SENATE AGENDA

Friday, October 16, 2020 at 1:30 p.m.
Meeting to be held electronically via Zoom videoconference

Members of the public who wish to attend Senate are invited to contact the University Secretary at senate@uwo.ca

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of September 18, 2020	Approval
3.0	Business Arising from the Minutes	
4.0	Report of the President	Information
5.0	Consent Agenda	Approval
	5.1 Items from the Operations/Agenda Committee	
	5.1(a) Senate Membership	Approval
	5.1(b) Candidates for Degrees, Diplomas and Certificates – Fall 2020	Information
	5.2 Items from the Senate Committee on Academic Policy and Awards	
	5.2(a) New Scholarships and Awards	Information
	5.3 University Research Board	
	5.3(a) MAPP 7.9 Establishment, Governance and Review of Research Institutes, Centres and Groups - Procedures	Information
	5.4 Announcements and Communications	
	5.4(a) Election Results – Selection Committee for Vice-President (University Advancement)	Information
	5.4(b) Report from the Board of Governors (September 22, 2020)	Information
6.0	Items removed from Consent Agenda	

AGENDA

7.0 Report of the Operations / Agenda Committee (E. Chamberlain)

7.1	In Absentia Convocation – October 2020	Approval
7.2	Fall Convocation (#316)	Information
7.3	Final Report of the President's Anti-Racism Working Group	Approval
7.4	Review of Senate Committee Composition: Ex Officio and Senate-Elected Membership	Information

8.0 Report of the Nominating Committee (K. Yeung)

8.1	University Research Board (URB)	Action
8.2	Senate Committee on Academic Policy and Awards (SCAPA)	Action
8.3	Strategic Planning Steering Committee	Action
8.3(a)	Member Elected by Senate	Action
8.3(b)	Members by Open Nomination	Action

9.0 Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean)

10.0 Report of the Senate Committee on University Planning (M. Davison)

10.1	Data Strategy	Information
10.2	Strategic Planning Process	Information

11.0 Report of the University Research Board (L. Rigg [Lesley])

12.0 Discussion and Question Period

13.0 New Business

14.0 Adjournment

ITEM 1.0 Land Acknowledgement

ACTION REQUIRED: ☐ FOR APPROVAL   ☒ FOR INFORMATION/DISCUSSION

To begin the Senate meeting, the land acknowledgement will be read.

ITEM 2.0 Minutes of the Meeting of September 18, 2020

ACTION REQUIRED: ☒ FOR APPROVAL   ☐ FOR INFORMATION/DISCUSSION

Recommended: That the minutes of the meeting held on September 18, 2020 be approved
as circulated.

MINUTES OF THE MEETING OF SENATE

September 18, 2020

The meeting was held at 1:30 p.m. via Zoom.

SENATORS:

Z. Al-Asamil
P. Barmby
A. Baxter
J. Baxter
G. Belfry
A. Borchert
L. Briens
D. Brou
C. Burucua
E. Chamberlain
L. Cipriano
K. Coley
J. Compton
J. Corrigan
J. Cuciurean
M. Davison
R. Dekoter
J. Finegan
R. Flemming
L. Frederking
M. Garabedian
B. Garcia
J. Garland
L. Ghattas
K. Gibbons
G. Gifford
T. Granadillo
R. Gros

C. Harasym
L. Henderson
K. Hibbert
H. Hill
V. Hocke
S. Hodgson
A. Hrymak
D. Jeffrey
T. Jenkyn
G. Kelly
R. Kennedy
J. Kitz
J. Langille
K. Lawless
W. Lehmann
J. Li
L. Logan
C. Mallory
M. McMurran
L. Melnyk
Gribble
K. Mequanint
A. Meyer
M. Milde
L. Miller
K. Miller
J. Minac
J. Mitchell
A. Nelson

N. Nestico
C. Nolan
J. Nord
A. Pahargarh
P. Peddle
S. Pitel
S. Powell
V. Radcliffe
G. Read
L. Ricker
L. Rigg [Lesley]
S. Roland
A. Rozovsky
A. Shepard
V. Smye
C. Steeves
A. Tan
P. Tarc
P. Thomlinson
G. Tigert
J. Toswell
Z. Train
T. Walters
G. West
S. Whitehead
J. Wilson
K. Yeung
J. Yoo
B. Younker

Observers: B. Baron, R. Bgeginski C. Brunette-Debassige, R. Chelladurai, J. Hutter,
B. MacDougall-Shackleton, J. Massey, M. McGlynn, M. Reesor, k.seanor, D. Smith

Land Acknowledgement

C. Brunette-DeBassige read a Land Acknowledgement.

S.20-136   **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of June 5, 2020 were approved as circulated.

S.20-137   **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: Coronavirus update, Parr family gift to support student mental health, special advisors appointed to continue anti-racism efforts, Gray family gift to support mobility research, Bell partnership with Western University on 5G, QS World University Rankings, accolades, and leadership update.

The President additionally commented on the following items:

- The President thanked E. Chamberlain for serving as Vice-Chair of Senate for the 2020-2021 academic year and acknowledged the support provided by A. Bryson, Acting University Secretary
- The University offered courses entirely online for the summer session and noted the highest enrolment for a summer session compared to previous years
- Enrolment projections for the Fall 2020 academic year remain strong
- The University has been preparing for the upcoming semester by sourcing enough supplies and PPE to support a safe campus community
- A number of new grant applications have been submitted supporting research related to the COVID-19 pandemic, with several receiving funding that have yet to be announced
- The University continues to be engaged in a broad range of community service including support for front line workers and other programs support the London community during the pandemic
- Ivey Business School hosted Deputy Prime Minister Chrystia Freeland this morning who provided an engaging presentation on leadership

The President concluded his report by noting the high rates of compliance from Faculty, staff, and students in following public health guidelines and thanked the Western community for continuing to support a safe experience for everyone across campus.

A senator commended the President for scaling back activities on campus and for encouraging the adherence to public guidelines by students but queried what level of outbreak would warrant disciplinary action. The President stated that the decision would be based on both the number of cases and the context in which those cases occurred, noting that the numbers are being monitored by senior leadership daily.

A senator commended the respect of students in adhering to the guidelines while in class and queried whether the Anti-Racism Task Force Report could be adopted for the October or November Senate agenda, noting it would be ideal for the report to be adopted across campus. The President acknowledged that the report has not yet come to Senate and stated that the report would come forward at a future Senate meeting.

A senator questioned whether the in-person experience is worth what is happening to the London community and the costs associated with moving to London for on-campus learning due to the fact that on-campus learning is fairly limited. The President confirmed confidence in the in-person experience for students and reported that provided numbers of cases and context permit, the University would be able to continue providing a limited on-campus experience for students.

A senator stated concern regarding the implication of bringing students to campus who may have not wanted to attend in-person programming. The senator queried whether there are programs that mandate in-person attendance. The President reported that there are several programs that require in-person programming however the understanding is that faculties will be as flexible as possible in providing programming to students.

A senator queried what options are available for students, faculty and staff who are no longer comfortable attending in-person classes in light of recent events. The President reported that the decision to make mid-course corrections would be left to the Deans and departments unless the number of positive cases increase significantly.

S.20-138 **UNANIMOUS CONSENT AGENDA**

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

> That the items listed in the Unanimous Consent Agenda (ITEM's 6.0 and 7.0) except ITEM 6.2(c) be approved or received for information by Senate by unanimous consent.

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.20-139 **ITEM 6.1(a) Senate Membership – Vacancies Filled by Appointment**

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

> L. Archibald (CSD) was acclaimed for the Senate seat for the July 1, 2020 – June 30, 2022 term by appointment at the recommendation of the Faculty of Health Sciences.

CARRIED (Unanimous Consent)

S.20-140 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

The following items reported by the Operations/Agenda Committee were received for information by unanimous consent:

- ITEM 6.1(b) Officers of Convocation

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.20-141 **ITEM 6.2(a) School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Science (MCISC) in Speech-Language Pathology, the Master of Science in Occupational Therapy (MScOT), and the Master of Physical Therapy (MPT)**

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

That the Master of Clinical Science (MCISc) in Speech-Language Pathology, the Master of Science in Occupational Therapy (MScOT), and the Master of Physical Therapy (MPT) be revised as shown in ITEM 6.2(a), effective for new admissions beginning September 1, 2020.

CARRIED (Unanimous Consent)

S.20-142 **ITEM 6.2(b) School of Graduate and Postdoctoral Studies: Withdrawal of the Masters of Arts (MA) in Popular Music and Culture**

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

That admission into the Master of Arts (MA) in Popular Music and Culture be discontinued effective September r1, 2020, and

That students currently enrolled in the program be allowed to graduate until August 31, 2021 upon fulfillment of the requirements, and

That effective September 1, 2021 the Master of Arts (MA) in Popular Music and Culture be discontinued.

CARRIED (Unanimous Consent)

S.20-143 **ITEM 6.2(d) Faculty of Social Science, Department of Geography: Renaming of Geography Modules**

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

That effective September 1, 2020, the geography modules listed below be renamed as shown to reflect the new department name of Geography and Environment.

Honours Specialization in Geography – BA

Change to: Honours Specialization in Geography and Environment – BA

Honours Specialization in Geography – BSc

Change to: Honours Specialization in Geography and Environment (BSc

Honours Specialization in Geography and Commercial Aviation Management – BA

Change to: Honours Specialization in Geography and Environment and Commercial Aviation Management – BA

Honours Specialization in Geography/HBA

Change to: Honours Specialization in Geography and Environment/HBA

Honours Specialization in Geography

Change to: Specialization in Geography and Environment

Specialization in Geography and Commercial Aviation Management – BA

Change to: Specialization in Geography and Environment and Commercial Aviation management -BA

Major in Geography

Change to: Major in Geography and Environment

Major in Physical Geography

Change to: Major in Physical Geography and Environment

Major in Geography

Change to: Minor in Geography and Environment

CARRIED (Unanimous Consent)

S.20-144 **ITEM 6.2(e) Brescia University College: Revisions to the Admission Requirements of the Diploma in Management Studies and the Diploma in Management Studies with Work Placement**

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

That the admission requirements of the Diploma in Management Studies and The Diploma in Management Studies with Work Placement at Brescia University College be revised as shown below, effective September 1, 2020.

