 27, the federal government delivered its 2018 budget which included a \$3.8-billion commitment (over five years) in support of innovation and scientific discovery at Canadian universities. Details include a total of \$1.22B in new funding to the Tri-Councils — \$354.7M to each of the Canadian Institutes of Health Research (CIHR) and the Natural Sciences and Engineering Research Council (NSERC), and \$215M to the Social Sciences and Humanities Research Council (SSHRC). Titled “*Equality + Growth: A Strong Middle Class*,” the budget also includes \$275M for a new fund aimed at research described as “international, multidisciplinary and fast-breaking,” as well as another \$21M allocated to increasing diversity in science. Western and other research-intensive universities welcome these new investments and acknowledge the government’s continued support for scientific research infrastructure with an expected \$763M coming to the Canada Foundation for Innovation (CFI) and \$210M earmarked for the Canada Research Chair (CRC) program, which will create significant funding and renewal for the country’s top academic scientists.

Founder’s Day marks Western’s 140th birthday: As I write this report, I would be remiss not to highlight that March 7 marked 140 years of remarkable growth and success since “The Western University of London, Ontario” was founded in 1878. In addition to on-campus celebrations for faculty, staff and students that included a “Community Coffee Break” held yesterday at The Spoke in UCC, our colleagues in Alumni Relations also organized Founder’s Day events in Ottawa, Toronto and New York.

Western leadership update: Review and selection committees remain active for the following senior academic and administrative positions: President & Vice-Chancellor; Provost & VP (Academic); VP (External); AVP (Student Experience); University Registrar; and the Deans of FIMS, Science and Ivey.

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

Any member who wishes to ask a question, discuss, or oppose an item that is listed below may have it removed from the consent agenda by contacting the Secretary of Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motion.

Recommended: That the following items be approved or received for information by the Senate by unanimous consent:

Report of the Senate Operations/Agenda Committee – EXHIBIT III

1. Senate Membership – Huron University College Constituency	ACTION
2. Senate Membership – Vacancies Filled by Appointments	ACTION

Report of the Senate Committee on Academic Policy and Awards –EXHIBIT IV

3. Richard Ivey School of Business: Revisions to the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) Program	ACTION
4. Brescia University College: Withdrawal of the Minor in French for Food and Nutritional Sciences	ACTION
5. SUPR-G Report: Cyclical Reviews – English, Microbiology and Immunology, Pathologists' Assistant (Pathology)	INFORMATION
6. New Scholarships and Awards	INFORMATION
7. Report of the Subcommittee on Teaching Awards (SUTA)	INFORMATION

Announcements – EXHIBIT VII

8. Academic Administrative Appointment	INFORMATION
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The Unanimous Consent Agenda

The Senate's parliamentary authority -- *Sturgis Standard Code of Parliamentary Procedure* -- explains the consent agenda:

Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

While approval of an omnibus motion saves time at Senate meetings, Senate members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

In consultation with Committee chairs and principal resource persons, the Secretary identifies action and information items that are routine and/or likely non-controversial. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Senate agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, he or she can have it be removed from the consent agenda** by contacting the Secretary of the Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of the Senate (1) will advise the Senate of items that are to be removed from the list, based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

Contents	Consent Agenda
Senate Membership – Huron University College Constituency	Yes
Senate Membership – Vacancies filled by Appointments	Yes
Notice of Motion regarding Intellectual Property Policy	No

FOR APPROVAL

1. **Senate Membership – Huron University College**

Recommended: That the seat held by Donna Kotsopoulos, representative of the Huron University College Constituency, be declared vacant as a result of her resignation and that Jim Crimmins be elected to fill this vacancy for the remainder of the term (February 1, 2018 – June 30, 2018).

Background:

J. Crimmins has agreed to fill this vacancy for the remainder of the term which is in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

2. **Senate Membership: Vacancies filled by appointment**

Recommended: That the Senate seats be filled for the July 1, 2018 – June 30, 2020 term by appointment at the recommendation of the units concerned as shown below:

- Faculty of Science: Tony Percival-Smith (Biology)
Ken Yeung (Chemistry)
- Faculty of Social Science: Daniel Brou (Management & Organizational Studies)
Caroline Dick (Political Science)
- King’s University College: Laura Beres (Social Work)
- School of Graduate and Postdoctoral Studies - Education: Brenton Faubert
- Faculty of Health Sciences: Victoria Smye (Nursing)

FOR INFORMATION

3. **Notice of Motion on Proposed Intellectual Property Policy**

Senate, at its meeting on February 16, 2018 received a Notice of Motion regarding the Proposed Intellectual Property Policy. The Notice of Motion read as follows:

Motion: Senate recommends that the disclosure requirements in the draft Intellectual Property Policy contain a value threshold to trigger the reporting requirement for copyright.

The motion recommends that the proposed MAPP Policy – Intellectual Property, Part IV, paragraph 6, contain a reference to a value threshold amount beyond which it should be reported to WorldDiscoveries.

In addition, the motion seeks to recommend that intellectual property that is not expected to generate income beyond a minimal amount, and would not result in any revenue sharing (i.e. publications which are expected to generate minimal royalties) should not be reported.

At its meeting on March 8, the Operations/Agenda Committee considered the notice of motion and determined that it could proceed to Senate for discussion. As the motion is only providing a recommendation from Senate for the Board's consideration there were no issues relating to the Board's or Senate's jurisdiction.

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

Contents	Consent Agenda
Richard Ivey School of Business: Revisions to the HBA Admission Requirements though the Advanced Entry Opportunity (AEO) Program	Yes
Brescia University College: Withdrawal of the Minor in French for Food and Nutritional Sciences	Yes
Revisions to the “Course Credit” Policy – Introduction of Discovery Credits	No
SUPR-G Report: Cyclical Reviews – English, Microbiology and Immunology, Pathologists’ Assistant (Pathology)	Yes
New Scholarships and Awards	Yes
Report of the Subcommittee on Teaching Awards (SUTA) (<i>will be distributed by email</i>)	Yes

FOR APPROVAL

1. Richard Ivey School of Business: Revisions to the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) Program

Recommended: That the HBA admission requirements through the Advanced Entry Opportunity (AEO) program be revised as shown in **Appendix 1**, effective September 1, 2018.

Background

The HBA admission requirements through the Advanced Entry Opportunity (AEO) Program are being revised to make it clear that students must obtain 5.0 credits through a combination of courses of any length, and also to exclude pass/fail courses from the 10.0 full university credits needed for admission.

2. Brescia University College: Withdrawal of the Minor in French for Food and Nutritional Sciences

Recommended: That effective September 1, 2018, admission to the Minor in French for Food and Nutritional Sciences be discontinued and that the Minor be withdrawn.

Background

A core course in the program has not been offered in at least six years, as the only faculty member qualified to teach it has departed. There has been little student interest in the module and there are currently no students registered in it. Withdrawing the module will help focus the attention of prospective French students on Brescia’s other modules in the disciplines.

3. **Revisions to the “Course Credit” Policy – Introduction of Discovery Credits**

Recommended: That the “Course Credit” policy be revised effective September 1, 2018 as shown in [Appendix 2](#).

Background

The introduction of the Discovery Course credit option encourages academic exploration without the fear of decreasing a student’s cumulative or graduating average and supports students in exploring course material outside of their area of study. Students will have the option to designate a degree-credit course as a Discovery Credit effective September 1, 2018.

Many institutions have successfully implemented a similar choice model within their own academic degree structures Duke University [Trinity College of Arts & Sciences]; John Hopkins University [School of Engineering]; McGill University; McMaster University [approval pending]; Pennsylvania State University; Queens University; University of Buffalo; University of California, San Diego; University of Potsdam; York University.

The Office of the Registrar will convert the submitted grade to pass/fail for those students who have opted for that grading by the end of the drop period without academic penalty. Students may only recover the numeric grade earned in a course with the permission of the Dean or designate.

FOR INFORMATION

4. **SUPR-G Report: Cyclical Reviews – English, Microbiology and Immunology, Pathologists’ Assistant (Pathology)**

The following cyclical reviews of graduate programs were conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Arts and Humanities	English	November 2-3, 2017	Good Quality
Schulich School of Medicine & Dentistry	Microbiology and Immunology	November 13-14, 2017	Good Quality with report in two years (February 2020)
Schulich School of Medicine & Dentistry	Pathologists’ Assistant (Pathology)	November 14-15, 2017	Good Quality

The detailed Final Summary Reports for these reviews are attached as [Appendix 3](#).

5. **New Scholarships and Awards**

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

6. **Report of the Subcommittee on Teaching Awards (SUTA)**

The Report of the of the Subcommittee on Teaching Awards (SUTA) – **Appendix 5** – will be distributed via email prior to the meeting.

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/admission/business.pdf

Admission - Business Administration

The first part of the policy is unchanged

ADVANCED ENTRY OPPORTUNITY

This part of the policy is unchanged

STEPS FOR ADMISSION TO HBA

To progress to the Ivey HBA Program in third year, Ivey AEO students need to:

- Enroll at Western or one of the Affiliated University Colleges for Years 1 and 2 with a full course load (5.0 **full courses credits**) during each regular academic year (September – April);
- Achieve an overall two-year average of at least 80.0% in 10.0 **full** university credits (5.0 in each year **and excluding pass/fail courses**) in any faculty in any program. The required two-year average for AEO students registered in the Faculty of Engineering is 78.0%;
- Pass all courses in the first two years;
- In year 2, enroll in a module (i.e., Major, Honors Specialization, etc.) and take a minimum of 2.0 of the required courses for that module plus Business 2257; students may not be 'undeclared'; consult with your faculty as some modules may require more than 2.0 courses in year 2 for progression within that faculty;
- Take all senior level courses (numbered 2000 and higher) in Year 2 including Business 2257. Permission to register for a first-year course in Year 2 will be granted by the HBA Program Services Office only under special circumstances;
- Take Business 2257 between September and April of year 2, achieving no less than 70.0%; Given the participative nature of the HBA program and its case-based learning methodology, students are strongly encouraged to demonstrate a satisfactory level of class contribution in Business Administration 2257; Feedback from instructors may also be taken into account;
- The courses MOS 2310A/B and 2320A/B will not count towards the 10.0 credits required for admission into the HBA program.
- Complete the equivalent of a Grade 12 U-level mathematics course (such as Mathematics 1229A/B), if not previously taken during secondary school;
- Continue involvement, achievement, and leadership in extracurricular activities in Years 1 and 2;
- Adhere to all student code of conduct regulations at their respective institutions. Violations of such codes will be considered as part of the admissions process;
- Complete an Ivey AEO Activity Report at the end of year 1 so that Ivey can provide feedback on progression to date; and,
- Complete the Ivey AEO2 Intent to Register application in Year 2 to confirm intention to join the Ivey HBA Program in Year 3.
- Participate in an online video interview as part of your Ivey AEO2 Intent to Register application, if requested.

Please refer to the AEO Handbook for further details:

<https://www.ivey.uwo.ca/hba>

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursecredit.pdf

Course Credit

(The entire text below will be inserted into the policy)

DISCOVERY CREDITS

Students are advised to carefully consider the impact of including Discovery Credits on their program of study at Western:

- Grades are used within Western to determine eligibility for specified programs of study such as the Ivey Advanced Entry Opportunity (AEO). Discovery Credits will not count towards the 10.0 credits required to apply for the Honors Business Administration program;
- Admission to graduate programs and to professional schools, in addition to certain funding options, may not be in line with the Discovery Credits framework;
- Grades are used by many organizations outside the University to evaluate students.