CARRIED (Unanimous Consent)

S.20-145 **6.2(f) Huron University College: Revisions to the Admission Requirements of the Management and Organizational Studies (MOS) Modules**

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

That the admission requirements of the following Management and Organizational Studies (MOS) modules at Huron University College be revised as shown in ITEM 6.2(f), effective September 1, 2020:

Honours Specialization in Accounting

Honours Specialization in Finance and Administration

Honours Specialization in Organizational Studies, Policy, and Ethics

Specialization in Accounting

Specialization in Finance and Administration

Specialization in Organizational Studies, Policy, and Ethics

Major in Accounting

Major in Management and Organizational Studies

CARRIED (Unanimous Consent)

S.20-146 **Information Items Reported by the Senate Committee on Academic Policy and Awards on Unanimous Consent**

The following items reported by the Senate Committee on Academic Policy and Awards were received for information by unanimous consent:

- ITEM 6.2(g) SUPR-G Report: Cyclical Review of the Molecular Imaging Collaborative

Specialization and the Master of Financial Economics

- ITEM 6.2(h) Undergraduate Sessional Dates for 2021 and 2022
- ITEM 6.2(i) Faculty-Specific Undergraduate Sessional Dates for 2021 and 2022
- ITEM 6.2(j) New Scholarships and Awards

ANNOUNCEMENTS AND COMMUNICATIONS

S.20-147 **Information Items reported through Announcements and Communications on Unanimous Consent**

The following items reported through Announcements and Communications were received for information by unanimous consent:

- ITEM 7.1 Senate Committee Election Results – June 2020
- ITEM 7.2 Academic Administrative Appointments
- ITEM 7.3 Report from the Board of Governors (June 25, 2020)

ITEMS REMOVED FROM CONSENT AGENDA

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.20-148 **ITEM 6.2(c) Faculty of Social Science, Department of Geography: Revisions to the Certificate in Geographic Information Science**

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

That the Certificate in Geographic Information Science be revised effective September 1, 2020, as shown in ITEM 6.2(c) as amended.

J. Cuciurean, Chair (SCAPA) noted an error in the progression and graduation requirements as included in the last sentence of ITEM 6.2(c) of the Senate agenda stating that there are only 3.0 to 3.5 required courses and not 4.0 as currently listed. As a result, an amendment was proposed for the motion to approve ITEM 6.2(c) to conclude with "a minimum of 60% in the required courses."

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE

S.20-149   **ITEM 8.1 Senate Nominating Committee - Membership**

G. Kelly (Research Compliance) and J. Kitz (GRAD) were acclaimed to the Senate Nominating Committee.

REPORT OF THE NOMINATING COMMITTEE

S.20-150   **ITEM 9.1 University Research Board (URB)**

L. Finger (Schulich) was acclaimed to the University Research Board (URB).

S.20-151   **ITEM 9.2 Nominating Subcommittee – Senate Representative from the General Community**

J. Li (Education) was acclaimed to the Nominating Subcommittee – Senate Representative from the General Community.

S.20-152   **ITEM 9.3 Selection Committee for the Secretary of Senate**

V. Smye (HS), K. Yeung (SCI/SCHULICH), P. Barmby (SCI), K. Mequanint (ENG) were acclaimed to the selection committee for the Secretary of Senate.

S.20-153   **ITEM 9.4 Selection Committee for the Vice-President (University Advancement)**

T. Ahrens (ENG), J. Burkell (FIMS) and S. L. Roland (MUSIC) were acclaimed to the selection committee for the Vice-President (University Advancement).

An additional nomination was received for the student representative. An electronic vote was held following the meeting. R. Kennedy (UNDERGRAD) was elected to the committee.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.20-154   **ITEM 10.1 Strategic Planning Steering Committee and Speaker Series**

ITEM 10.1, the Strategic Planning Steering Committee and Speaker Series including the committee structure and terms of reference, was received for information.

A senator queried how insistent the Board is for the timeframe that is being articulated, stating that the messaging may be considered insensitive due to the challenges being experienced by the pandemic. The President reported that the Board may take a different view following the recent events but stated that he could not guarantee a revision of timing.

A senator requested clarification as to what a research leader is. The President clarified that a

research leader is someone who is fully engaged with research at Western citing examples of directors at a research institute at Western and researchers from within faculties. He noted the importance of a high level of engagement with the University's research endeavors was required to represent research on the committee.

A senator commended the President for reconsidering the position and involvement of Senate in the selection of candidates for the Strategic Planning Committee. It was noted that an open survey was suggested as an early measure that could be implemented to assist in drafting the initial strategic plan.

A senator queried whether the strategic plan for research would be separate to the University's strategic plan. The President advised that the University's strategic plan would be inclusive of strategic plans for research at Western. L. Rigg [Lesley], Vice-President (Research) echoed the President's sentiments, citing the importance of aligning research priorities with the strategic plans of the University.

REPORT TO SENATE OF THE ACADEMIC COLLEAGUE, COUNCIL OF ONTARIO UNIVERSITIES

S.20-155   **ITEM 11.0 Report of the Academic Colleague**

Senate received the Academic Colleague Report on the August 2020 meeting for information.

A senator queried the amount of funding allocated to micro-credentials. E. Chamberlain, Dean (Law) reported that information regarding provincial funding allocated to micro-credentials has not been provided.

S.20-156   **DISCUSSIONS AND QUESTION PERIOD**

Operating and Capital Budgets

A Senator (S. Pitel) provided the following question in advance:

The Operating and Capital Budgets for 2020-21 were presented to Senate in April 2020. What material changes since the meeting of Senate on June 5, 2020, is Western aware of that impact the accuracy and reliability of the assumptions and allocations in those budgets? How has the pandemic and its effect on revenues and expenses affected the budgets for 2020-21?

R. Chelladurai, Associate Vice-President (Budgeting, Planning & Information Technology) reported that the University has been monitoring enrolment over the summer, noting that summer enrolment was higher than projected. He stated that fall enrolment numbers will not be finalized until November, however the University is on track to meet projected targets for undergraduate enrolment. He noted that graduate level enrolment is expected to be slightly below projected targets namely for international enrolment.

He stated that as a result of the overall enrolment, the University is not expecting any changes to revenue. He reported no changes to grant funding are expected but noted an increase in expenditures associated with the pandemic including staffing, IT infrastructure, space and planning, health and safety supplies, which add up to a one-time fee of $22 million. He reported that as a result of

unexpected expenditures, the Board is projecting a $14 million dollar reduction in the operating reserve but noted that the operating reserve will still remain above minimum requirements.

Strategic Plan Steering Committee

An Official Observer (B. MacDougall-Shackleton) provided the following question in advance:

Regarding the terms of reference and selection process for the Strategic Plan Steering Committee, I note that most committee members are to be appointed by the President from the slate of nominees, rather than democratically elected from the slate of nominees by their colleagues or other relevant group. Can the administration justify this approach? UWOFA is concerned that this process undermines the spirit of collegial self-governance.

The President stated that the strategic planning discussions require a robust set of discussions over a period of time and noted the appetite and desire of the Western community to engage in these discussions. He reported that the strategic planning process was intended to begin in the spring but was postponed due to the pandemic. He advised Senate of the desire from the Board of Governors to renew discussions around strategic planning and to initiate the strategic planning process beginning with the development of a committee. He reported that a draft strategic planning steering committee structure had been developed and he highlighted the desire to create a committee with a broad range of individuals that is inclusive and representative of the diverse groups and areas that exist across campus. The President acknowledged the request from Senate to be engaged in the nomination process and agreed to bring forward the proposed slate of nominees to the October Senate through the nominating committee.

A Senator (J. Toswell) provided the following question in advance:

Why is the president circumventing Senate and its democratic procedures in the development of the strategic planning steering committee? This committee will be responsible for bringing to Senate the document that will underpin the university's planning and budgeting for at least the next five years and set the agenda for research and teaching at Western for much longer than that. Should Senate not have a serious voice in the membership of the steering committee--which is notably not even the committee that will write the plan?

The President welcomed the opportunity for Senate to be engaged in the nomination process and reported that the process would be revised to permit Senate to vote on a slate of nominees for the academic positions on the committee at the October Senate meeting. He reported that administrative and community positions would remain appointed and not elected. He reported that a call for nominations had been drafted and will be released once finalized.

Proctor Track

A Senator (P. Thomlinson) provided the following question in advance:

Western Student Senators would like to inquire about the policies surrounding examinations conducted via Proctor Track. We are curious to hear whether certain settings will be mandated, to allow for washroom breaks for example, and if there are alternative options that are being provided to

students, biometric readings being taken, and having a recording made of their writing of exams.

J. Hutter, Acting Vice-Provost (Academic Programs), reported that Proctor Track has a number of settings, with some listed as default settings and the remaining as optional settings that the instructor can choose to initiate. He stated that should a student leave the room for any purpose during an exam, it would generate a flag for the proctor to review, citing the similarity to a proctor recording a student in person leaving the room for any purpose during an exam, indicating the purpose and duration. He advised that it would be preferable for students not to take a washroom break during an exam if possible. He stated that the Office of the Registrar has developed a template that will outline the rules for completing an online exam via Proctor Track and noted that washroom breaks are referenced within the document.

A Senator (L. Ghattas) queried whether there would be additional options for students who do not want to use proctor track.

J. Hutter reported that no defined options have been outlined at this point in time and stated that arrangements for students would be made on an individual basis as required.

A Senator (R. Flemming) queried how students can request an accommodation through Proctor Track.

J. Hutter reported that students requiring accommodated exams would request the accommodation through Accessible Education. He stated that Accessible Education would provide the instructions to the instructor who would adjust the settings in Proctor Track to complete the accommodation request.

International Pathway College

A Senator (S. Pitel) provided the following question in advance:

What negotiations, discussions or other communications have happened between Western and Navitas since June 1, 2020? What is the current status of those negotiations, discussions or other communications? Have any Faculties other than Arts and Humanities passed resolutions addressing a possible relationship between Western and Navitas?

A. Hrymak, Provost & Vice-President (Academic) stated that the work since June 1, 2020 has been primarily internal to review interest within departments and faculties on creating pathways and undertaking the necessary due diligence that would be required.

Strategic Mandate Agreement

A Senator (J. Toswell) submitted the following question in advance:

We've heard some quite unusual numbers about first-year students this year: that domestic acceptances were up 23%, then 23%, that international acceptances were down but not by as much as expected. The first-year contingent is rumoured to be around 6000 students, which does mean a significant rise from 2019-20 with its 5322 first-year students (according to the IPB summary of enrolment). Without suggesting that we need to know the exact number before the November 1 lockdown, could we have some clarity on the first-year entry? Domestic vs international? Breakdown by faculty? Ontario and other provinces?

If indeed the domestic numbers are vastly increased, is there any reason for this? Rumour has a few, but it would be useful for Senators to know why our numbers as up so high, and whether this is to continue (it's pretty rare that a university, once it has gotten used to all that lovely tuition money) will reduce its numbers.

Are there any implications for the Strategic Mandate Agreement (2 or 3)? That is, are we over our enrolment corridor and about to return to the delightful days of "unfunded students"?

A. Hrymak stated that it was too early to project the Faculty specific breakdown but noted that some faculties are likely to be over target citing Social Science, Dan Management, Health Sciences and Engineering. Regarding first-year enrolment, A. Hrymak reported an increase in first entry and domestic students due to a larger number of offers than usual earlier in the year, along with promotion of services and ongoing engagement with students. He reported additional staff were hired to support ongoing engagement of incoming and current students and new financial supports were promoted to students to encourage students to attend or remain at Western.

Regarding whether domestic numbers will continue to remain high, A. Hrymak reported that the University focuses on growth where there is student demand, program capacity and the infrastructure to support student needs while reviewing budgetary impacts. He noted that the University has reduced first-year enrollment in previous years when it was considered appropriate.

A. Hrymak reported that the University does not anticipate any implications for the Strategic Mandate Agreement 3 citing the robust agreement that was developed and signed. He stated that the University will have to review how to support unfunded enrolment positions, if any, through the budgetary process. He advised that all enrolment planning is completed in consultation with the Deans as part of the budget planning process and is taken into consideration when reviewing revenue that would come from tuition and grant funding.

Academic Appeals and Code of Conduct Violations

A Senator (J. Toswell) submitted the following question in advance:

Given the difficulties with the end of term, I am wondering what the situation was in terms of both academic appeals and code of conduct violations. Could the chair of the Senate Review Board Academic provide Senate with any guidance as to how that committee's workload has fared from March to September 2020. And, as a courtesy, could Senate learn from the chair of the Board committee University Discipline Appeal Committee as to its workload, and also as to whether it has considered any policy changes in response to code of conduct violations during the pandemic?

A. Hrymak reported that the number of appeals received are in line with the number of appeals that have been received in previous years. He cited that COVID-19 was listed for a number of appeals but not a significant number were associated with the pandemic. A. Bryson, Acting University Secretary (University Secretariat) stated that there were no appeals to UDAC.

FOCO

A senator (L. Ricker) queried the University's approach to large street parties and gatherings such as FOCO in the midst of the pandemic. The President reported that the University has limited capacity to

regulate student conduct off-campus but reported that the University continues to work with the City of London and London Police Services to dissuade students from engaging in large gatherings and parties. He noted the responsibility of students to follow public health guidelines to ensure the safety of the Western community.

A senator (M. Garabedian) queried whether the University can implement further restrictions to off-campus student conduct within the student code of conduct, citing changes implemented last year in relation to off-campus street parties. The President reported that it would be difficult for the University to monitor off-campus behavior on a routine basis and stated that students need to exercise their social responsibilities to ensure the safety of themselves and others in the Western and greater London communities.

Self-Funded International Students

A senator discussed the challenges in funding relating to the admittance of PhD students within the Faculty of Education and queried whether the University can admit self-funded international PhD students noting the practice is common at other Universities globally.

L. Miller, Vice-Provost (Graduate & Post-Doctoral Studies) reported that the School of Graduate and Post-Doctoral Studies does not determine who is admitted, noting the decision is made at the program level. She stated that different programs and faculties have different strategies on determining who will be admitted. She reported that Western University has a guaranteed funding package for PhD students and stated that in previous years, students who have been admitted without funding typically inquire why they are not receiving funding when they become aware of the University's guaranteed funding package. As a result, she stated that it has not been in the best interest of the student to admit self-funded students noting that she was not aware of many students who remained self-funded beyond the first term.

Residence Capacity

A senator queried at what capacity the University's residences are operating.

L. Logan Vice-President (Operations & Finance) reported that the University currently has 3,746 students in residence, representing approximately 70% capacity, with one student who chose to return home.

ADJOURNMENT

The meeting adjourned at 3:20 p.m.

_____   _____

   A. Shepard   A. Bryson
   Chair   Acting University Secretary

ITEM 3.0 Business Arising from the Minutes

ACTION REQUIRED: ☐ FOR APPROVAL   ☒ FOR INFORMATION/DISCUSSION

There is no business arising at this time.

Western 🛡

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: October 7, 2020

Re: President's Report to Senate

Dear Senators,

This report highlights some noteworthy developments since my last report to Senate of September 18, 2020. Our return to campus in September was a lot of work for all members of our community, and our collective planning seemed to unfold smoothly and successfully despite extraordinary challenges. Thanks to everyone for your important contributions.

COVID-19 update: On September 17, Western transitioned back to a modified version of Phase Three of the university's return-to-campus plan in response to a concerning spike in students testing positive for COVID-19. The health and safety of our campus remains a shared responsibility of all members—we must remain vigilant in taking appropriate precautions. I will provide a further update on Western's ongoing response to the pandemic in my oral report to Senate. Please watch https://www.uwo.ca/coronavirus/ for the latest news.

New anti-racism and EDI initiatives: I was pleased to speak September 30 at an anti-racism retreat hosted by the Schulich School of Medicine & Dentistry. Organized by Schulich's anti-racism working group co-chairs **Bertha Garcia** and **Danielle Alcock**, the retreat featured a keynote address by **Nicole Kaniki** and engaged approximately 130 faculty, staff and students in a dialogue about racism on campus. Schulich also plans to host a student town hall on the subject on October 28.

On October 1, Ivey Dean **Sharon Hodgson** announced the creation of an Equity, Diversity and Inclusion Advisory Council for the business school, chaired by Ivey alumnus **Rashid Wasti**, Executive Vice-President & Chief Talent Officer for the Weston Group of Companies. The Council has been struck to support efforts behind the School's renewed commitment to EDI.

I'm encouraged by these and other similar initiatives being undertaken across campus as the work of our Special Advisors on Anti-Racism, **Nicole Kaniki** and **Bertha Garcia**, continues.

Accolades: Beyond the growing list of colleagues whose work to understand and mitigate the impact of COVID-19 continues to make a difference and attract the support of government funding programs, I wish to congratulate the following campus community members who, among others, received special honours in recent weeks:

Western University | Stevenson Hall, Suite 2107 | London, ON, Canada N6A 5B8
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- Nursing professors **Helene Berman**, **Lorie Donelle**, **Marilyn Ford-Gilboe**, and **Victoria Smye** named inaugural Fellows of the Canadian Academy of Nursing

- Professors **Marilyn Ford-Gilboe** (Nursing), **Amit Garg** (Medicine, Epidemiology & Biostatistics), **Marlys Koschinsky** (Physiology & Pharmacology), **Grace Parraga** (Medical Biophysics), **Michael Rieder** (Medicine), and **Lisa Saksida** (Psychology, Physiology & Pharmacology) named Fellows of the Canadian Academy of Health Sciences.

- Thirty-one Western undergraduates were highly commended for their submissions to the 2020 Global Undergraduate Awards competition hosted by Dublin's Trinity College. Special congratulations go to global award winners **Hailey Dall-Proud** (Schulich), **Ishita Kumar** (Economics at King's), **Catherine Li** (Psychology), and **Shawn Liu** (Ivey), as well as to "regional award" winners representing the United States and Canada **Jaquelin Coulson** (Social Science), **Zamir Fakirani** (Social Science), **Prisca Hsu** (Schulich), and **Emma Wood** (Literature at King's).

Leadership update: The work of review/selection committees for the following senior leadership positions remains underway: the Deans of Education, Social Science, Music, and Health Sciences, as well as the Vice-Provost (Academic Planning, Policy & Faculty), and Vice-Provost & Associate Vice-President (Indigenous Initiatives). New committees for the University Secretary and Vice-President (University Advancement) have now been struck and are also underway.

ITEM 5.1(a) – Senate Membership

ACTION REQUIRED: ☒ FOR APPROVAL   ☐ FOR INFORMATION

Recommended: That Inaara Savani be appointed to fill an undergraduate student "At Large"
                        Senate seat for the July 1, 2020 to June 30, 2021 term on the recommendation
                        of the University Students' Council.

EXECUTIVE SUMMARY:
The Senate Election Procedures provide that if one or more undergraduate student "At Large" seats are
not filled at any annual election, the Senate may appoint the required number of members upon
recommendation of the University Students' Council.

ITEM 5.1(b) – Candidates for Degrees, Diplomas and Certificates – Fall 2020

ACTION REQUIRED: ☐ FOR APPROVAL   ☒ FOR INFORMATION

On behalf of the Senate the Provost will approve the list of Candidates for Degrees and Diplomas for Fall 2020, upon the recommendation of the Registrar. The list of Candidates approved by the Provost will be appended to the Official Minutes of the October 16, 2020 meeting of Senate.

ITEM 5.2(a) – New Scholarships and Awards

ACTION REQUIRED: ☐   FOR APPROVAL   ☒   FOR INFORMATION

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

<u>Western Law Student Support Bursary</u> (Law)
Awarded annually to full-time students entering Year 1 in the Faculty of Law, based on demonstrated financial need. Candidates must complete an online financial assistance application form, which is available through Student Center, by October 31st. The Office of the Registrar will select the recipients. This bursary was established through generous gifts from various donors.

Value: up to 30 at $5,000
Effective Date: 2020-2021 academic year

<u>Dr. S. Deborah Lucy Graduate Award in Physical Therapy</u> (Physical Therapy)
Awarded annually to a full-time graduate student in second year of the Master of Physical Therapy (MPT) program, who has demonstrated a commitment to promoting the collective wellbeing and health of the student physiotherapy community at Western. Candidates (or their nominators) must submit a one-page statement outlining their activities that have contributed to student health and wellness in the MPT program. Statements must be received in the School of Physical Therapy Office by April 1st. The recipient will be selected by the Student Affairs Committee in the School of Physical Therapy, of which at least one representative is a current member of the School of Graduate and Postdoctoral Studies. This award was established by Mrs. Kristin K. Ball (BESc 2002, BSc 2002), as well as family, friends and colleagues of Dr. S. Deborah Lucy (PhD Physiology 1997, MSc Physiology 1992, MClSc Physical Therapy 1983, BScMR Physical Therapy 1971).