Students are permitted to designate up to 1.0 Discovery Credit course (or equivalent) for pass/fail grading that can be counted toward the overall course credits required for their degree program (Honors and Four Year = 20 credits, Three Year = 15 credits). Course(s) selected as Discovery Credit(s) may not be counted towards the mandatory courses in Honors Specialization, Specialization, Major, Minor modules, or Certificates and Diplomas in which the student is currently registered. Discovery Credits may be used to satisfy course pre-requisite requirements.

Discovery Credits will have the following considerations:

1. **Pass/Fail Graded:** Such registration is subject to all the rules and regulations that apply to courses taken for credit, except that the grade recorded by the Registrar will be either pass (P) or fail (F). No courses may be changed from pass/fail to number graded or from number graded to pass/fail after the last date for dropping a course without academic penalty.
2. **Conversion of numerical grades to Discovery Credits**
Pass: 50 - 100%
Fail: 0 – 49%
3. **Eligible Students:** Only students identified as Undergraduate Students registered in a first entry undergraduate degree program at Western are eligible. Programs excluded from this policy include: Engineering, Nursing, Bachelor of Music, Bachelor of Musical Arts, Law, Bachelor of Education, Business, and Medicine and Dentistry. First-year students, Visiting Students, Special Students, and Graduate Students are not eligible to select Discovery Credit courses. Undergraduate students placed on academic probation may be eligible to participate with permission of the Dean.
4. **Program and Course Eligibility:**
 - a. A student looking to enter a module or program of study may use a Discovery Course credit as a required course credit in that module or program of study only with the permission of the Dean or designate.
 - b. Registration in a course must meet existing course entrance requirements;
 - c. Students cannot use Discovery Course credits for courses in which they have been charged with academic dishonesty;
 - d. The Discovery Course credit counts towards the normal course load.

5. **Impact on Averages and Awards:** Discovery Credit courses will be excluded from term, cumulative and graduation averages. Eligibility for Dean's Honor Listing, Graduation With Distinction, University Gold Medals, and Scholarships and Awards will not be adversely impacted. Calculations will be made using remaining graded courses.
6. **Academic Record and Student Transcript:** Discovery Credit courses will be identified on the academic record and on student transcripts. Discovery Credit courses will not display a number grade on the academic record or on student transcripts. The Office of the Registrar will retain the number grade information submitted by the department, but it will not normally be available for students.
7. **Breadth and Essay Requirements:** Discovery Credit courses may be counted toward breadth requirements; however, may not be counted toward essay requirements.
8. **Student Responsibility:** It is the student's responsibility to carefully review any graduate or professional school, award programs, government (e.g., OSAP) and University aid and award eligibility rules which may be affected by the use of Discovery Credit courses.

ADDITIONAL COURSES WITHOUT DEGREE CREDIT

The rest of the policy is unchanged

Final Assessment Report
 Submitted by SUPR-G to SCAPA

Program:	English	
Degrees Offered:	MA and PhD	
Approved Fields:	1. Old and Middle English Language and Literature 2. Renaissance (Includes separate Qualifying examinations in English Drama to the Restoration and Renaissance Non-Dramatic Literature) 3. Restoration and Eighteenth-Century Literature 4. Nineteenth-Century British Literature 5. Twentieth-Century British and Irish Literature 6. American Literature 7. Canadian Literature 8. Postcolonial Literature 9. Literary Criticism and Theory 10. Women's Literature and Gender Studies 11. Textual Studies 12. Cultural Studies 13. Indigenous Literature and Literary Criticism/Theory (new, for approval)	
External Consultants:	Lynne Magnusson, Professor, University of Toronto	Robert Schwartzwald, Professor, University of Montreal
Internal Reviewers:	Dr. Kamran Siddiqui, Professor (SUPR-G appointed)	Alison Butler, Graduate Student
Date of Site Visit:	November 2-3, 2017	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on February 12, 2018</i> <i>SCAPA on March 7, 2018</i>	

Executive Summary

The graduate program in English is regarded as a strong program based on the quality of the faculty, supporting resources and student progress. The academic excellence is further supported through strengths in traditional fields, expansion in new areas of teaching and research, and community engagement. The structure and regulations of both MA and PhD programs are considered appropriate and the graduate program is regarded as well-attuned to the need to reappraise program elements as required. The external consultants consider the structure of the MA program demanding and suggested to count the compulsory non-credit Research Methods course as a credit half-course. In response to this suggestion, the program is planning to make it an optional course. The external consultants were impressed by the average completion time of MA students and considered the completion time of PhD students, well within or below the norms for Canadian and US PhD programs, which is just over six years. While they highly regard the financial support for MA students, they raised concerns that the lack of financial support in 5th year of PhD program may affect student progress and new students' recruitment.

Significant Strengths of Program:

- Excellence of faculty members and some fields that are at top across North America
- Well-informed website
- Program completion times of both MA and PhD are well within the norms of the discipline
- Envious strength in several traditional fields and expansion in new areas of teaching and research, in particular, the new field of Indigenous Literature and Literary Criticism/Theory

Suggestions for improvement & Enhancement:

- Professional development opportunities, in particular career guidance and training for non-academic positions
- Recruitment of high-quality international students
- Monitoring of the new Qualifying Exam format and the distribution of the doctoral course work
- Finding alternative ways to provide financial support to fifth year doctoral students
- Better support for Graduate English Society

Recommendations required for Program sustainability:	Responsibility
Support Professional development opportunities	Program, Faculty, SGPS
Monitoring of the new Qualifying Exam format	Graduate Chair
Improve communication between the graduate program and students	Graduate Chair

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Microbiology and Immunology	
Degrees Offered:	MSc, PhD	
Approved Fields:	Cellular and Molecular Biology of Microorganisms Cellular and Molecular Biology of the Immune System	
External Consultants:	Dr. Jennifer Gommerman Professor, Department of Immunology and Chair, Immunology Graduate Studies Program University of Toronto	Dr. Kevin Coombs Professor, Department of Medical Microbiology and Assistant Dean (Research) Rady Faculty of Health Sciences University of Manitoba
Internal Reviewers:	Dr. Catherine Nolan Associate Dean (Graduate Studies), Don Wright Faculty of Music	Mr. Pierre Thibeault PhD student Department of Physiology & Pharmacology
Date of Site Visit:	November 13 – 14, 2017	
Evaluation:	<i>Good Quality with report in two years (February 2020)</i>	
Approved by:	<i>SUPR-G on February 12, 2018</i> <i>SCAPA on March 7, 2018</i>	

Executive Summary

The cyclical review of the Microbiology and Immunology graduate program was a positive experience for all involved. The interactions of the external reviewers, internal reviewers, leaders, faculty members, students, and staff were collegial and constructive. The external reviewers noted that learning outcomes were clearly mapped out in the brief, though they note that there is room for improvement in rigour in the PhD program.

Research in field of Cellular and Molecular Biology of Microorganisms falls into two subfields: virology (primarily HIV) and bacteriology. The reviewers note that, in practice, the department is characterized by three research areas: bacteriology, virology, and immunology. The reviewers also note the need for strategic recruitment to sustain the department's strength in immunology, possibly through transdisciplinary hires to enhance communication across the units within the department in light of recent and anticipated faculty losses.

The external reviewers' report gives considerable attention to the department's responses to issues identified in the previous review (2011), including the need for recruitment of new faculty members in virology and improved mentorship of junior faculty, both of which have been addressed since the previous review. The reviewers describe the department as "strong and vibrant."

Significant Strengths of Program:

- Quality of faculty research
- Research clusters
 - Centre for Human Immunology
 - Western HIV Investigators Group
 - Bacterial Pathogenesis Group
 - Cancer Group
 - Probiotic Group
 - Biotherapeutic Group
- Quality of student research
- The relatively new 1-year Project and Course-Based MSc option

Suggestions for improvement & Enhancement:

- More administrative support for the graduate program
- More lab space
- Improvement in animal protocols
- Greater clarity on PhD course requirements
- Greater rigour in PhD Candidacy Exam
- Greater interaction between basic scientists and clinical staff in field of host-pathogen interactions
- Improved gender balance in faculty
- Better communication across various levels of governance: University, Schulich, and Department
- Introduction of rotations as a way to introduce new students to the program
- Greater professional development opportunities for students

Recommendations required for Program sustainability:	Responsibility
Clarify PhD course requirements	Graduate Chair Graduate Committee
Increase rigour in PhD Candidacy Exam	Graduate Chair Graduate Committee
Encourage more professional development engagement opportunities for PhD students	Graduate Chair Graduate Committee Department Chair
Plan faculty recruitment strategies to address gender imbalance and viability of the field of immunology	Department Chair Dean
Enhance student recruitment strategy, including a exploring rotation option	Graduate Chair Schulich Graduate Office
Investigate concerns related to animal protocols	Graduate Chair
Improve communication between various levels of governance	Graduate Chair Course coordinators
Increase collaborations between basic scientists and clinicians	Department Chair

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Pathologists' Assistant	
Degrees Offered:	Masters of Clinical Science	
Approved Fields:		
External Consultants:	Dr. Brinda Balachandra MD FRCPC Site Chief Lab Medicine and Pathology Royal Alexandra Hospital Associate Clinical Professor University of Alberta	Jessica Oginski BSc MLT PA Technical Coordinator Pathology Windsor Regional Hospital
Internal Reviewers:	Professor Jamie Baxter Associate Dean Grad/PostDoc Faculty of Social Science	Vinusha Kalatharan, PhD Candidate Epidemiology & Biostatistics
Date of Site Visit:	November 14 & 15, 2017	
Evaluation:	<i>Good quality</i>	
Approved by:	<i>SUPR-G on February 12, 2018</i> <i>SCAPA on March 7, 2018</i>	

Executive Summary

The external reviewers were quite impressed with the program, and recognized it as a leader in Canada. They liked that the program has adapted to the changing needs of stakeholders, particularly students, and have adjusted the curriculum accordingly. This is the first full review as a separate program since its inception. The focus of the last review was mainly on separating this program from the department's two-year Masters program, so there was not much else required in the way of a response to the previous review. That said, the two Directors have been very responsive to the changing responsibilities of Pathologist's Assistants (PA), their work, and professional accreditation environments. Overall it is a well-designed and organized program producing highly skilled professionals, and the Directors should be encouraged to continue to adapt the program as necessary to meet the needs of students, patients, and the hospital(s).

Significant Strengths of Program:

- Very responsive and adaptive to suggestions from students and other stakeholders
- Rigorous and highly competitive admission process – e.g., interviews
- High completion rate
- High employment rate as should be expected of a professional program (no longer merely a stepping stone to medical school)
- Highly respected among employers
- Exposes students to a wide array of stakeholders and circumstances (e.g. grossing lab, hospital placement in year 2) to prepare students for their future working environment?
- Creative use of teaching resources to ensure working PAs (advisors, supervisors) and pathologists can focus much of their energy doing on-the-job pathology work (with training) for a very busy regional hospital.

Suggestions for improvement & Enhancement:

1. **Feedback from pathologists:** Though students can theoretically ask pathologists questions “at any time”, they may not always feel empowered to do so. Building such interaction formally into the curriculum will help ensure students are getting timely feedback about their grossing.
2. **Succession planning (NAACLS):** The leadership succession plan involves transitioning to an American Society of Clinical Pathology (ASCP) certified PA as clinical coordinator – i.e. to satisfy new (pending) National Accrediting Agency for Clinical Laboratory Science (NAACLS) requirements one of the directors needs to be a certified PA. The current directors and particularly the faculty-level leadership need to plan accordingly.
3. **Quality assurance etc.:** Lab safety and management as well as leadership and human resources training are curriculum issues. These recommendations acknowledge the expectations of PAs in the work world, often as the senior manager in a lab. These elements can be offered in various ways, perhaps most appropriately as seminars, workshops, and orientation materials but also in a more focused way as research projects (see next).
4. **Research project** – Though the research project is a distinctive feature of the program, many of the research projects past students have completed do not relate well to the PA profession. Many ideas for more relevant projects were offered by stakeholders throughout the review visit e.g., see suggestion 3.

	Recommendations required for Program sustainability:	Responsibility
1	More frequent feedback from pathologists to students - grossing a case	Directors
2	Succession plan for the Director(s) re: NAACLS rules, next review 2022	Dept/Faculty
3.1	Better incorporate quality assurance, lab management,	Directors
3.2	Better incorporate leadership, human resources training	Directors
4	More research projects that directly related to pathology and laboratory work	Directors

New Scholarships and Awards

CPA Ontario Graduate Diploma in Accounting Scholarship (DAN Department of Management & Organizational Studies)

Awarded to full-time graduate students entering the Graduate Diploma in Accounting program, with academic achievement (minimum 80% average). The recipients will be selected by the scholarship committee in the DAN Department of Management & Organizational Studies. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This scholarship is made possible by a gift from CPA Ontario.

Value: 2 at \$2,600

Effective Date: May 2018 to April 2019 only

Fern Davis Stevenson Scholarship (Medicine)

Awarded to undergraduate students entering first year of the Doctor of Medicine (MD) program, based on academic achievement and demonstrated financial need. Preference will be given to female students. This scholarship will continue for up to four years provided that the recipient progresses satisfactorily and continues to demonstrate financial need each year. Candidates must complete an admission bursary application form, which is available online through Student Center. The Office of the Registrar will select the recipients. Only two students may hold this scholarship at any one time. If a student fails to retain the scholarship, another student in first year will be selected as a replacement. This scholarship was established by a generous bequest from Dr. Fern Davis Stevenson (MD '45).

Value: 2 at \$19,000, continuing for 4 years (\$76,000 each)

Effective Date: 2018-2019 academic year

Dr. Stevenson graduated from Western University in 1945 with her Medical degree. She served for many years as a Doctor for the Fairfax County Police and Fire departments in Fairfax Virginia. She spent much of her holiday time traveling to China, Europe and many other parts of the world. Dr. Stevenson died in 2015 at age 93.

Mogenson Trust Physiology and Pharmacology Anne Ferguson Memorial Award (Physiology and Pharmacology)

Awarded annually to a full-time undergraduate student in Year 3 or 4 of an Honors Specialization in Physiology, Honors Specialization in Physiology and Pharmacology, or Honors Specialization in Pharmacology, based on academic achievement and financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. Financial need will be assessed by the Office of the Registrar. The Undergraduate Studies Committee in the Department of Physiology and Pharmacology will select the recipient. This award received matching funds through the Ontario Trust for Student Support program, and recipients must meet Ontario residency requirements. This award was established by many generous donations to the Mogenson Trust in honour of Anne Ferguson, and by members of the Departments of Physiology and Pharmacology.

Value: 1 at \$800

Effective Date: 2018-2018 academic year

Dr. Wm. Victor Johnston Award (Family Medicine)

Awarded annually to a Masters or Doctoral level in Family Medicine, based on academic achievement and research merit. The recipient will be selected by the Graduate Award Committee in Family Medicine, with at least one member of the committee holding membership in the School of Graduate and Postdoctoral Studies. This award was established by a generous estate gift from Greta May Johnston in honour of her husband, Dr. Wm. Victor Johnston (LLD '66).

Value: 2 at \$4,500

Effective Date: May 2017

Dr. Johnston completed his BA in 1920 and his MD in 1923 through the University of Toronto. He practiced medicine in Lucknow, Ontario from 1924 to 1954. He was the first Director of the College of General Practice of Canada. In 1965, the College struck the William Victor Johnston Medal of Honor and in recognition of his devotion and dedication to the ideals of family practice, awarded the first one to him. In 1966, he was awarded the Honorary Doctor of Laws Degree by Western University. Dr. Johnston died in 2003 at the age of 103.

Robert & Linda Adams Scholarship in Engineering (Engineering)

Awarded annually to two full-time undergraduate female students in Year 2 in the Faculty of Engineering, based on academic achievement (minimum 80% average). One student will be in Chemical or Biochemical Engineering and one student will be in Computer or Software Engineering. The recipients will be selected by the Undergraduate Awards Committee in the Faculty of Engineering. This scholarship was established with a generous gift from Robert and Linda Adams (BEd '84).

Robert and Linda Adams have dedicated this scholarship to their parents, Jack and Edna Adams and Ken and Doris Shoultz. They feel fortunate to have parents who valued higher education and were able to assist them with their university costs. As an educator, Linda has long promoted engineering as a career launch point. Robert is a professional engineer and has practiced engineering for his entire career.

Value: 2 at \$1,000

Effective Date: 2018-2019 academic year

Erika Gross Chamberlain Bursary in Law (Law)

Awarded annually to a full-time undergraduate student in any year in the Faculty of Law, who has demonstrated financial need. Preference will be given to a student who immigrated to Canada. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipient. This bursary was established by a generous gift from Professor Erika Chamberlain (LLB 01) in honour of her parents, Andreas and Irmgard Gross, in appreciation of the contributions that immigrants make to Canada and to the legal profession.

Value: 1 at \$5,000

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Dr. John S. Carruthers Bursary in Medicine (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate student in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, who has demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31. The Office of the Registrar will select the recipient. This bursary was established with a generous gift from the Estate of Dr. John S. Carruthers (MD '55).

Value: 1 at \$3,700

Effective Date: 2018-2019 academic year

Dr. John S. Carruthers, affectionately known as "Jack", practiced as a Pathologist at the Princess Margaret Hospital in Toronto for most of his medical career. He loved curling, sailing and spending time at the cottage in Sarnia with his children and grandchildren. He had a passion for nature and loved to take his family camping throughout Canada and the United States. Dr. Carruthers died in 2017 at the age of 86.

Randy Gillies Family Foundation Football Award (Any Undergraduate or Graduate Program)

Awarded to full-time undergraduate and graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as members of the Men's Football 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 recipients 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 Mr. Randall Gillies (BA '81) through the Randy Gillies Family Foundation.

Value: 2 at \$4,500

Effective Date: 2018-2019 to 2020-2021 academic years inclusive

Dr. Tatiana Zdyb Award in Science or Engineering (Science and Engineering)

Awarded annually to an undergraduate student, in any year of any program, in Science or Engineering, with demonstrated financial need. Preference will be given to a female student who is a first generation Canadian. Online financial assistance applications are available through the Office of the Registrar's website and must be submitted by September 30th. The Office of the Registrar will select the recipient. This award was established by a generous gift from Dr. Tatiana Zdyb (PhD '14, BA '03).

Value: 1 at \$1,500

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Dr. Tatiana Zdyb is a first generation Canadian who benefitted from the financial support she received during her undergraduate and graduate studies at Western University. Her wish is that other women in Science and Engineering will receive the financial support they need to excel in their chosen fields.

Dr. James H. Purvis Bursary in Medicine (Schulich School of Medicine & Dentistry)

Awarded to full-time undergraduate students in any year of the Schulich School of Medicine & Dentistry, Doctor of Medicine (MD) Program, Windsor Campus, who have demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31st. The Office of the Registrar will select the recipients. This bursary was established by Dr. James H. Purvis.

Value: 5 at \$5,000

Effective Date: 2018-2019 academic year inclusive

Teoh Family '3259' Award (Any Undergraduate Program)

Awarded to a full-time undergraduate student entering Year 3 or beyond who has achieved a minimum average of 70% and has been involved in contributing to the university community through participation in clubs and organizations on campus that benefit the university community. A one page statement, outlining how the applicant has been engaged with the university and helped connect peers from all walks of life is required to be submitted to the Office of the Registrar by September 30th. The recipient will be selected by the Office of the Registrar.

Value: 1 at \$1,000

Effective Date: 2018-2019 academic year

This award was made possible through a generous donation from Daniel Teoh, BESC. '10 who hopes to help future generations of connectors. "3259" in the name of this award represents a date of significance to the donor.

Ron and Nancy Clark HBA Entrepreneurship Award (Ivey Business School)

Awarded annually to a student enrolled in HBA 2 at the Ivey Business School, based on academic achievement, a strong interest in entrepreneurship and demonstrated financial need. Preference will be given to students who have an interest in family or small business. Online financial need assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the financial selection of the recipient. This award was established through a generous gift from The Ron and Nancy Clark Foundation.

Value: 3 at \$10,400

Effective Date: 2018-2019 to 2025-2026 academic year

Shelagh Donovan Memorial HBA Award (Ivey Business School)

Awarded annually to two female HBA 2 students who demonstrate a strong desire and ability to serve as coaches and mentors to their classmates, strong academic performance in the prior year, outstanding leadership qualities, a positive outlook in business and exceptional personal relationships. The HBA Scholarship Committee, with input from Ivey Faculty and members of the HBA Association, will select the recipients. The recipients will be announced at the HBA 2 "Welcome Back" event. The Committee will accept peer and self-nominations.

Value: 2 at \$10,000

Effective Date: 2018-2019 academic year

This award was generously established in memory of the late Shelagh Donovan, HBA '79, by her family, friends and colleagues in recognition of the exceptional interpersonal skills, dedication, initiative, compassion, inclusivity, kindness and collaboration that Shelagh demonstrated throughout her life and career and in her relationships with others.

Rosemary Schauf Pahl MBA Award (Ivey Business School)

Awarded annually to a female student who is enrolled full-time in the Master of Business Administration program at the Ivey Business School, based on academic achievement, community leadership and demonstrated financial need. The recipient will be a Canadian citizen. Preference will be given to a student who has six or more years of work experience or who is being admitted without an undergraduate degree. Final selection of the recipient will be made by the MBA Scholarship Review Committee with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies. Recipients will be notified at the time of acceptance into the program. This award was generously established by Rosemary Schauf Pahl, MBA '84.

Value: 1 at \$8,000

Effective Date: May 2018

HBA '77 Past Future Forward Award (Ivey Business School)

Awarded annually to a full-time student, who is a Canadian citizen, entering the Honors Business Administration program at the Ivey Business School, based on academic achievement, leadership (community and other) and demonstrated financial need. Online financial need assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the financial selection of the recipient. This award was made possible by gifts from the Class of HBA 1977.

Value: 1 at \$5,000

Effective Date: 2018-2019 academic year

Jordan International Experience Award (Any Undergraduate or Graduate Program)

Awarded annually to a graduate student or senior undergraduate student in year 3 or 4, based on the following selection preferences:

1. Awarded to a graduate or a senior undergraduate student in year 3 or 4 at the constituent university wishing to participate in a University sanctioned activity in Jordan, such as an exchange program, approved study abroad program, curriculum-based international field course, international study, or international community service, internship, or other University-led international credit or non-credit learning experiences for which academic credit or approval from their faculty will be obtained. Students must have completed their prescribed academic program the previous year and currently be registered as a full-time student.
2. Awarded to an international graduate student or senior undergraduate student from Jordan in year 3 or 4 at the constituent university, accepted to study at Western, or wishing to participate in a sanctioned activity with Western University (such as international exchange, study-abroad, service learning or research experience). International students from Jordan currently studying in Canada or abroad may be considered.