Value: 1 at $1,000
Effective Date: May 2020

Dr. S. Deborah Lucy was a passionate and dedicated professor in the School of Physiotherapy, who cared deeply for her students, her colleagues, and the integrity of her profession. Over her 40+ year career at Western, her contributions were many. She taught and inspired hundreds of students, was a leader in the field of cardiorespiratory research, and embraced numerous positions of leadership throughout her tenure. Dr. Lucy was also a staunch advocate for student mental health and was instrumental in the creation of the School's Student Affairs Committee. This award is to honour her lasting legacy on the School and to celebrate those individuals who most embody her compassionate, selfless and relentless spirit in the support of others.

<u>Gurmukh Family Bursary in Law</u> (Law)
Awarded annually to a full-time student in Year 1 or 2 in the Faculty of Law, based on demonstrated financial need. Preference will be given to a student who is: Black, Indigenous, or is a member of another racialized group experiencing hardship economic disadvantage or discrimination. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar, in consultation with the Faculty of Law, will select the recipient. This bursary is made possible by a generous gift from Mr. Sunil Gurmukh (LLB 2008) and the Gurmukh family.

Value: 1 at $1,000
Effective Date: 2020-2021 academic year

Note: A review of the bursary criteria will take place every three years to ensure the wording is still applicable, with the first review scheduled for May 2023.

Sunil Gurmukh is a human rights lawyer in Toronto, an Adjunct Professor at Western Law and was named one of Canada's top 25 most influential lawyers by Canada Lawyer Magazine in 2019. The Gurmukh family established this award to increase diversity in the legal profession and the Western Law student community.

ITEM 5.3(a) MAPP 7.9 Establishment, Governance and Review of Research Institutes, Centres and Groups - Procedures

ACTION REQUIRED: ☐ FOR APPROVAL   ☒ FOR INFORMATION/DISCUSSION

In a continual effort to keep our policies and procedures reflective of our current research environment, minor changes to the MAPP 7.9 Establishment, Governance and Review of Research Institutes, Centres and Groups - Procedures have been made.

Amendments and revision to the Procedures are within the remit of the Vice-President (Research) and do not require URB approval however, a consultative approach was presented and feedback was gathered from the URB Committee.

ATTACHMENT(S):

MAPP 7.9 Establishment, Governance and Review of Research Institutes, Centres and Groups

MAPP 7.9 Establishment, Governance and Review of Research Institutes, Centres and Groups - Procedures

POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

Policy Category:	Research
Subject:	Establishment, Governance and Review of Research Institutes, Centres and Groups
Approving Authority:	Board of Governors on recommendation of Senate
Responsible Officer(**s**)	Vice-President (Research)
Responsible Office:	Office of the Vice-President (Research)
Related Procedures:	**Procedures for the Establishment, Governance and Review of Research Institutes, Centres and Groups**
Effective Date:	June 26, 2014
Supersedes:	July 1, 2008; March 12, 1987

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A.   PURPOSE

1.00   The University is committed to research excellence and innovation. The University's strengths as a research-intensive institution have derived, in good measure, from the efforts of individual scholars within the established scholarly disciplines. Increasingly, however, such areas are expanding to include a wide array of topics of investigation posing challenges best met through the development of more complex models of research. To meet this challenge, the University encourages the formation of collaborative research entities, both within and across traditional disciplinary boundaries. The purpose of this document is to set out the policy and procedures for recognition of collaborative research entities at the University, their intended scope of activities, and their required governance and reporting structures, with the goals of enhancing the functionality of such groups, ensuring coordination of effort within the University, and minimizing the liabilities of the entities and the University.

A central feature of this policy is the establishment of three distinct categories of research organization: Institutes, Centres, and Groups. These categories represent different levels of complexity available to research organizations at Western. As levels of complexity and accountability increase so too does the level of governance required. This Policy, and its accompanying Procedures, provides guidance to faculty who are interested in establishing a research organization, as well as to Directors of already established research organizations regarding their governance, reporting and review obligations to the University.

POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

B.   DEFINITIONS

1.00   Research Institutes: University Institutes will report directly to the Vice-President (Research) through their governance framework. Institutes are the research organizations most closely aligned with the core strategic interests of the University, by virtue of one or more of several criteria: their size, breadth, national and international impact and excellence, and/or their focus and scope of research. Institutes are multi-disciplinary in nature, in most cases are expected to have core membership spanning two or more Faculties, and are supported by major external funding. Institutes may also involve significant research participation, partnerships, funding, and/or administrative participation from outside the University. In some cases, the membership of the Institute, and its core activities, will be based mainly in a single Faculty, in which case the Institute will report to the appropriate Faculty Dean as the Vice-President (Research) designate. Institutes are entities that may have significant financial and other implications for the University that must be sustained by the Institute itself, or with a specific negotiated relationship with the University. Institutes will often be responsible for the operation and oversight of core research infrastructure and facilities.

2.00   Research Centres: Centres report to the appropriate Dean(s) and any University funding for the Centre will come through the Faculty(ies). Centres are collaborative and typically non-departmental research ventures, possibly involving some research participation and/or funding from outside the University, with a director, an administrative structure, a budget, and possibly some assignment of space. Similar to Institutes, Centres undertake collaborative, multi- and inter-disciplinary research and scholarship with national and international impact, but their size, breadth and scope, and/or operational requirements do not warrant Institute status. The scope of interests of a Centre may be largely internal to a particular Faculty, although in most cases their membership will cross two or more Faculties.

3.00   Research Groups: Research Groups report to the appropriate Dean or designate. Research Groups consist of a number of investigators informally organized within and recognized by a Department, School and/or Faculty (or in two or more Departments, Schools or Faculties) with shared research objectives, and possibly, shared facilities and funds. They may be expected to form, grow, and dissolve on a relatively short time scale, although, in some cases, they can also be stable for relatively long time periods.

C.   ESTABLISHMENT, RENEWAL AND MODIFICATION

1.00   Establishment of Institutes and Centres

1.01   Proposals to establish Research Institutes are submitted to the Vice-President (Research) in accordance with the requirements enumerated in the **Procedures for the Establishment, Governance and Review of Research Institutes, Centres and Groups.**

1.02   Proposals for Institutes will be reviewed by the Committee on Research Institutes (CRI) which is chaired by the Vice-President (Research) and includes the Provost & Vice-President (Academic), The Vice-Provost (Graduate and Postdoctoral Studies), the Faculty Dean(s) relevant to the specific Institute, and two members of the University Research Board who will serve as liaison between the URB and CRI.

1.03   Proposals for Centres are submitted to the Vice-President (Research) for approval on the recommendation of the relevant Dean(s) in accordance with the requirements enumerated in the **Procedures for the Establishment, Governance and Review of Research Institutes, Centres and Groups**. Establishment of Centres will be reported to the University Research Board and through it, to Senate for information.

POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

1.04   Proposals for Institutes that are supported by CRI are forwarded to the URB for review. The URB shall consider whether the proposal is consistent with the academic priorities of the University and whether the resource requirements and sources of funding have been appropriately considered. If the proposal is endorsed by the URB, it will recommend it to the Senate. If approved by Senate, the recommendation will be forwarded to the Board of Governors for final approval.

2.00   Terms and Renewal for Centres and Institutes

The initial term of a Centre or Institute shall normally not exceed five years. Upon application, additional terms, each normally not exceeding five years in duration, may be granted by the Vice-President (Research) in consultation with the Provost & Vice-President (Academic) and the relevant Dean(s), and subject to the satisfactory review of the objectives, operation and budget of the Centre or Institute. The Vice-President (Research) will notify the URB of any renewal or expiration of the term of a Centre or renewal of an Institute.

3.00   Requests for Modifications to an Institute

Changes to the objectives, administration, operation, and/or funding of an Institute prior to the end of its term must be approved by the Vice-President (Research), the Provost & Vice-President (Academic) and, as appropriate, the University Legal Counsel.

4.00   Requests for Modifications to a Centre

Changes to the objectives, administration, and/or operation of a Centre prior to the end of its term, are submitted to the Vice-President (Research) for approval on the recommendation of the relevant Dean(s).

5.00   Establishment of Research Groups

A proposal to establish a Research Group requires the approval of the relevant Dean(s). A brief description of the Group, accompanied by a letter of support from the Dean(s) of the Faculty(ies) involved and a list of its members must be submitted to the Office of the Vice-President (Research) for information. Research Development Services (RDS) shall maintain a record of all such Groups.

6.00   Request for Modifications to a Group

A letter of explanation from the relevant Dean(s) to the Vice-President (Research) for information and maintenance of records by RDS is required.

D.   GOVERNANCE AND REVIEW

1.00   The University's Institutes and Centres are expected to adhere to general practices of good governance with administrative structures that utilize expert national and international advice and which ultimately inform the Vice-President (Research) and the Faculty Dean(s) as to their activities and standing within the national and international research community. In the case of Institutes, the Vice-President (Research) will report on the status, progress, and plans of Institutes to SCUP and to Senate.

POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

2.00   Governance – Institutes

2.01   **Director**

An Institute is led by its Director, who is normally appointed for a five-year term. The Director of the Institute reports to the Vice-President (Research) in all aspects related to the Institute and its function. The Director will normally hold an academic appointment and reports to the appropriate Dean and Chair with respect to his/her academic responsibilities.

The Provost & Vice-President (Academic) will appoint the Institute Director on the recommendation of the Vice-President (Research) as advised through a representative selection committee constituted by the Vice-President (Research). An appointment letter will be issued for the full-term appointment. Directors will normally be qualified to hold an academic appointment.

2.02   **Research Advisory Committee (RAC)**

The Director establishes a Research Advisory Committee (RAC) whose purpose is to provide advice to the Director and the members of the Institute with regard to scientific or scholarly priorities and direction for the Institute. The RAC is chosen by the Director and is consulted at least every year, or more frequently at the discretion of the Director.