If an eligible student is not found in any given year, funds may be utilized to support more than one student in a subsequent year. Whenever possible, selections will alternate between preferences 1 and 2. To apply, submit an online International Experience Award Application on the Global Opportunities website, Western International. Applications are due on November 15 and February 15. Students at the Ivey Business School are eligible to apply for the Jordan International Experience Award.

This generous award was established by the Islamic Centre of Southwest Ontario.

Value: 1 at \$5,000

Effective Date: 2017-2018 to 2026-2027 academic years or until funds are fully expended

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

(SCUP)

Contents	Consent Agenda
Western's Student Mental Health and Wellness Strategic Plan – Final Report	No

FOR APPROVAL

Western's Student Mental Health and Wellness Strategic Plan – Final Report

Recommended: That Senate approve and recommend to the Board of Governors, Western's Student Mental Health and Wellness Strategic Plan.

Background:

The Western's Student Mental Health and Wellness Strategic Plan – Final Report, provided in **Appendix 1**, will be presented by Rick Ezekiel, Deborah Chiodo, and John Doerksen.

Western's Student Mental Health and Wellness Strategic Plan



March 8, 2018

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of Southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).



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Letter from The Student Mental Health and Wellness Advisory Committee

Western's Student Mental Health and Wellness Strategic Plan reflects the hopes and stories of personal and professional experience, and the collective thinking of hundreds of undergraduate and graduate students, faculty, senior administration, and staff from the Western community. We are grateful for the leadership of Angie Mandich and Jana Luker, former Associate Vice-Presidents of Student Experience in overseeing the earlier vision and development of this Plan. We acknowledge the significant contribution of current and past members of the Student Mental Health and Wellness Advisory Committee¹ and Western's Student Experience portfolio towards making this Strategy a reality.

The development of this Strategy could not have been possible without the hundreds of individuals who came forward to provide input into creating a mentally well campus. When it was decided to develop a Student Mental Health and Wellness Strategy, we were pleasantly surprised at how many individuals wanted to be consulted on this topic and to provide direction to the Plan. And after 20 months and countless consultations locally and provincially, document revisions, brainstorming sessions, and in-person meetings, we are delighted to share this document with the Western community.

Western's Student Mental Health and Wellness Strategic Plan is an ambitious, multi-year undertaking. The strategic directions, goals, and recommendations of this Strategy were drawn from the extensive consultation data, as well as several national frameworks and best practice recommendations that have been developed to guide supporting post-secondary student mental health. Many of the recommendations emphasize ongoing health promotion and prevention efforts as a priority. To create a healthier campus, a better balance between prevention and treatment must be recognized and achieved.

In writing this Plan, we have aimed to honour the community of diverse voices and minds, all working towards a positive, healthy change for our students and community campus.

Sincerely,

John Doerksen

Vice-Provost (Academic Programs) and Acting Associate Vice-President, Student Experience

Rick Ezekiel

Interim Senior Director, Student Experience

Debbie Chiodo

Mental Health Strategist

Student Mental Health and Wellness Advisory Committee

¹ See Appendix A for list of committee member names

Executive Summary

Providing effective support for students experiencing mental health challenges is a pressing challenge facing post-secondary institutions. The promotion of student mental health and wellness² is a priority to Western University. This strategic plan puts forth a multi-level institutional commitment and framework to promote wellness among our campus community and support individuals who are struggling with mental illness.

Through extensive community consultation¹ and the work of the members of the Student Mental Health and Advisory Committee³, we have created a vision and framework to enhance mental health at Western:

Our vision is to create a university campus that is resilient and cares about mental health and wellness, where students receive support as needed, where talking and learning about mental health reduces and eliminates the stigma surrounding mental health issues, and where we build a more supportive and inclusive campus environment to enhance all students' potential for success. This vision will make mental health an institutional priority and will support a culture and climate on our campus that promotes student wellness.

To help achieve this vision, this plan focuses on four primary strategic objectives and goals specifically related to optimizing student mental health:

- 1** Promote and support a resilient campus community;
- 2** Develop and deliver effective health and wellness education;
- 3** Support inclusive curriculum and pedagogical approaches that promote student mental health;
- 4** Provide accessible and effective mental health and wellness services.

² Unless otherwise specified, the term students is used within this Strategy to include undergraduate, professional and graduate students, as well as postdoctoral fellows at Western University and the affiliated university colleges of Brescia, Huron, and King's.

³ See Appendix B for stakeholder groups who participated in in-person consultations

2018–2023 Goal Summary & Highlighted Priorities

While this document contains a wide range of recommendations to holistically support student wellness, this executive summary outlines broad goals and highlighted priorities that exemplify some tangible initiatives that will stem from this plan.

1 To cultivate institutional commitment for student mental health at all levels of the university;

HIGHLIGHTED PRIORITIES:

- Ensure that mental health is identified as a priority through the University's strategic goals, mission, financial commitments, value statements, policies, and protocols.

2 To sustain and strengthen student resiliency;

HIGHLIGHTED PRIORITIES:

- Ensure that every student receives mental health and wellness education through course curricula and/or co-curricular content during their studies at Western.
- Increase and enhance training and supports for student helpers, student leaders, and student mentors across campus.

3 To increase knowledge and awareness of mental health prevention;

HIGHLIGHTED PRIORITIES:

- Provide tools and resources to support administrative leaders, faculty, staff, teaching assistants, and students in identifying signs and symptoms of student distress

4 To advance practice and policy that promote resiliency and wellness;

HIGHLIGHTED PRIORITIES:

- Explore opportunities across campus for students to learn and practice stress reduction strategies such as mindfulness meditation as a method of stress management and building resiliency.

5 To increase capacity and accessibility to support and provide service to students with mental health conditions;

HIGHLIGHTED PRIORITIES:

- Reduce the fragmentation and 'siloing' of student mental health services through the integration of student mental health and wellness services into a Health and Wellness Centre.
- Support campus capacity for 24/7 mental health crisis response.

6 To improve and increase access to mental health and wellness prevention and intervention data;

HIGHLIGHTED PRIORITIES:

- Increase data collection and assessment of key indicators of student mental health and wellness – Electronic Health Record.

Guiding Principles

Our guiding principles help shape and reinforce our commitment to student mental health and wellness at Western:

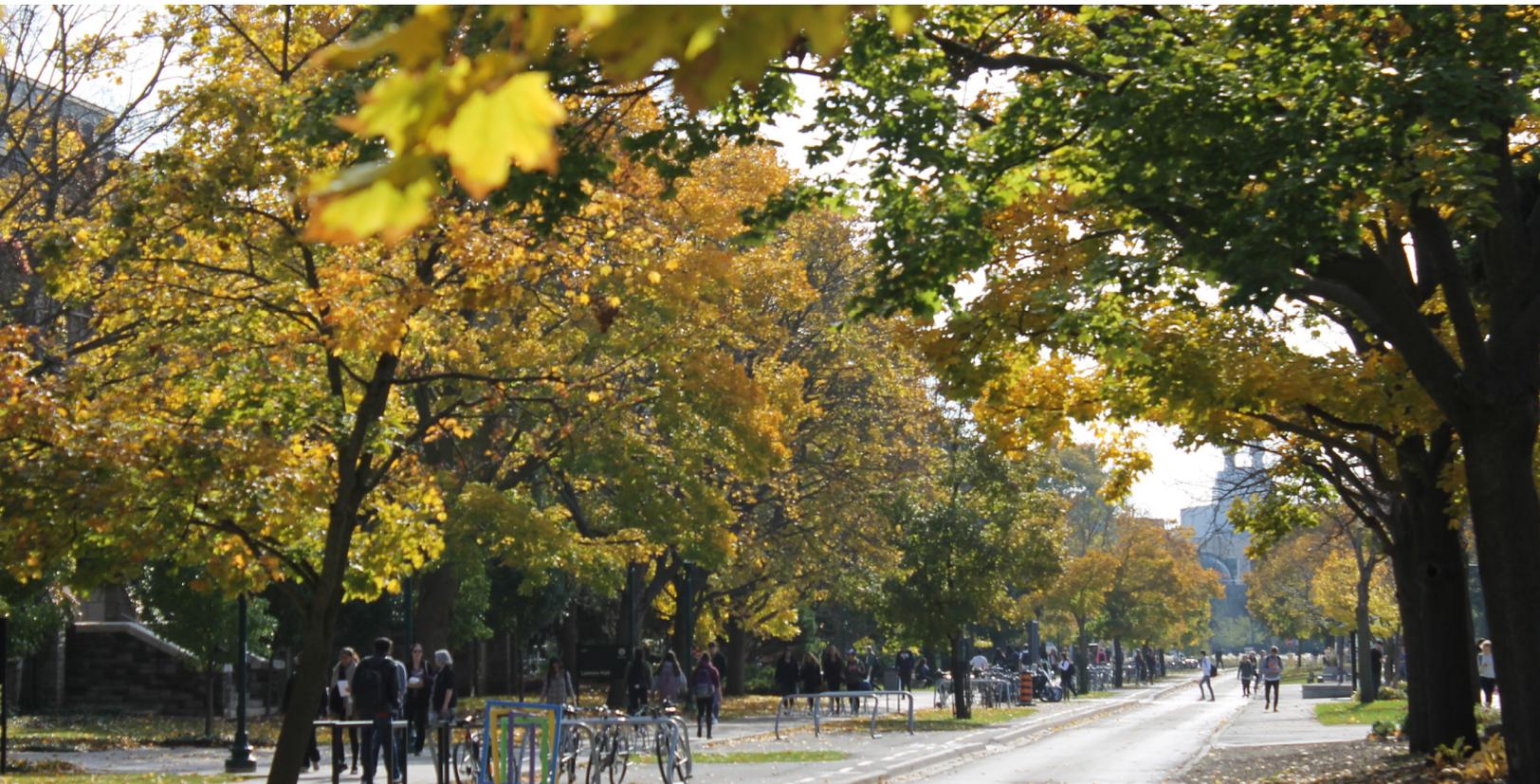
- 1** Student health exists on a continuum and is affected by the physical, emotional, mental, social, environmental, and spiritual dimensions of health.
- 2** Mental health and wellness is critical to all students':
 - academic and personal success
 - learning and productivity
 - ability to reach their full potential
 - ability to participate and engage meaningfully in school and life activities
- 3** Everyone on campus has a role to play in supporting students, including students assisting and supporting each other.
- 4** Students must be involved in the consultation, design, and ongoing support of the services, programs, and policies that will ultimately affect them.
- 5** Through targeted, effective, and accessible programs, services, and supports students can better achieve their academic and personal goals and maintain their wellness throughout their university experience.



Mental Health in Post-Secondary Institutions

Approximately one in five people experience a mental illness in any given year and almost everyone is affected by mental illness in a family member, friend, co-worker, or neighbour. Every third year, Western University participates in the National College Health Assessment (NCHA), a benchmarking climate survey conducted at postsecondary institutions across North America, administered by the American College Health Association. Data from this survey shows that the proportion of Western students reporting having a psychiatric condition was 9.2% in 2016 (3% higher than it was for Western students in 2013), and higher than the national Canadian average of 7.4% in 2016. Since 2013, the number of students reporting that stress was having a negative impact on academic performance increased from 33.0% in 2013 to 48.5% in 2016, also higher than the national average of 42.2%. Western students reporting anxiety having a negative impact on academic performance has increased from 27.4% in 2013 to 39.4% in 2016, a 10% increase. When considering the impact of stress, it is the negative effects that stressful events can have on longer-term mental health that are often significant.

By providing Canada's best education for tomorrow's global leaders, Western's priority and commitment to 'leadership in learning' strives to provide students with the knowledge and skills required to lead and succeed in a rapidly evolving world. The relationship between academic performance and health is well understood. In recent consultations with the Western community, all individuals acknowledged that student health, including mental health, is central to educational success. Moreover, while stress and adversity can have negative effects on longer-term mental health and functioning, many also recognized that certain types of stressors have the potential to enhance the capacity for resilience, with downstream benefits to student mental health and wellness.



Opportunities within the environment can shape an individual's capacity to build resilience and universities are recognized as places to promote the health and wellness of those who learn and work within them. By promoting mental health and wellness,] we can increase the number of students who experience good mental health. This plan has a strong focus on health promotion and prevention because this a primary strategy for universities to reduce the number of students who may develop a mental health disorder. It is our collective and shared responsibility to ensure a healthy learning and working environment for all. This means that all of us –administration, faculty, staff, and students- must play key roles in supporting the mental health and wellness of our University community. This plan would be remiss if it did not recognize and acknowledge the tremendous work that has gone on for decades to compassionately and ethically serve Western students' mental health and wellbeing. Services, programs, groups, drop-ins, modules, and many other innovative practices and programs have been developed to equitably meet the needs of our student body with respect to mental health and wellbeing. This plan is intended to build on a strong foundation of practice, policy, service, and most importantly, caring and compassionate members of our campus community, to better meet the increasing mental health needs of our student body.

Our Student Mental Health and Wellness Strategy aligns with the Canadian Association of College and University Student Services (CACUSS) Campus Mental Health guide to supporting post-secondary student mental health. According to the CACUSS guide, a systemic approach to creating a campus environment that is conducive to mental health and learning should be comprehensive, create environmental conditions for the flourishing of all students, is student-directed, extends beyond the individual to include the campus environment, organizational structure, policies, and practices, and involves all campus members in a collective, shared responsibility for creating the conditions to support learning and mental health. This document is informed by an extensive campus-wide consultation and review process, evidence based practices in supporting post-secondary student mental health, and the leadership and experience of the Student Mental Health and Wellness Advisory Committeeⁱⁱ. Key termsⁱⁱⁱ used throughout this document can be found in Appendix C.



Broad Strategic Directions, Goals, & Strategies

Broad Strategic Direction 1: Promote and support a resilient campus community	
GOALS	RECOMMENDED STRATEGIES
<p>1a. Cultivate Institutional Commitment Cultivate institutional commitment for student mental health at all levels of the university.</p>	<p>Ensure that mental health is identified as a priority through the University’s strategic goals, mission, financial commitments, value statements, policies, and protocols.</p> <p>Encourage Western University to be a signatory to the Okanagan Charter^{iv} articulating our commitment to implement the calls to action of the Charter^v.</p> <ul style="list-style-type: none"> • Establish Okanagan Charter calls to action as important considerations for the Student Mental Health and Wellness Advisory Committee to integrate into policy, practice, and physical space at Western. <p>Increase data collection and assessment of key indicators of student mental health and wellness. Leverage large benchmarking datasets such as National College Health Assessment, internal data from Western’s Shared Electronic Health Record, which is under development, and the Smart, Healthy Campus IDI.</p> <p>Through Western’s annual budget and planning process, request updates from all faculties and units on initiatives within their purview that promote student mental health and wellness, and student resilience.</p> <p>Celebrate innovative and effective practices that promote wellness across our campus community within and outside of Western (e.g., Western News stories, conference presentations, social media and internal communications, etc.).</p>

GOALS	RECOMMENDED STRATEGIES
	<p>Partner with faculty members who are research experts in student mental health and wellness, health promotion and prevention, and program evaluation, to inform the development, delivery, and evaluation of programs and services on campus related to mental health and wellness.</p> <p>Review policies and procedures with regard to their impacts on mental health, inclusion, and diversity; ensure policies are up to date and provide appropriate supports for students.</p> <p>Raise institutional awareness related to the impact of educational practices and policies on the mental health and wellness of marginalized sociodemographic groups (e.g., barriers and stressors faced by students with disabilities, Indigenous students, etc.^{vi}).</p> <p>Develop a mental health and wellness strategic plan for faculty and staff.</p>
<p>Ensure the goals and strategies of the Mental Health and Wellness Strategic Plan are met.</p>	<p>Ensure that the strategic plan is reviewed annually.</p> <p>Launch a Mental Health Summit one year after the strategic plan is in place to review and evaluate the progress of the plan against the recommendations.</p> <p>Ensure that the outcomes of the mental health and wellness strategic plan are reported at least annually by the Student Experience portfolio.</p>
<p>In the context of the Affiliation Agreement, enhance and support partnerships between Affiliated University Colleges (Brescia, Huron, and King's) and Western in promoting and supporting student mental health and wellness.</p>	<p>Support recommendations identified in Affiliated University Colleges' mental health strategic plans with Western's Mental Health and Wellness Strategic Plan.</p> <p>Engage in ongoing opportunities for staff and faculty across campus and Affiliated University Colleges to collaborate on initiatives supporting student mental health and wellness.</p> <p>Recognize the leadership the Affiliated University Colleges have taken to support student mental health and wellness and continue to promote student access to services at affiliated university colleges and complementary services at Western.</p>

GOALS	RECOMMENDED STRATEGIES
<p>1b. Strengthen student resiliency through leadership, mentorship, and help-seeking</p> <p>Sustain and strengthen student resiliency.</p>	<p>Ensure that every student receives mental health and wellness education through course curricula and/or co-curricular content during their studies at Western, intentionally designed and delivered in a developmentally appropriate manner. Link content delivery and design to Western’s Degree Level Outcome on ‘Resilience and Life-Long Learning.’^{vii}</p> <p>Academic Programs and Student Experience portfolios collaborate to consider how mental health and wellness learning modules could be made accessible to all students online:</p> <ul style="list-style-type: none"> • Review existing online learning platforms such as Western 1010, Online Academic Orientation, Mental Health First Aid, and external resources to streamline and enhance online learning tools related to mental health and wellness. • Consider the addition of financial literacy to the content of the modules. • Consider developing similar mental health educational modules for graduate students. • Provide facilitator resources to support use of online materials in a manner that is complimentary with face-to-face learning tools; increase effectiveness of online learning through blended learning designs.
<p>Promote structured supports that foster peer mentorship, leadership and community connection.</p>	<p>Expand mental health and wellness-focused mentorship programs to all students, with supports from existing mentorship programs and services offered through Student Experience, Residence Life, SOGS and the USC (e.g., Leadership and Academic Mentorship Program, Learning Skills Services, Sports and Recreation Services, Peer Support Centre, Orientation Program, Residence Staff).</p> <p>Continue to support students who have innovative ideas to promote health and wellness on campus. Establish a Wellness Innovation Fund to support innovative programs and services that promote wellness on our campus.</p> <p>Increase and enhance training and supports for student helpers, leaders, and mentors across campus.</p> <p>Continue to support the Peer Support Centre and ensure that ongoing expert input, advice, and regular evaluation for effectiveness and safety occurs.</p>

GOALS	RECOMMENDED STRATEGIES
<p>Promote stress-reduction strategies as effective methods for stress management for students.</p>	<p>Explore opportunities across campus for students to learn and practice stress reduction strategies such as mindfulness meditation as a method of stress management and building resiliency. Several faculties (e.g., Law, Medicine & Dentistry, Science, and King’s) have programs and drop-in sessions that can serve as models. Psychological Services and the Wellness Education Centre also offer a mindfulness lecture series that could be expanded across campus. Consider coordinating with individual faculties on a need basis to ensure that students have access to opportunities during the day.</p> <p>Increase the awareness of the connection between physical health and mental health, sleep, learning, and quality of life.</p> <p>Continue to find creative ways to promote opportunities provided to students by Campus Recreation to incorporate physical activity as a method of stress-reduction and resiliency.</p> <p>Encourage students to build self-awareness on, seek out, and engage in activities that are individually meaningful, rewarding and wellness promoting. Some examples could include: reading fiction, exercise, social activities, cooking, etc.</p> <p>Provide resources to faculty who wish to offer or promote stress-reduction resources, information, and skill-based activities for students.</p>
<p>Normalize failure and setbacks as standard parts of a rigorous education.</p>	<p>Introduce campus-wide initiatives, programs, or projects that normalize setbacks, promote an optimistic outlook, and help students reflect on and learn from their failures.^{vii}</p>
<p>Encourage help-seeking among students.</p>	<p>Promote early access to preventative mental health and wellness initiatives that address all dimensions of wellness (academic, career, financial, mental, physical, and spiritual) through enhanced communications of existing campus resources.</p> <p>Promote help-seeking as an effective strategy for academic success, career success, and positive mental health and wellness.</p> <p>Explore creative ways to encourage help-seeking of students who are less likely to request support.</p>

GOALS	RECOMMENDED STRATEGIES
<p>Explore ways to help students manage expectations about university life, academics, finances, and access to mental health services.</p>	<p>Celebrate the strength of on-campus services, while increasing awareness about needs to link and refer to community resources to effectively support students with mental health challenges. Provide ongoing information about services available on campus in addition to community supports through the broader mental health services ecosystem.</p>
<p>Promote mental health literacy and sustain and broaden mental health education.</p>	<p>Provide tools and resources to support administrative leaders, faculty, staff, and students in identifying signs and symptoms of distress.</p> <p>Enhance and regularly redistribute tools and resources to faculty and staff to identify students in distress and support them in accessing appropriate resources (e.g., Student in Difficulty resource). This resource should include clear communication of 24/7 crisis contacts locally, in addition to local, provincial, and national phone numbers, addresses, and websites for mental health and/or other crisis services and centres.</p> <p>Build literacy on the continuum of mental health. Support enhanced distress tolerance among campus community members through normalization of experiences of acute stress and negative emotionality that are healthy responses to navigation of day to day life experiences. Provide tools to assist students and community members with identification of toxic stress in themselves and others, which may require intervention or supports to promote wellness.</p> <p>Increase opportunities for staff, faculty, student leaders, teaching assistants, and leaders at Western to receive mental health and suicide prevention training that will help to effectively identify and respond to a student with mental health concerns (e.g., ASIST, Mental Health First Aid for Adults who Interact with Youth, Mental Health First Aid for First Nations, safeTALK).</p> <p>Ensure that all units on campus have at least one staff member trained on Mental Health First Aid and that units consider booster or re-training staff every two years.</p> <p>Increase awareness of mental health through anti-stigma campaigns and other awareness building initiatives.</p> <p>Increase 'lived experience'^{ix} and storytelling initiatives on campus in the area of mental health (e.g., guest speakers who share stories of their experiences, peer-to-peer conversations about experiences of mental health challenges, etc.).</p>