2.03   **Governing Board (GB)**

The Governing, or Management Board comprises, at a minimum, the Vice-President (Research) (or designate) along with the Deans (or designates) from the Faculties that have principle roles in the success of the Institute. The GB oversees the overall function and direction of the Institute and will meet at least once a year. The GB will receive an annual report from the Director on the status, progress and immediate future plans of the Institute. Such reports will be transmitted to the Vice-President (Research) for submission to Senate for information. The GB, in consultation with the Director, the RAC and members of the Institute, is responsible for constituting an External Review Board (ERB) at least every five years, and normally coincident with the final year of the Director's term

3.00   Governance – Centres

3.01   **Director**

Typically, a Centre is led by a Director who is appointed for a five-year term. The Director is chosen by the appropriate Dean(s) following consultation with members of the Centre.

3.02   **Structure**

The Director of the Centre reports to the appropriate Dean(s). The Dean reports to the Vice-President (Research) for information only. In all other respects, a Centre's governance structure is that of an Institute which resides principally within a single Faulty. However, it is recognized that in certain cases, the establishment of a formal governing/management board may not be justified. In cases where the Centre maintains a formal governing body, the Centre's GB is normally chaired by the appropriate Dean (or designate) and is composed of the Chairs (or designates) of the Departments that have a principle role in the success of the Centre.

4.00   Governance – Groups

Research Groups may establish such governing structures as they deem appropriate.

POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

5.00   Review – Institutes

An External Review Board (ERB) will review each Institute every five years or sooner at the request of the Institute's GB. The members of the ERB will normally be three internationally recognized distinguished scholars, and one internal reviewer, who must be arms-length to the Institute, and will be appointed by the GB. The ERB will assess the performance of the Institute's Director and its scientific program using performance indicators established by the GB. The ERB will report in confidence to the Vice- President (Research). Its report will include recommendations respecting the renewal of the incumbent Director and the performance of the Institute overall. Normally, the Vice-President (Research) will share the ERB's report or major recommendations from the ERB's report with the GB.

6.00   Review – Centres

Responsibility for monitoring the status, progress and plans for Centres resides with the Dean(s) of the Faculty within which the members (or the majority of members) reside. Each Centre will be reviewed at least every five years. The composition of the ERB will be determined by the Dean(s) (or Vice-President (Research) if appropriate), and will consist of external and internal reviewers.   In cases where the Centre maintains a formal governing body, the composition of the ERB will be determined by the GB. The ERB will provide a report to the Dean, copied to the Vice-President Research).

7.00   Review Outcomes

The review of a Centre or Institute may result in any one of the following outcomes: renewal of the Centre/Institute (perhaps with specific recommendations to be implemented over the next term); termination/non-renewal of the Centre/Institute; restructuring of the unit to transition it to another type of unit (e.g., from centre to institute or vice-versa); in addition, the review will result in renewal of a Director or search for a new Director if the centre or institute is to be renewed.

An external review may conclude that the performance of an Institute or Centre is inconsistent with previously agreed to expectations. The final decision as to whether to disband the Institute or to transition it to a Centre is made by the Board of Governors, on the recommendation of Senate through the URB

The decision as to whether to disband a Centre, or to transition it to a Group, shall rest with the Dean or Vice-President (Research), on the advice of its Governing Board (if one has been established), and the recommendations of the relevant ERB.

In order to transition from a Group to a Centre or from a Centre to an Institute, the procedures for establishing a Centre or Institute must be followed.

E.   GENERAL CONDITIONS

1.00   Relationship with Academic Programs

As part of the University's commitment to linking research and education, Institutes may be involved in the delivery of academic programs. While the approval of research and academic programs may be linked, the approval of the academic component of such programs will follow the normal University procedures for approving academic programs. All academic programs and faculty appointments will reside within Departments. Administration of academic programs will be carried out through the appropriate Dean or Vice Provost.

POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

2.00   Existing Centres and Institutes

The effective date for this policy is the date of approval by the Board of Governors. Existing Centres and Institutes will be subject to this policy at the time of the expiry of their current term or by 2016, whichever is sooner. Institutes or Centres that do not meet this policy's requirements and definitions will not be renewed. There may be circumstances where it is more appropriate to "grandparent" specific existing Centres and Institutes, in which case the Vice-President (Research) may waive this requirement.

3.00   Adherence to University Policies

All Institutes, Centres and Groups are expected to adhere to all applicable university policies and procedures, financial and otherwise, as established or amended from time to time.

4.00   Incorporation

Requests for incorporation by Centres or Institutes will be entertained only in the most exceptional circumstances, and must be approved by the Board of Governors of the University. Should such approval be granted, a formal Affiliation Agreement shall be established between the Centre or Institute and the University, the terms of which are subject to the approval of the Board of Governors. In any incorporated entity, the members of the governing board of the Centre or Institute shall be approved by the University's Board of Governors, and/or a majority of the members of the governing board of the Centre or Institute shall be appointed by the University.

5.00   Fundraising

All fundraising activities proposed by Centres or Institutes shall be undertaken in consultation with, and subject to the approval of the Vice-President (University Advancement) of the University. All charitable income tax receipts will be issued in the name of the University and by the University.

6.00   Contracts

The University shall be solely responsible for the negotiation and approval of research contracts involving the Centre or Institute or its members, unless stipulated otherwise under the terms of existing Affiliation Agreements.

PROCEDURE FOR POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

A. RESEARCH INSTITUTES & CENTRES

The following information is to be included in a proposal to establish or renew a centre or institute:

1. Purposes and Functions

a) Proposed name

b) Faculties/Departments/School or external institutions directly involved (Please provide documentation indicating support for the proposal for each or all as appropriate)

c) Rationale and justification

d) Primary objectives

e) Primary academic and/or non-academic functions

f) Expected contributions to the University's mission

2. Membership

a) Sources, proposed period of tenure, categories and criteria for membership

b) Names, institutional affiliation, qualifications, and expected contribution of principal members

c) New faculty appointments proposed

d) Alternative faculty workload arrangements proposed

3. Governance, Administration and Organizational Relationships

a) Description and membership of governance structure or governing body

b) Frequency of meetings of governing body

c) Names, institutional affiliations, qualifications, and responsibilities of all officers of the Centre/Institute

d) Level of participation of external institutions in governing body, and/or administration of the Centre/Institute. (Provide evidence that necessary agreements between the University and the external institution have been approved by the University's General Counsel or have been submitted for approval and attach copy of agreement or proposed agreement)

e) If incorporation is sought, set out reasons for incorporation as appropriate for consideration by the Board of Governors of the University

PROCEDURE FOR POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups - Procedures

4. <u>**Students and Courses**</u>

a) Level and type of involvement of undergraduate or graduate students in centre/institute activities

b) If Graduate students are involved, provide documentation as appropriate indicating that consultation has occurred between the centre/institute, the School of Graduate and Postdoctoral Studies and to the Faculties/Departments/Schools involved with respect to: (i) advertizing of positions or opportunities; (ii) admissions; (iii) student support; (iv) student supervision

c) Contribution to the development of new courses, seminars or other instructional programs (Provide documentation with respect to Faculty/Departmental/School support for new instructional initiatives) (NOTE that any and all proposed course/program additions/changes must be pursued through normal departmental/Faculty/senate channels)

5. <u>**Physical Requirements**</u>

a) Space requirements at Western: (i) at start-up; (ii) within 3 years; (iii) within 6 years

b) Space requirements at other institutions or locations as appropriate (Please provide documentation of any arrangements in place to secure such space)

c) Demands on library, computing or other University services such as purchasing, accounting, human resources, payroll, and so forth

6. <u>**Staffing Requirements**</u>

a) Requirements for administrative, and/or technical personnel support from the University

b) Details of all proposed support staffing arrangements, as follows: For each support staff member, please indicate: i) proposed employer (e.g. University vs. Centre/Institute); ii) role or duties; iii) source of compensation. For employees of external institutions or corporations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/corporation, respectively, vis-à-vis such employees. For employees of Centres/Institutes which are, or intend to become incorporated, please provide copies of agreements or draft agreements outlining the obligations of the University and the Centre/Institute, respectively vis-à-vis such employees

7. <u>**Financing and Support**</u>

a) Provide a five-year budget plan. Summary of funding sources, including prospective fundraising, "in-kind" support requested from Faculties/Schools/Departments, central administration of the University, or external sources (at startup and for the first three years of operation). In the case of financial/in-kind support from external institutions, provide evidence that necessary agreements between the University and the external institution have been approved by the University's General Council or have been submitted for approval and attach copy of agreement or proposed agreement.

b) Estimated total budget of the Centre/Institute (at start-up and for the first five years of operation)

c) Proposed mechanisms for administration of funds received (including research funds)

d) Nature and source of proposed remuneration for officers/members of the Centre/Institute, as appropriate

PROCEDURE FOR POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups - Procedures

8. **Intellectual Property and Commercialization**

    a) Details of proposed arrangements with members (faculty, staff, or students), including members from external institutions, relating to the ownership and/or commercialization of intellectual property created through work undertaken at the Centre/Institute, including a statement recognizing the requirement to follow all guidelines set out by Senate and the UWOFA Collective Agreement.

    b) Details of proposed arrangements for the conduct of private sector contract research

9. **Additional Items to be addressed at renewal**

    a) Provide documentation of the review process undertaken. Faculty dean should approve process
        i.   Review should consider and address Centre activity, external and self assessment of director, consideration of renewal of director,
        ii. Renewal should be prepared by the director

    b) The Dean is responsible for reviewing completed application and then makes a recommendation to the Vice President, Research (VPR), regarding Centre renewal and the renewal of the Director. If a change in Centre leadership is anticipated or recommended, the Dean's recommendation must identify a new leader or lay out a clearly defined process and timeline for a change in leadership.

    c) The Centre renewal report/application along with the letter of recommendation from the Dean should be submitted to the Office of the Vice President, Research, three months in advance of the end of the current mandate as indicated in the most recent VPR approval letter. In order to meet this deadline, Centres are advised to begin the review process at least 6 months prior to the end of the current mandate.

    d) For additional information please see page listing "*Items to be included in Submissions and renewals*"

B. **RESEARCH GROUPS**

    A brief description of the proposed Research Group, accompanied by a list of its members and a letter of support from the Dean(s) of the Faculty(ies) involved, must be submitted to the Office of the Vice-President (Research). Research Development Services maintains a record of all Research Groups and should be informed if, at a future date, the Research Group ceases to exist.