GOALS	RECOMMENDED STRATEGIES
<p>1c. Enhance transitional supports for all students</p> <p>Enhance transitional supports for students arriving at Western in their first year.</p>	<p>Promote connection within Western’s social and academic communities through programs and services that foster peer-to-peer, peer-to-staff, and peer-to-faculty connections.</p> <p>Emphasize health promotion, prevention, and wellness education through transitional programming with all students (e.g., Summer Academic Orientation, Orientation Program, Graduate Student Orientation Programming).</p> <p>Provide ongoing learning and professional development opportunities in the area of mental health and wellness to orientation leaders.</p> <p>Ensure that orientation information to students includes resources related to online spaces, social media, and digital literacy.</p> <p>Review and improve the mechanisms of disclosure and support for students who identify a pre-existing mental health challenge as they transition into Western. Provide mechanisms for students to disclose mental health challenges and begin accessing supports early, through or soon after the admissions process. Provide streamlined connections to health and wellness services and accommodation services to meet their needs as they begin undergraduate or graduate training at Western.</p> <p>Establish mechanisms to encourage students who have been receiving academic support for a mental health, learning or physical disability to identify their needs to the university in advance, to facilitate early access to service and effectively support their transition to Western.</p> <p>Enhance inclusivity of programming to reflect the needs of our diverse campus community; increase representation of marginalized sociodemographic groups in transitional programming to foster increased sense of connection to our campus community within the full diversity of its membership.</p>
<p>Review and enhance transitional supports for distance and part-time students.</p>	<p>Review and increase services and supports for distance learners, including students who may only be on campus on a part-time basis. Ensure that online student services are highly visible through online presence, and provide opportunities for connection with personal supports from a distance where necessary.</p>

GOALS	RECOMMENDED STRATEGIES
<p>Enhance transitional supports for students as they move into second and upper years.</p>	<p>Review transitional supports as students move from residence into off-campus housing.</p> <p>Develop a comprehensive mental health communication plan that will reach all students on and off-campus to enhance consistency and clarity of mental health communications for off-campus students.</p> <p>Explore effective ways to identify and support students who are high-risk for mental health challenges as they transition from first year to community residence in second and upper years.</p>
<p>Enhance transitional supports for students as they move into graduate school, professional school, postdoctoral fellowships and/or the workforce.</p>	<p>Encourage Faculties and Affiliated University Colleges to have in-class discussions regarding career expectations, the use of career services in The Student Success Centre, and job market availability.</p> <p>Explore creative ways to expand the use and promotion of career services offered at The Student Success Centre, Faculties, Departments, and Affiliated University Colleges.</p> <p>Develop a sub-committee of the Student Mental Health and Wellness Advisory Committee to address the issues raised during consultation pertaining to graduate students and post-doctoral fellows at Western.* This subcommittee should include representation from SGPS.</p> <p>Increase campus mental health promotion and awareness initiatives designed for students in professional programs and graduate studies.</p> <p>Encourage professional faculties and graduate programs to address challenges with isolation and unique stressors experienced in graduate and professional training programs.</p>
<p>1d. Recognize and support our diverse campus community</p> <p>Recognize the unique strengths and needs of students who identify with marginalized sociodemographic groups (e.g., students who identify with sexual and gender minorities, racialized students, Indigenous students, international students, etc.).</p>	<p>Support programs designed to meet the unique needs of, and build a sense of, community among students who may not identify with dominant norms of the institution.</p> <p>Recognize the value of peer-to-peer connections within marginalized communities, and promote the visibility of faculty / staff role models who share identities with marginalized students.</p> <p>Promote visibility and education regarding individual experiences related to mental health, wellness, and navigating challenges among our diverse campus community.</p>

GOALS	RECOMMENDED STRATEGIES
	<p>Reduce barriers often faced by marginalized sociodemographic groups on campus, which can lead to frequent and deleterious stress (e.g., physically accessible buildings, gender neutral washrooms, etc.).</p>
<p>Enhance anti-oppressive and inclusive practices across the university to more effectively support our diverse student body.</p>	<p>Identify social norms and systemic barriers that are threats to gender equality, respect, and safety for all students.</p> <p>Increase training opportunities for staff and faculty for anti-oppressive practice training.</p> <p>Allocate sustainable institutional resources to provide confidential supports for survivors of sexual violence, and engage in active sexual violence prevention and education efforts.</p>
<p>Recognize the unique strengths and needs of Indigenous students</p>	<p>Support and implement the recommendations of the Indigenous Strategic Plan.</p> <p>Provide faculty and staff on campus with the opportunity to receive Mental Health First Aid First Nations training to increase their skills, confidence, and cultural competency in supporting mental health and wellness of Indigenous students; prioritize offering this training to counsellors who support student mental health, and front line student supports.</p> <p>Raise awareness of the significant impact of past and historical trauma on the mental health and academic performance of Indigenous students, and promote the use of trauma-informed approaches when working with Indigenous students.</p> <p>Expand holistic and culturally-relevant counselling, student supports, and space available through Indigenous Services.</p>
<p>Recognize the unique strengths and needs of international students.</p>	<p>Explore ways to offer the Summer Academic Orientation to international students in their first language.</p> <p>Increase the awareness among faculty and staff of the unique considerations of supporting international students who have mental health concerns; recognize the unique stressors associated with acculturation faced by international students entering Western. Support the goals and strategies of Western International's strategic plan.</p>

GOALS	RECOMMENDED STRATEGIES
	<p>Identify and provide supplemental mental health initiatives that are specific to the needs of international students.</p> <p>Develop a sub-committee from the Student Mental Health and Wellness Advisory Committee to address the issues raised during consultation about the unique stressors and supports required for international students. This subcommittee should include representation from Western International.</p>
<p>1e. Assess the Campus Environment</p> <p>Identify and address gaps in our current physical spaces, safety plans, and infrastructure.</p>	<p>Work with Facilities Management and Institutional Planning and Budgeting to identify wellness as a key consideration in new building and renovation projects. This includes creating indoor spaces that encourage community building; study spaces; spaces to support commuting students; spaces for spiritual activities, meditation, and ceremonies; and incorporation of design elements that optimize learning and wellness with color and natural light.</p> <p>Incorporate wellness as a key consideration in Western’s Open Space Strategy, identifying the role that the campus environment, green spaces, and outdoor spaces play in promoting wellness and physical activity.</p> <p>Review green and the natural spaces that exist around campus that can promote and contribute to better mental health and wellness, and increase promotion and awareness of outdoor space usage opportunities among the campus community.</p> <p>Create a resource for faculty and staff that provides evidence-based information about designing physical learning spaces and environments that support optimal learning experiences, mental health and wellness.</p>

GOALS	RECOMMENDED STRATEGIES
<p>1f. Policies and Procedures</p> <p>Work to streamline the medical accommodation process for short-term illness.</p>	<p>Collaborate with the working group of Associate Deans responsible for the review of the medical accommodation policy for short-term illnesses to explore alternative models that may be effective when addressing short-term medical accommodation.</p> <p>Conduct a review of other provincial and national models that post-secondary institutions are using for medical accommodation for short-term illnesses to ensure that Western's policy is up-to date, and meeting the needs of students, faculty and the university.^{xi}</p> <p>Develop a communications strategy regarding regarding academic accommodation and relief policies and practices to foster greater understanding among students, faculty, and staff, and increased consistency of application.</p>
<p>Evaluate the pilot fall reading week for alleviating stress and promoting mental health and wellness among students.</p>	<p>Conduct an assessment of the fall reading week pilot with regard to its effectiveness in alleviating stress and promoting wellness for students.</p>
<p>Reduce stress associated with academic degree planning, course scheduling, and degree completion.</p>	<p>Identify and explore ways to address unnecessary stress associated with navigating the academic calendar, and course and exam scheduling (e.g., improved online academic calendar that highlights degree and career pathways; appointments with academic counsellor).</p> <p>Explore strategies to expand the number of spring and summer courses offered across faculties to allow for greater flexibility of course selection and degree completion.</p> <p>Recognize the academic pressures and stress associated with the Intent to Register process, specifically related to securing places in limited enrolment programs on an annual basis.</p> <p>Enhance Intent to Register communications and supports for students to alleviate perceived stress associated with the process.</p> <p>Promote the benefits associated with degree and modular flexibility supported by Intent to Register and other similar processes.</p>

GOALS	RECOMMENDED STRATEGIES
	<p>Explore creative ways to promote student attendance at information sessions regarding the Intent to Register process and degree planning.</p> <p>Engage peer supports and student leaders in supporting conversations about Intent to Register (e.g., Leadership and Academic Mentorship Program, Residence Staff, Orientation Leaders, etc.).</p>
<p>Explore best practices for academic student advising.</p>	<p>Strike an Academic Advising Review Committee^{xiii} to explore best practices as they relate to student advising strategies that promote student wellness.</p>



Broad Strategic Direction 2: Develop and Deliver Effective Mental Health and Wellness Education

GOALS	RECOMMENDED STRATEGIES
<p>Assign a unit and leader responsible to oversee mental health communication.</p>	<p>Senior leadership to assign a unit and leader tasked with forming a Student Mental Health and Wellness Promotion and Communication team. This team would collaborate with campus and community resources and services to deliver mental health and wellness education, health promotion and prevention initiatives in a unified manner. This working group should include representation from Faculties. The group would report regularly to the AVP of Student Experience.</p> <p>Strategize ways to sustain and support Mental Health and Wellness Education.</p> <p>Allocate dedicated communication and staffing resources for mental health and wellness and digital expertise to support this work.</p>
<p>Increase student awareness and knowledge of mental health resources and services, including why and how to access services.</p>	<p>The Student Mental Health and Wellness Promotion and Communication team develop a comprehensive, annual communications plan that promotes a culture of positive mental health, resilience and wellness all-year round, including information, resources, and supports available to students.</p> <p>The communications plan should:</p> <ul style="list-style-type: none"> • Identify timelines for content delivery and accountability. • Include specific strategies and approaches to target messaging to more isolated student groups. • Provide resources intentionally designed to help students in crisis identify appropriate resources and supports.