PROCEDURE FOR POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups - Procedures

Items to be Included in Submissions and renewals

1) Centre purpose and function
    a. Rationale and justification (description of Centre, function, etc.);
        i. Description of Centre function
        ii. Goals and objectives
    b. Description of governance structure, including
        i. Names, institutional affiliations, qualifications and responsibilities of officers
        ii. List of meetings of the governing body since the last review/establishment of Centre;
    c. Centre membership
        i. List of Faculties/Departments/Schools or external institutions directly involved (Member or student/postdoc affiliations);
        ii. List of current active Centre members with indication of affiliation (Western department and faculty or other affiliation);
        iii. List of external partners, including partner organizations;
        iv. List of associated undergraduate students, graduate students, and postdocs, indicating Western affiliation (department and faculty) and supervisor /committee members who are Centre members;
2) Report on Activities since the previous renewal
    a. Description of how Centre has achieved objectives (as above) including
        i. Overview/highlights of collaborations between and among Centre members, students, and external partners
        ii. Overview/highlights of research productivity
        iii. Evidence of impact at the national or international level
        iv. Overview/highlights of Centre activities
            1. Activities that engage members and students, such as seminar series, reading groups, etc.
            2. Outreach activities (e.g., public lectures)
    b. Research activity/outputs. Provide details on research activities and outputs that are directly related to Centre purpose. These should generally involve collaboration between at least 2 Centre members, external partners, and/or students; in those cases where only one Centre representative is involved, inclusion should be justified with a brief description. *NOTE:* In citations or specific item descriptions indicate **Centre Members in bold,** external partners with underlining, and *students in italic font.*
        i. Publications
        ii. Presentations
        iii. Other knowledge mobilization activities
        iv. Collaborative external grant activity including contracts (PI must be a Centre member, and should involve at least 1 additional Centre members, external partners, and/or student; in those cases where the PI is the only Centre-affiliated participate on a grant, provide clear justification for inclusion of the grant as a Centre activity)
            1. Applications submitted, indication of status;
            2. For successful applications, brief statement on the significance of the project and outcomes
3) Plans for the *upcoming* term:
    a. Primary research objectives,
    b. Primary academic and/or non-academic activities and engagement,
    c. Expected contributions to the University's mission.

ITEM 5.4(a) Election Results – Selection Committee for the Vice-President (University Advancement)

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

At the September 18, 2020 Senate meeting an additional nomination was received for a student member on the Selection Committee for the Vice-President (University Advancement). An electronic vote was subsequently held on September 21-22 and Riley Kennedy was elected as the student representative on the Selection Committee for the Vice-President (University Advancement). The results certified by Simply Voting are attached.

ATTACHMENT(S):

Simply Voting Certified Results
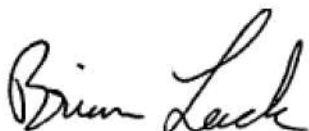
Simply Voting

Oct 9, 2020

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - Student Representative - Vice-President (University Advancement)

Start: 2020-09-21 09:30:00 America/Toronto
End: 2020-09-22 16:00:00 America/Toronto
Turnout: 42 (43.3%) of 97 electors voted in this ballot.

Student Representative - VP (University Advancement) - Selection Committee

Option	Votes
KENNEDY, Riley	27 (64.3%)
GARABEDIAN, Mark	15 (35.7%)

VOTER SUMMARY

Total	42
Abstain	0 (0.0%)

CERTIFIED

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION/DISCUSSION

ITEM 5.4(b) Report from the Board of Governors (September 22, 2020)

The Board of Governors met on September 22, 2020. ITEM 5.4(b) contains the full list of items received for approval or information from the Board's standing committees and from Senate. Documentation for these items can be found at:

https://www.uwo.ca/univsec/pdf/board/minutes/2020/a20jun25bg.pdf

The reports and items received were standard items of business.

SUMMARY OF AGENDA ITEMS – SEPTEMBER 22, 2020 – OPEN SESSION

1.0   Land Acknowledgement

2.0   Adoption of Agenda – Open Session   Approval

3.0   Report of the President (A. Shepard)   Information

        CONSENT AGENDA   Approval

4.0   Approval of Minutes   Approval
        4.1   Open Session Minutes of the Meeting of June 25, 2020
        4.2   Open Session Minutes of the Special Meeting of August 13, 2020

5.0   **Items from Board Committees:**

        5.1   *Property and Finance Committee*
                5.1(a)   Scholarships, Awards, and Prizes   Information
                5.1(b)   Report of the Investment Committee   Information

        5.2   *Senior Policy and Operations Committee*
                5.2(a)   McIntosh Gallery Committee Membership   Information
                5.2(b)   University Discipline Appeals Committee (UDAC) – Membership   Information

        5.3   *Governance and By-Laws Committee*
                5.3(a)   Revisions to Special Resolution No. 3 – Banking   Approval

        5.4   *Audit Committee*
                5.4(a)   Western Retirement Plans Report September 2020   Information
                5.4(b)   Equity and Human Rights Annual Report   Information

        5.5   *Fund Raising and Donor Relations Committee*
                5.5(a)   Fund Raising Activity Quarterly Report at April 30, 2020   Information
                5.5(b)   Fund Raising Activity Quarterly Report at July 31, 2020   Information

        5.6   *McIntosh Gallery Committee*
                5.6(a)   McIntosh Gallery Year End Financial Statement   Information
                5.6(b)   2019-2020 McIntosh Gallery Annual Report   Information
                5.6(c)   Acquisition of Painting by Kelly Greene   Information

        AGENDA

6.0   Business Arising from the Minutes

        Reports of Committees:

7.0   *Senior Policy and Operations Committee (R. Konrad)*
        7.1   Strategic Planning Process Update   Information

8.0   *Audit Committee (S. Bennett)*
        8.1   Audited Financial Statements for the Year Ended April 30, 2020   Approval
        8.2   Financial Statements – Related Companies   Information

9.0   Questions from Members

10.0   Other Business

11.0   Adjournment to Confidential Session

ITEM 7.1 – In Absentia Convocation – October 2020

ACTION REQUIRED: ☒ FOR APPROVAL   ☐ FOR INFORMATION

Recommended: That the Senate approve the establishment of an *in absentia* convocation to be
                          held October 23, 2020 for students who complete their degree requirements
                          and would normally have their name put forward as part of the October 21-23
                          Fall Convocations, and for the awarding of faculty awards.

EXECUTIVE SUMMARY:

At the April 17, 2020 meeting, Senate approved the establishment of an *in absentia* convocation to be
held for students who completed their degree requirements but were unable to participate in the Spring
2020 Convocation ceremonies due to the COVID-19 pandemic.

As a result of the ongoing recommendations associated with COVID-19, Convocation Board took the
decision to postpone the 2020 Spring Convocations and has taken the same decision for the Fall 2020
ceremonies, as noted in ITEM 7.2. To support the Fall 2020 cohort who complete requirements, an *in
absentia* convocation is recommended for approval by Senate. There would again be no ceremonies in
October, but these students would be permitted to cross the stage as walk-ons at a future celebration,
or a convocation that is approved by Convocation Board. The Convocation Board also took the decision
that faculty awards normally granted during convocation also be awarded *in absentia*.

ITEM 7.2 – Fall Convocation (#316)

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

In light of ongoing developments and recommendations associated with COVID-19, the Convocation Board has again taken the decision to postpone Convocation. This decision will impact the Fall Convocation scheduled to be held on October 21-23 this year. It is with much regret that this is the recommended path forward but the safety of the graduates, their families and the University community necessitates this decision.

All those candidates for degrees, diplomas, and certificates who are recommended by their Faculties to the Registrar for conferral of degrees and diplomas, or award of certificate, will have them granted outside of a rescheduled convocation ceremony.

The Convocation Board supports, an *in absentia* award date to be recommended to Senate for the conferral of degrees and diplomas, or award of certificate, and for the granting of other awards normally awarded to distinguished faculty members. Furthermore, the Board recommends that Western again host a virtual celebration for our graduates.

ITEM 7.3 – Final Report of the President's Anti-Racism Working Group

ACTION REQUIRED: ☒ FOR APPROVAL   ☐ FOR INFORMATION

Recommended: That the President's Anti-Racism Working Group Final Report is received and endorsed by Senate.

EXECUTIVE SUMMARY:

The President's Anti-Racism Working Group Final Report, and Western's Response to the Anti-Racism Working Group Recommendations, are being provided to Senate through the Operations/Agenda Committee for discussion.

The Final Report and Response were presented to the Board of Governors at their meeting on June 25, 2020.

ATTACHMENT(S):

President's Anti-Racism Working Group Final Report

Western's Response to the Anti-Racism Working Group Recommendations

President's Anti-Racism Working Group Final Report

Submitted to President Alan Shepard
Western University
May 19, 2020

*** The cover page image** features a data visualization of the words participants used most frequently to describe their experiences of racism when responding to the Online Campus Climate Survey. The larger the word size, the more frequently that word occurred within the qualitative dataset. For more details, see Appendix D, pg. 29.*

ACKNOWLEDGEMENTS

The Anti-Racism Working Group wishes to acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing structures of injustice that Indigenous Peoples endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

We also acknowledge that these same lands include a history of exploiting enslaved African peoples whose labour was used for the profit of others, who were bought and sold as property, and who engaged in widespread resistance and protests to reclaim their freedom, dignity and humanity. Black Canadians, whose ancestors fled US slavery and the racial persecution of Jim Crow laws, as well as African and Caribbean descendant peoples, are still considered 'outsiders' despite their extensive and important contributions to Canadian society. Anti-Black racism continues to inform the country's institutions, laws, and policies, evident in, for example, immigration and deportation laws that reinforce a deep sense of un-belonging among African, Caribbean and Black Canadians. The legacies of anti-Black racism are evident today in various types of institutional exclusion and discrimination of the type that Western seeks to remedy.

Jewish challenges in Canada are less grounded in dispossession and direct exploitation and more marked by exclusion in a variety of spheres, coupled with Jewish efforts to overcome barriers to inclusion. We acknowledge the Canadian Jewish community's experiences of exclusion from the land through denial of asylum claims with a "none is too many" policy, segregation practices in public spaces, limits to property ownership and use, and implementation of "Jewish quotas" by university campuses. All these obstacles have not prevented the Canadian Jewish community from participating in diverse and manifold Canadian endeavours to bring growth and prosperity, nor from making significant and important contributions to virtually every area of Canadian life.