GOALS	RECOMMENDED STRATEGIES
	<p>The Student Health and Wellness Promotion and Communication team should also review the best practices for communicating wholistic information regarding all dimensions of wellness to students (e.g., academic, financial, social, etc).</p>
<p>Enhance ongoing engagement and communication with parents related to policies, programs, and services that can support student mental health and wellness.</p>	<p>Annually review and enhance the Summer Academic Orientation parent session materials to ensure it is up-to-date and includes effective mental health and wellness information for parents.</p> <p>Include mental health and wellness content in parent newsletters for parents of first year students coordinated by Housing and The Student Success Centre.</p> <p>Create web resources for parents wishing to support a student struggling with mental health challenges on Western’s Health and Wellness website.</p> <p>Consider enhancing mobile-friendly online versions of mental health and wellness resources for parents and students.</p>
<p>Enhance and streamline the presence and accessibility of online information and resources regarding mental health.</p>	<p>Conduct a review of mental health and wellness websites and apps at Western to identify current strengths and areas for improvement.</p> <p>Develop a centralized website to provide efficient and effective access to mental health and wellness information to the Western community. This would enable the websites of faculties, units, and student governments to link and provide consistent information.</p> <p>Ensure that the Student Mental Health and Wellness Promotion and Communication team collaborates with students in developing a website to ensure the communication content, channels, navigation and interactive elements are appropriate for each target audience. The website should be accessible, updated frequently, mobile-friendly, and easy to navigate online for resources and information.</p>

Broad Strategic Direction 3: Inclusive Curriculum and Pedagogy to Support Student Mental Health

GOALS	RECOMMENDED STRATEGIES
<p>Apply a Universal Design for Learning (UDL) approach to programs, services, and curriculum.</p>	<p>Establish a UDL committee to review best practices in UDL for universities and how UDL can be implemented in teaching pedagogy and training for new faculty at Western.</p> <p>Invite UDL experts to provide training to key staff and stakeholders, including faculty who express an interest in learning more about UDL.</p> <p>Provide ongoing learning and professional development for faculty to make use of a broad range of assessment methods to further enhance and support student learning.</p> <p>Raise awareness among students of their rights and responsibilities related to learning barriers and accommodation.</p>
<p>Create learning environments that promote mental health and wellness.</p>	<p>Explore relevant conditions for mental health and wellness in learning environments at Western. This could include ideas around positive classroom culture, real life learning, opportunities for personal and professional growth of students' skills and preparedness for the future, and providing students with some flexibility and control over their learning experiences.</p>
<p>Develop early identification and intervention programs for academic issues.</p>	<p>Explore ways to implement and evaluate an early alert program to identify early signs of students who are struggling academically and facilitate access to supports, contributing to reduced stress, enhanced academic success and retention.</p>
<p>Provide mental health and student accommodation information consistently on course syllabi across the institution.</p>	<p>Regularly review standard course syllabus content to ensure that information is up to date and relevant regarding mental health services on campus and in the community, and accommodation processes in relation to mental health challenges. Consider linking to an online information portal where the most up to date information about mental health and wellness can be made consistently available.</p> <p>Ensure that the online repository of past course syllabi is up-to-date and easily accessible by students (e.g., launch a central website that links to departmental course syllabi websites, and/or include links in a new online academic calendar).</p>

GOALS	RECOMMENDED STRATEGIES
	<p>Provide faculties with a PowerPoint slide complementing syllabi information as it relates to mental health and wellness. Encourage faculty to embed the slide into course overview.</p> <p>Determine the feasibility of Faculties providing current course syllabi for classes in advance of course registration.</p> <p>Conduct a review of the best practices around alleviating the stress associated with course registration.</p>
<p>Increase knowledge and understanding across the institution of the effectiveness and intended objectives of the new policy of students receiving 15% course grade prior to the course drop date.</p>	<p>Conduct a review of the policy related to the 15% course assessment to students before the drop date to ensure that the policy is being implemented in the spirit of increasing assessment diversity, mitigating students' stress, and ensuring students have information regarding their performance to inform course add/drop decisions.</p>



Broad Strategic Direction 4: Provide Accessible and Effective Mental Health and Wellness Services

GOALS	RECOMMENDED STRATEGIES
<p>Enhance access, responsiveness, and effectiveness of student mental health services; increase knowledge among the campus community (faculty, staff, & students) of mental health and wellness services, including why and how to access them.</p>	<p>Reduce the fragmentation and 'siloing' of student mental health services through the integration of student mental health and wellness services into a Health and Wellness Centre.</p> <p>Explore strategies to increase access to evidence-based treatments for students with existing mental health disorders, in part by leveraging existing campus resources including the extensive clinical expertise of faculty and staff on campus. Strike a community liaison committee with external agencies to cultivate and build community relationships and to explore ways to extend services and support for students off-campus.</p> <p>Enhance and sustain collaborations with the Canadian Mental Health Association, the University Students Council, and Society of Graduate Students to offer after-hours crisis counselling at times of peak demand.</p> <p>Continue efforts to dynamically adjust service availability and service model to meet fluctuating needs of mental health services over the academic year.</p> <p>Advocate for increased resources from government and donor sources to support mental health and wellness service capacity, including increased funding for students to access effective psychological services.</p>
<p>Enhance data tracking, collaborative care, early identification and triaging to community mental health facilities, hospitals, and community agencies.</p>	<p>Implement a shared Electronic Health Record among health and wellness service providers on campus.</p> <p>Consider using standardized screening instruments that are used within local community agencies to support students with significant issues who require further assessment and intervention off campus.</p>

GOALS	RECOMMENDED STRATEGIES
<p>Increase the awareness among campus community (faculty, staff, & students) of the Wellness Education Centre (WEC).</p>	<p>Explore creative ways to promote WEC as a safe, comfortable environment where students can get connected with the mental health and wellness resources available at Western and in the London community.</p> <p>Expand the education and outreach role of the WEC as a communications arm of the new integrated Health and Wellness Centre.</p> <p>Secure financial resources for the sustainability of wellness education initiatives.</p>
<p>Support enhanced crisis intervention and response capacity on campus.</p>	<p>Engage in continuous review of student death and critical incident policies to ensure Western is in alignment with established best practices in the post-secondary and mental health sectors.</p> <p>Ensure timely and effective community supports for members of the Western community who are impacted by a mental health crisis or suicide.</p> <p>Engage in annual review of communications strategy following mental health crises or a student death by suicide to ensure alignment with established best practices in community care and suicide postvention.</p> <p>Collaborate with peer institutions and the Centre for Innovation in Campus Mental Health to maximize the effectiveness of crisis intervention and response strategies.</p> <p>Establish an institutional mechanism to identify, communicate, support and respond to students who may be experiencing mental health challenges; establish clear mechanisms for members of the Western community to communicate potential challenges through this mechanism.</p> <p>Support campus capacity for 24/7 mental health emergency first response available through Campus Community Police Services. Engage in ongoing review of professional development needs for campus police who act as active campus first responders in mental health crisis situations. In expanding capacity to support mental health first response, consider strategies to engage non-uniformed officers and mental health professionals as active collaborators with police in providing campus first response.</p>

Appendix A:

Student Mental Health and Wellness Advisory Committee Member List 2017-18

Name

Title

Current Co-Chairs

John Doerksen	Vice-Provost (Academic Programs)
Rick Ezekiel	Interim Senior Director Student Experience

Committee Members

Melanie-Anne Atkins	Wellness Coordinator, Student Experience
JC Aubin	Operational Leader, Campus Community Police Services
Joanna Bedggood	Manager, Student Wellness, King's University College
Madison Bettle	Vice-President Student Services, Society of Graduate Students (SOGS)
Leanne Bonnelo	Student Wellness Educator, Student Life Centre, Brescia University College
Anh Brown	Campus Student Case Manager, Housing & Ancillary Services
Debbie Chiodo	Mental Health Strategist, Student Experience
Jana Cernavskis	Communications Officer, University Students' Council (USC)
Kathryn Dance	Acting Director, Student Development Centre, Student Experience
Rav Datta	Western Vice-Chair, Student Senators, University Senate
Lorraine Davies	Associate Vice-Provost, School of Graduate and Postdoctoral Studies
Perri Deacon	Student Emergency Response Team (SERT)
Sarah Dolphin	Sexual Violence Prevention Education Coordinator, Student Experience
Joan Finegan	Associate Dean, Faculty of Social Science
Martha Fuller	Academic Manager, Undergraduate Student Services, Faculty of Science
Cynthia Gibney	Director, Health Services, Student Health Services
Michelle Harvey	Coordinator Fitness & Wellness, Sports and Recreation Services
Joe Henry	Dean of Students, King's University College
Tom Lee	President, Active Minds Western
Scott May	Campus Communications Consultant, Communications and Public Affairs
Courtney McDonald	Manager, Student Life, Brescia University College
Chris Mellon	Associate Director, Residence Counselling & Senior HR Consultant, Housing & Ancillary Services
Kim Miller	Acting Director, Student Success Centre, Student Experience
Emma Newman	Student Emergency Response Team (SERT)
Dan Redmond	Director, Campus Community Police Service
Alan Salmoni	Professor, School of Kinesiology
Kevin Shoemaker	Professor, School of Kinesiology
Catherine Steeves	Vice-Provost & Chief Librarian
Thomas Telfer	Professor, Faculty of Law
Landon Tulk	Vice-President, University Students' Council (USC)

Peggy Wakabayashi Acting Associate Vice-President, Housing & Ancillary Services
Rob Walsh Athletic Therapist, Sports and Recreation, Student Experience
Naomi Wiesenthal Psychologist, Student Development Centre, Student Experience

Past Chair

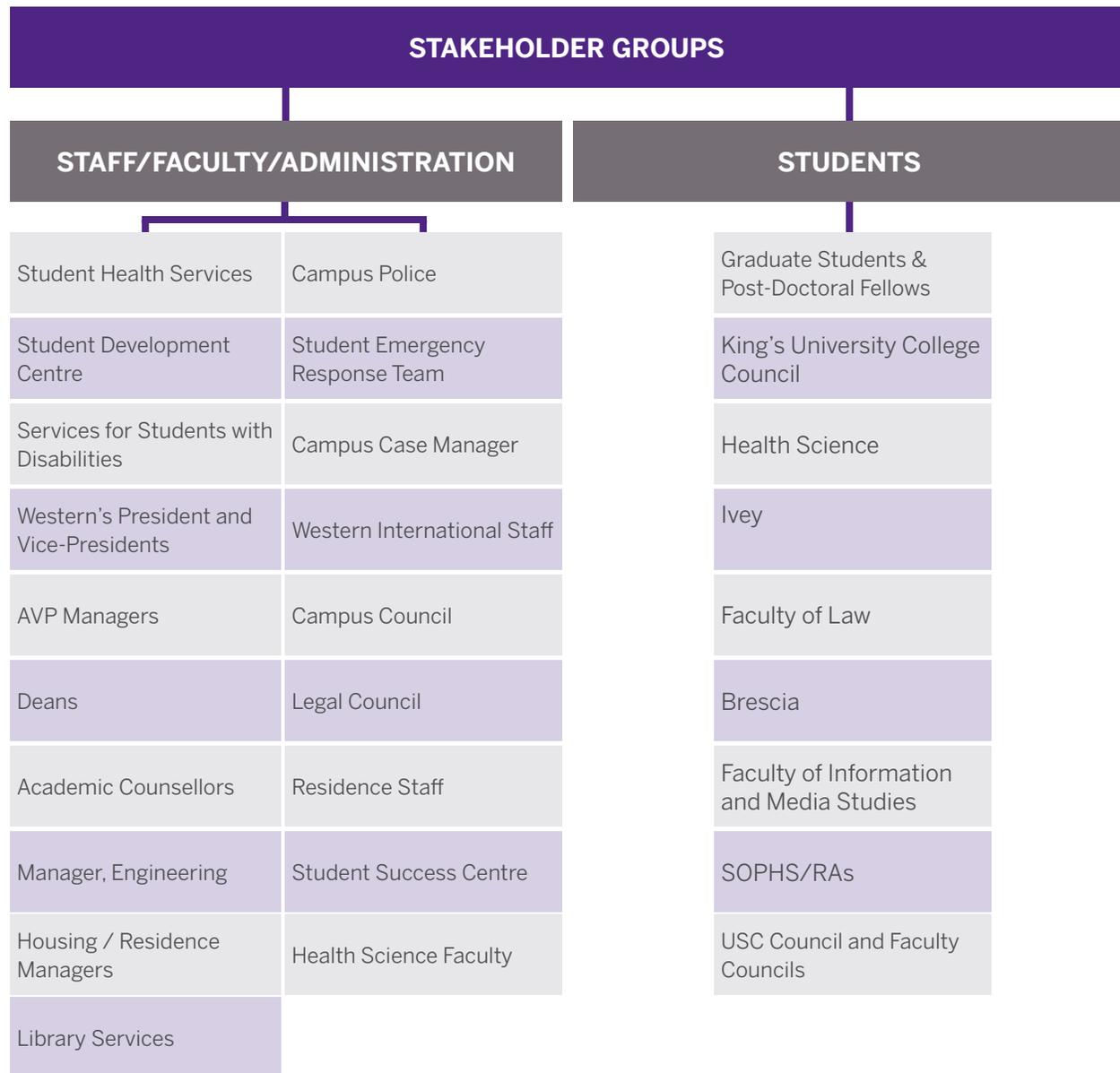
Jana Luker Past Associate Vice-President, Student Experience
Angie Mandich Past Associate Vice-President, Student Experience

Past Committee Members

Chris Alleyne Past Acting Executive Director of Residences, Housing & Ancillary Services
Alex Benac Past Vice-President (Internal), University Students' Council (USC)
Danielle Carr Past Sexual Violence Prevention Education Coordinator, Student Experience
John Carson Past Director, Campus Community Police Services
Jamie Cleary Past Vice President, University Students' Council (USC)
Helen Connell Associate Vice-President, Communications and Public Affairs
Deb Coward Past Director of Administration, Student Experience
Susan Grindrod Past Associate Vice-President, Housing & Ancillary Services
Courtney Hardy Western Student Senator, University Senate
Sophie Helpard Past President, University Students' Council (USC)
Ryan Henderson Past President, Active Minds Western
Gail Hutchinson Past Director, Student Development Centre, Student Experience
Harry Orbach-Miller Past Chair of the Western Student Senators, University Senate
Candy Parker Counselling Intake and Crisis Nurse, Student Health Services
Therese Quigley Past Director, Sports and Recreation Services, Student Experience
Emily Ross Past Communications Officer, University Students' Council (USC)
Margaret Steele Past Vice Dean, Hospital and Interfaculty Relations, Schulich School of Medicine & Dentistry
Angela Treglia Past Sexual Violence Prevention Education Coordinator, Student Experience
Krista Vogt Past Assistant Dean, Student Services, Huron University College
Tamara Will Campus Student Case Manager, Housing & Ancillary Services

Appendix B:

Stakeholder Groups that Participated in Mental Health and Wellness Consultations to Inform Plan Development



Appendix C:

Notes

ⁱStudent Mental Health and Wellness Advisory Committee and Consultation Process

Western University struck a Student Mental Health and Wellness Advisory Committee in 2015 to begin to develop a comprehensive strategy on mental health. In the spring of 2016, a mental health strategist was hired by the University to conduct a literature review and environmental scan of provincial, national, and international policies, services, and processes related to promoting mental health and wellness on university campuses. The mental health strategist was responsible for developing and carrying-out a consultation plan that would capture the experiences, thoughts, and ideas of the University's faculty, staff, and students as it related to mental health and wellness. From August 2016 until February 2017, the strategist conducted in-person consultations with over 500 University faculty, staff, senior leaders, and students. Moreover, more than 1500 individuals responded to consultation questions electronically via a campus-wide email survey. Our campus mental health strategy builds on existing policies and programs, but also unifies these efforts to ensure that Western University is a leader in promoting mental health in our community.

ⁱⁱStudent Mental Health and Wellness Strategic Plan Review Process

The Student Mental Health and Wellness Strategic Plan underwent an extensive review process. The draft plan was circulated to the internal university groups listed below and feedback and input to the plan was requested. The Mental Health Strategist (Debbie Chiodo) and the Interim Senior Director of Student Experience (Rick Ezekiel) attended meetings of these groups to gather feedback and input in person, and to make any changes as necessary:

- Student Mental Health and Wellness Advisory Committee
- President's and Vice-President (PVP) members
- Deans and Associate Deans (Graduate and Undergraduate)
- Library Services
- Student Senators

Feedback and comments were also requested via a campus-wide email that was distributed to all students, faculty, and staff. The campus community could either provide feedback via an anonymous survey or by email. Feedback and comments were reviewed and incorporated when the feedback strengthened and enhanced the goals and strategic directions of the plan. More than 150 individuals have provided feedback to the plan via these methods.

ⁱⁱⁱDefinition of Key Terms

- **Flourishing** is characterized by positive emotions and relationships, as well as by a sense of connection, purpose, and accomplishment (Seligman, M. E. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press.)
- **Positive mental health** is “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face.” It is “a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections, and personal dignity.” It is characterized by resilience, commitment to an active lifestyle, and the experience of flourishing.
(Public Health Agency of Canada (PHAC). (2006). *The human face of mental health and mental illness in Canada*. Ottawa, ON.)
- **Resilience** allows us to cope with life’s disappointments, challenges, and pain. To be resilient, we need to believe in our own strengths, abilities, and worth. Resilient traits include flexibility, empathy, realistic action planning, listening and problem-solving skills, self-confidence, optimism, a sense of humour, and an ability to develop effective relationships, manage emotions, and make social contributions.
- **Marginalized sociodemographic groups** are a particular group or groups of people who may be systematically excluded from meaningful participation in economic, social, political, cultural and other forms of human activity in their communities and thus are denied the opportunity to fulfil themselves as human beings because of a sociodemographic characteristic or other aspects of their identity (e.g., race, sexual orientation, gender identity, socioeconomic status, age, religion, etc.)
(UNESCO, 2000.)
- **Stress** is a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances. There is some evidence that life stressors may be an important opportunity for building the capacity for resilience, with benefits to mental health and well-being.
(Crane, F., Searle, B.J. (2016). Building resilience through exposure to stressors: The effects of challenges versus hindrances. *Journal of Occupational Health Psychology*, 21 (4), 468-479.)

^{iv} The Okanagan Charter is an international charter for health promoting universities and colleges that has two Calls to Actions for higher education institutions: Embed health into all aspects of campus culture, across the administration, operations and academic mandates and 2) Lead health promotion action and collaboration locally and globally. See <http://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf> for more information.

^v Kings University College in the spring of 2017 adopted the Charter and has accepted the institutional commitment to integrate the Charter into all aspects of its policies, practices, and actions.

^{vi} For further reading on minority stress theory in university environments, please see an example: Hayes, Chun-Kennedy, Edens, & Locke (2011). Do double minority students face double jeopardy? Testing minority stress theory. *Journal of College Counseling*, 14, 117-126

^{vii} <http://www.uwo.ca/pvp/vpacademic/iqap/doc/WDOs.pdf>

^{viii} Stanford University has established The Resilience Project <https://vptl.stanford.edu/resilience-project>, under the leadership of the Vice Provost for Teaching and Learning in 2010. *Stanford, I Screwed Up! A Celebration of Failure and Resilience* is an initiative on campus that combines personal storytelling, events, programs, and academic skills coaching to motivate and support students as they experience the setbacks that are a normal part of a rigorous education. Students are taught how to learn from failure with the hope that this will instill a sense of belonging and bravery among its student population. The overarching goal of the initiative is to help change the perception of failure from something to be avoided at all costs, to something that has meaning, purpose, and value. The Project has many elements that can be adopted on other university campuses and can spark conversation, collaboration, and new ideas for promoting resilience at Western.

^{ix} Lived experience refers to the meaningful engagement of people with lived experience of mental health conditions.

^x During consultations, a range of graduate-student specific challenges and stressors were raised that prevent them from thriving. Graduate-student specific issues included:

- **Supervisory relationship**, which included pressures from supervisors to devote all their time to their studies, conflict with supervisors, fear of disclosing mental health problems to supervisors because of concern regarding potential differential treatment, supervisors not understanding mental health issues or disabilities, and supervisors not recognizing the tremendous stressors students face.
- **Isolation**, which included working independently on thesis work, less check-in points with students after course work is completed, having a single supervisor to work with, and communication challenges for post-doctoral fellows who feel far removed from the university campus.
- **Financial and career anxiety**, which included living in poverty, especially for students who have to support families either locally or within their home country, and the stress of finding an academic position (or any other job) upon graduation.
- **University services designed for undergraduate students** which included little or no well-being groups offered during the summer months when graduate students are still on campus, the need for graduate student-specific counseling, the confidentiality concerns of attending health and mental health services in the same places as their own students.
- **Requirement of full-time academic status** which included the requirement to be a full-time student or take an official leave of absence from your studies, with no option to be considered for part-time status.
- **Imposter syndrome** which included trying to obtain an unattainable ideal of what constitutes academic success, with no real understanding of what success means or how to achieve it, where the criteria of what it means to be successful is constantly changing, and where mistakes and failures are not acceptable
- **International graduate students** which included many of the same concerns as non-international graduate students albeit exacerbated by heightened pressure to succeed from families who send their children abroad to graduate school, integrating and fitting into a new culture and community, the lack of family and social networks upon first arrival and ongoing in many cases, the additional financial stress of not completing a degree in the anticipated time period and asking family for additional support to complete the degree, and the cultural and ethnic stigmas surrounding mental health.

- **Culture of graduate education**, which included the belief that life outside graduate school does not matter, that students must devote 100% of their time to their studies, that students feel discouraged at disclosing mental health issues with their supervisors, and the power imbalance that exists between student and supervisor that at times may result in appropriate treatment of graduate students.

^{xi} Many American universities, as well as some Canadian universities, have removed the medical accommodation by physician notes for short-term illness. Memorial University, for example, removed the requirement for supporting medical documentation for short-term illnesses that are less than five days in duration that may affect a students' participation in classes, labs, and/or evaluations related to their courses or programs. At Memorial, students can self-declare to professors their illness or medical conditions and sometimes this may be put in writing by a student and their professor.

^{xiii} The University of Guelph has also developed an Academic Advising Review Committee to enhance the quality and consistency of academic student advising.

Report to Senate of the Academic Colleague, Council of Ontario Universities

Erika Chamberlain, March 2018

Contents	Consent Agenda
Academic Colleague Report On February 2018 Meeting	No

FOR INFORMATION

There was a meeting of the COU Academic Colleagues on 13-14 February. The following agenda items may be of particular interest to Senators.

Provincial budget: the provincial budget is expected to come earlier than usual in light of the June election, and will essentially be the Liberal Party's election platform. Although the COU is advocating for investments in universities, the recent announcements in terms of STEM and AI expansion, the expansion of OSAP, career-ready funding, and the costs associated with the *Fair Workplaces Act*, mean that the COU is not expecting any major new investments to be included in the budget. The budget may include some funds for facilities renewal.

Internationalization: MAESD is developing an internationalization strategy for post-secondary education. The COU is working to shape the development of this strategy, and is encouraging an emphasis on economic development and growth in the province. The COU has received clear signals from government that it will not seek to regulate international tuition, nor will it be initiating enrolment caps for international students.

Student Voices on Sexual Violence: in February and March, MAESD (through the private firm CCI Research) is conducting the Student Voices on Sexual Violence survey, which is open to all full-time post-secondary students in Ontario aged 18 and over. The survey is intended to gather information on climates of sexual violence on campuses, including student experiences, attitudes, and beliefs relating to personal safety and sexual violence. It includes questions about sexual violence supports and reporting procedures, institutional responses to sexual violence, perceptions of consent, and the behaviour of bystanders. Results are expected by the summer of 2018 and, according to the survey website, "will provide the government with information that can be used to assess an institution's efforts to address sexual violence and support students."

ANNOUNCEMENTS

Contents	Consent Agenda
Academic Administrative Appointment	Yes

FOR INFORMATION

The Office of Faculty Relations provided the following academic administrative post(s) approved on behalf of the Board of Governors during the month of February 2018.

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Randall Pogorzelski	Classical Studies	Arts and Humanities	Chair	July 1-2018	June 30-2023