And we acknowledge that throughout Canadian history, immigrants from many enthnocultural groups have been victimized by various forms of racism, including legalized discrimination, lower pay, harsh working conditions, disenfranchisement and internment. *"Excluding unwanted immigrants is literally foundational to Canadian identity,"* writes Michael Fraiman,* *"while blatant xenophobia, through the decades, has been codified in law and policy at the expense of the Irish in 1847, the Chinese in 1885, the Sikhs in 1914, the Jews in 1939, the Japanese in the 1940s and the Haitians in 1973."* Today, members of Muslim and Asian communities and other racialized people are among those most commonly subjected to prejudicial and exclusionary behaviour.

Regardless of their race, ethnic background, ancestry or religion, we recognize and value the right of all Western students, faculty and staff to pursue their studies, scholarship and work in a safe, respectful, inclusive and welcoming environment.

* *The long history of 'go back to where you came from' in Canada*, Maclean's, August 2, 2019

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FOREWORD

As members of Western University's Anti-Racism Working Group, we have worked hard to bear witness to the lived experiences of racism on our campus as told to us through the stories of our fellow students, staff and faculty colleagues.

For the past four months, we have heard from hundreds of community members about the insidious, often violent, nature of racism at Western and its devastating impact on their mental and physical health, and on their sense of well-being and belonging.

Our report attempts to honour their stories, amplify their voices, and join their call for action.

*"We want to see action.
What will actually happen?"*

Listening session participant

The stories we heard and the data we gathered affirmed for us that there are systemic problems embedded within the University's colonial history, traditions, structures, practices and policies that normalize "whiteness," that "other" racialized groups, and that perpetuate racism.

Contrary to the principles of a meritocracy, we heard stories that point to an institutional culture that privileges certain groups over others.

We wonder about the stories we did not hear—but know are out there—because some people are too fearful to speak up.

And we worry for our colleagues who shared stories about the racism they have encountered at Western but revealed they did not seek redress or support because they are uncertain where to turn and lack faith that any meaningful consequences will come to pass.

Despite the emotional labour of listening to these stories, we have approached our work with cautious optimism and a determination to inspire real change at Western.

We heard many positive and hopeful comments about this initiative. We echo those who commended President Alan Shepard for his leadership in starting this important and overdue conversation, and for taking great care to constitute the membership of our group to reflect the diversity of the campus community.

In that spirit, we submit this report on behalf of all Western students, faculty and staff who shared their stories—with the emphasis that it be accepted as the first step in a longer journey that must continue.

BACKGROUND

In October 2019, a Black Western student was subjected to a series of racist online attacks when she posted comments on social media voicing concerns about her experience of anti-Black racism on campus.

These incidents prompted a meeting between President Alan Shepard and members of several ethnocultural student organizations who shared their experiences and views about racism on campus and in the broader community. At the same time, Ethnocultural Support Services, the African Students' Association, the Black Students' Association, the Caribbean Students' Organization, the University Students' Council, and the Society of Graduate Students released a joint statement. Student leaders of these same groups later met to discuss culture and system problems at Western, describing their meeting as *"…our first step in a long journey of reflection and action that will include educational programming, university advocacy, and the formation of appropriate working groups and institutional reviews."*

> *"…there is still much work to be done to raise awareness and catalyze critical conversations about systemic and institutional racism at Western."*
>
> *Joint statement issued by student leaders*

In response, President Shepard consulted widely with student, faculty and staff groups for advice on constituting a working group to look at the issue. Membership of the Anti-Racism Working Group (ARWG) was established to reflect as broadly and inclusively as possible the ethnocultural diversity of Western's campus community. Three co-leads were appointed—representing students, staff and faculty—to oversee the group's work which began in January.

ARWG's primary task was to submit a draft report of its findings and recommendations to the President by the first week of April 2020. With the unexpected impact of the COVID-19 pandemic on university operations, the report deadline was later extended to May 19, 2020.

OUR MANDATE

As outlined in the Terms of Reference, ARWG's mandate focused on four primary activities:

- **listening** to student, staff and faculty perspectives on racism in all its forms (e.g., anti-Black, anti-Indigenous, anti-Semitic, Islamophobic, etc.);
- **collecting information** on other universities' efforts to counter racism;
- **identifying opportunities** in existing policies, programs and practices to address racism;
- **recommending initiatives** that aim to enact systemic change against racism at Western.

See Appendices A and B for ARWG's Membership and Terms of Reference.

INPUTS: LISTENING TO OUR COLLEAGUES

ARWG held its first meeting on January 13, 2020, and used the balance of the month to plan its activities. Throughout February and March, ARWG focused on gathering information that would provide the basis of its findings and recommendations back to President Shepard.

Key inputs eventually included: 1) notes from open and closed listening sessions with campus community members and ethnocultural student groups; 2) confidential written submissions received from community members; 3) data collected in an anonymous online survey, and; 4) a survey of anti-racism policies and initiatives at other Canadian universities.

Open Listening Sessions

ARWG hosted four "open" listening sessions between February 5 and 19 to offer all campus community members the opportunity to share their observations and experiences with racism on campus along with their ideas for making Western a safer, more respectful, more inclusive place to be. Invitations were distributed to all faculty, staff and students in a

> *"The impact of microaggressions accumulates over time. You reach the point where you have to pick your battles as a matter of self-preservation."*
>
> *Listening session participant*

broadcast email from President Shepard and promoted on social media, a dedicated [ARWG website](#), and in [*Western News*](#).

Each session was facilitated in small-group roundtables by ARWG members. Anonymized notes were recorded and later posted on a secure OWL site maintained strictly for review by ARWG members. Counsellors were present at each session to provide emotional support. In total, the open sessions attracted 33 participants, including 8 undergraduate students, 7 graduate students, 11 faculty, and 7 staff members. Participants came from a wide mix of ethnocultural backgrounds but were predominantly women by a ratio of approximately 3:1.

Closed Listening Sessions

ARWG also hosted six "closed" listening sessions in March at the request of the following ethnocultural groups:

1) March 5 — African Students' Association, Black Students' Association and Caribbean Students' Organization (one combined session, 11 participants)
2) March 5 — Sharing Circle hosted by the Indigenous Student Centre (10 participants)
3) March 12 — Ethnocultural Support Services (19 participants)
4) March 12 — Muslim Students Association (8 participants)
5) March 12 — Western Hillel (6 participants)
6) March 13 — African graduate students (7 participants)

The closed listening sessions were hosted in a format similar to the open sessions, with ARWG members facilitating small-group roundtables and recording anonymized notes that were later posted on a secure OWL site maintained strictly for review by ARWG members. In total, the closed sessions attracted 61 participants, plus eight written submissions that were received and reviewed exclusively by the facilitators following the Indigenous sharing circle. Participants in all the closed sessions were overwhelmingly undergraduate and graduate students. Gender of the participants was not consistently recorded for these sessions.

Written Submissions

In addition to the invitation to participate in the open listening sessions, ARWG also invited campus community members to make confidential written submissions. This offered an alternative channel for sharing observations and experiences with racism on campus, as well as ideas for making Western a safer, more respectful, more inclusive place to be. In total, 26 written submissions were received by ARWG, all of which were anonymized to protect the confidentiality of the writer before being posted on a secure OWL site maintained strictly for review by ARWG members. As noted previously, another eight written submissions were received by the facilitators following the sharing circle hosted by the Indigenous Student Centre March 5.

> *"It is difficult to accuse another person of a racist act. Many discriminatory acts are subtle, some are not intended and others are simply done out of inter-generational lack of awareness. Yet still some are carefully implemented."*
>
> *Written submission*

Of the 26 submissions made directly to ARWG, one writer self-identified as "alumni," one as a librarian-archivist, eight as faculty, three as staff, and seven as students. Six writers did not self-identify as being associated with a particular campus constituency.

Online Campus Climate Survey

Drawing on the expertise of Erin Huner (Director of Research, Assessment & Planning, Student Experience) and her colleagues Kate Schieman and Sara Wills, ARWG developed an online "campus climate" survey that was open to the campus community between March 5 and 19. The survey invited all students, faculty and staff members to provide feedback anonymously regarding their experiences with and their observations of racism on campus.

The survey generated 243 responses and a rich data set that was analyzed by the Office of Research, Assessment & Planning using quantitative, qualitative and natural language processing methodologies. A comprehensive 29-page report summarizing the survey results and analyses was provided to ARWG on April 21, 2020.

While several themes identified in the online survey are also shared and referenced here in our main report, readers are encouraged to see the full text of the survey report in Appendix D.

The campus climate survey major findings revealed the following:

1. Undergraduate students (38.8%) had the highest response rate of those experiencing racism, followed by faculty members (23.8%). Staff members (34.6%) had the highest response rate of observed racism on campus, followed by undergraduates (30.9%).

2. **Racism is a gendered and intersectional issue.** When exploring intersectionality and controlling for gender, multiple statistically significant relationships were found. Women of one or more race are statistically more likely to experience racism than not (p < .01). Statistically, women who identify with one or more race are also more likely to *experience* racism than *observe* racism. Comparatively, women who identify as not being in a racialized group are statistically more likely to observe racism than experience it. Men who identify with one or more race are statistically more likely to experience racism than observe racism (p=0.001). However, men who don't identify as being in a racialized group showed no statistical significance to be more or less likely to experience or observe racism (p=0.09). Thus, experiences of racism, within this dataset, are gendered.

3. **The location or geography of the experience of racism matters.** Respondents who indicated they experienced racism, most commonly indicated it occurred at multiple locations [54.9%]. Examining experiences of racism at discrete location categories— public spaces [12.7%], private spaces [11.3%], departmental meeting [11.3%] and classroom setting [9.9%]—responses were fairly equal across all settings.

   "I've witnessed white instructors who have witnessed and recognized when a microaggression happens or an inappropriate comment is made and they were viscerally uncomfortable. But they don't know what to do or how to respond, so they end up ignoring it or failing to call it out. People need training in this area."

   Listening session participant

   These findings highlight that those experiencing racism are often experiencing racism across multiple locations and that racism isn't more or less likely to happen in one specific location within our campus community.

4. **Racism is being perpetrated by peers.** As responses were more closely examined by a distinct role, both undergraduates and faculty members present a similar trend in that their experiences of racism are peer-to-peer. For instance, 29.6% of undergraduates

indicated they experienced racism via another undergraduate student and 26.3% of faculty indicated they experienced racism from another faculty member.

5. **Addressing racism will take two parallel approaches: bearing witness and learning to *practice* equity.** First, participants' stories and descriptions of their experiences on campus — in particular for those participants who had experienced personal racism — require a mechanism to bear witness to, or formally acknowledge and address the *anger*, *frustration*, *confusion*, *disappointment* and *sadness* that those participants described feeling due to their experiences of racism in our campus community. Second, participant descriptions seem to point to the fact that the institution needs to create an educational approach to teaching about Equity, Diversity and Inclusion (EDI) on campus, as *a shared practice*, and not simply as a concept.

ARWG wishes to acknowledge Erin Huner, Kate Schieman and Sara Wills for their enormous effort and important contribution. We are immensely grateful for their expertise and support.

See Appendix D for the full text of the Online Campus Climate Survey Report.

<u>*Canadian Postsecondary Education Sector Survey*</u>

ARWG group member Larissa Bartlett (Director, Equity & Human Rights Services) undertook an external survey of anti-racism and Equity, Diversity & Inclusion (EDI) related offices,

> *"There are no consequences for being racist and no spaces to go to report it. Why is sexual harassment legit and racism is not?"*
>
> Listening session participant

policies and initiatives at U15 and other Canadian universities. The survey was assembled largely from information available on universities' websites and other sources, such as information provided by President's Office staff at other U15 universities, and the report published by *Universities Canada* in October 2019 on its national survey of Equity, diversity and inclusion at Canadian Universities.

The ARWG sector survey highlighted that there is a wide range of EDI and anti-racism initiatives underway at Canadian universities and that Western is far from being on the vanguard of anti-racism activity when compared to several of its peer institutions.

The *Universities Canada* report, in particular—which drew on survey data collected from 88 schools (it should be noted that Western was *not* a participant in this survey) from February 20 to June 30, 2019—highlighted the following key observations:

1. Additional resources (financial, human, material) would help accelerate [EDI] progress at universities.

2. Measures need to be explored to increase the number of under-represented people in senior university leadership positions.

3. More needs to be done to improve institutional governance, cultures, plans and policies to advance EDI.

4. There is a clear need for better EDI data collection and analysis.

5. Furthering opportunities to share lessons learned and promising practices would benefit member institutions.

See Appendix E for the full text of the Canadian Postsecondary Sector Survey

THEMES: WHAT WE HEARD, WHAT WE LEARNED

This section of the report outlines major themes that ARWG members identified through their own personal analyses of the collected inputs noted in the previous section of this report, including themes described in the *Online Campus Climate Survey Report* (see Appendix D).

While the thematic headings that follow are not entirely comprehensive of all that was voiced or submitted in writing during our consultations, they do highlight where the observations and conclusions reached by individual ARWG members converge and represent a strong degree of consensus among the group as a whole.

The first five themes are noteworthy because they highlight our recognition that the perceptions, lived experiences, and impacts of racism are different for different people as well as for different groups of people.

> *"Professors and TAs were often uncomfortable or too comfortable talking about issues of race. When I say, "too comfortable," what I mean is that people feel they have some sort of free pass to make race-related comments or jokes because they study/research these topics or consider themselves to be "woke."*
>
> *Written submission*

ARWG also recognizes that the use of generic terms (e.g., "minority" or "visible minorities," among others) can sometimes trivialize the unique concerns of individuals and specific ethnocultural groups with regard to their understanding of racism.

ARWG acknowledges these important facts, and this report attempts to honour and amplify the collective voice of the students, staff and faculty members who shared their stories with us.

Anti-Black Racism

ARWG's efforts over the past four months have validated, indisputably, that the racist incidents at Western in October 2019 which precipitated the creation of the Anti-Racism Working Group are not isolated or singular in nature. Rather, they are part of a deeply entrenched anti-Black legacy that remains pervasive—evident to those who live it, but hidden from, willfully ignored, or denied by those who don't.

As Western moves to address all forms of racism on our campus, we believe it is important to keep a focus on anti-Black racism. This is not meant to convey a hierarchy of oppressions – all marginalized groups of people are subject to racism and other forms of discrimination. It is rather meant to point out that academic institutions are far too comfortable taking a "diversity approach to racism," thereby avoiding a sustained analysis of the politics and practices of anti-Black racism.

> *"Black alumni from Western who are now in their 40s and 50s recall navigating Professor Rushton's presence on campus in their 20s. Within our living memory, then, Western promoted and protected a man whose research was widely regarded at the time as racist and white supremacist."*
>
> *Written submission*

The entrenched disregard for and criminalization of Black lives in society normalizes the use of demeaning words and behaviours against Black populations. It is the pervasive disregard for Black peoples that enabled Western psychology professor Philippe Rushton to propagate epistemic racial violence under the guise of 'scientific research' in the late 1980s and 1990s. Professor Rushton's research—and Western's defence of it in order to uphold the principle of 'academic freedom'—revealed a profound devaluation of Black lives that continues today.

Anti-Indigenous Racism

ARWG learned that Indigenous students face forms of peer-to-peer and professor-to-student racism related to colonial assumptions and misperceptions about Indigenous peoples and ways of knowing. Their educational experiences are further compounded by intersectional forces including chronic under-representation of Indigenous peoples among the faculty and staff who support their learning, and a systemic under-representation of Indigenous perspectives in curriculum content.

Indigenous staff and faculty reported feeling their labour as being undervalued and exploited, due in part to high and sometimes intolerable workloads connected to the increased demands of reconciliation along with the chronic shortage of Indigenous colleagues on campus. Some feel a sense of animosity from other marginalized and non-marginalized groups on campus because Indigenous initiatives are thought to receive more attention in the context of the Truth & Reconciliation Commission. This misperception is seen as a lack of understanding of the unique rights of Indigenous peoples and their struggle within the academy.

Indigenous faculty members also reported a lack of support when doing Indigenous research, especially community-based research, which is sometimes perceived by others as "lesser than" other types of more so-called rigorous and positivistic research. The standards for evaluating research quality and research impact create barriers to some Indigenous scholars' success.

Anti-Semitism

ARWG heard Jewish students report on occasions when professors or guest speakers called them out in class strictly on the basis of their ethnic identity or minimized the impact of the Holocaust by equating or comparing the actions and views of contemporary politicians (e.g., Donald Trump, Stephen Harper) to Adolf Hitler.

There are ongoing instances of swastikas being drawn in bathrooms throughout campus.

Other reports highlighted how the Jewish practice of keeping Shabbat was mocked in class, and instances when students were denied or struggled to receive academic accommodation (e.g., rescheduling an exam) in order to observe religious holidays. Concerns were also voiced about a lack of kashrut/kosher food options and the absence of Jewish prayer space on campus.

Islamophobia

ARWG observed that female Muslim students, in particular, are commonly subjected to sexism, harassment and racial microaggressions on campus. Examples included one student overhearing disrespectful comments (e.g., *"My parents would kill me if I brought home a Muslim girl,"* and *"Muslim girls are the freakiest"*); another

> *"I don't think she understood the difference between free speech and hate speech. I don't expect anyone to agree with my religion, but to not attack it."*
>
> *Written submission*

failed to be accommodated with a safe/respectful place in which to pray while roommates enjoyed permission to consume alcohol; a professor calling the student's hijab a "tea towel"; and a visual arts student being reprimanded by her professor for refusing to paint a nude model out of respect for her religious beliefs.

The Muslim Students' Association reported having conducted a needs assessment for first-year Muslim students which suggests that 50% do not feel comfortable living in residence.

And with an estimated 2,000 Muslim students on campus, yet only one prayer room that accommodates 35 people, some reported having no choice but to pray in closets and stairwells which is demeaning. Meanwhile, by way of comparison, the University of Waterloo is reported to have five prayer rooms and the University of Ottawa three prayer rooms.

Xenophobia

In addition to listening to the experiences of the four groups noted above, ARWG also heard stories and concerns voiced by members of other racialized groups on campus. Examples included international students from Asian countries who felt stigmatized by hurtful comments related to the coronavirus and racial microaggressions associated with wearing hygienic masks and for coughing in a public space. Students from Middle Eastern countries shared stories about being subjected to racist remarks by their peers and professors in relation to prejudicial stereotypes and political or religious ideologies associated with particular regions of the world.

Fear, Ignorance & Racial Microaggression

While it's evident that different people and different groups experience and are impacted by racism in different ways, ARWG observed that all forms of racism typically involve elements of fear, ignorance and racial microaggression.

> *"Microaggressions are rampant and are hard to avoid. People are not explicitly racist in class. For example, I received a comic of the Chinese flag with the coronavirus instead of the stars."*
>
> *Listening session participant*

Insidious, racially motivated gestures or 'put-downs' that deliberately or inadvertently demean others happen every day at Western. One example among countless others: in course evaluations for instructors, some students complain about different 'accents,' or otherwise make inappropriate, personalized comments unrelated to constructive feedback for the course and pedagogical improvement. Too many people (including faculty, students and staff) are seemingly comfortable, or appear oblivious to asking inappropriate questions or making offensive remarks about others' ethnicity or religion.

Students (and precariously employed faculty and staff) are often afraid to speak out about racism—whether experienced or observed, explicit or implied—for fear of what they may lose, and for fear of being typecast. The power imbalance between students and professors is a significant barrier to publicly calling out racial microaggressions, especially when they occur in

the classroom. And faculty members often do not feel empowered or comfortable to speak up when they are subjected to racism from peers or students, even professors who may have the security and protection of tenure.

According to the findings of the online campus climate survey, the most common feelings described by those impacted by racism include anger, frustration, confusion, disappointment and sadness. Research has shown that these individuals often carry greater levels of stress and emotional labour as a result of experienced racial microaggressions and mistreatment that goes unchecked due to an absence of meaningful policies that establish clear accountability and just processes with consequences for those who perpetrate racist acts.

Education, Training & Cultural Competency

ARWG heard time and again that more education and training are needed to raise awareness for all members of the campus community—students, faculty and staff—about what racism is and the many subtle forms racial microaggressions take.

"Mandatory training" was frequently mentioned, as well as the need for a coordinated approach to education tailored to meet the specific needs of different campus groups, including administrative and academic leaders, student leaders, faculty members, librarians and archivists, residence and other student-facing staff members, academic counsellors, new employees, TAs, RAs, Orientation leaders/Sophs, incoming students, etc.

While it is recognized that many groups across campus are conducting and receiving some training already, its implementation is inconsistent in its efficacy. There is a strong consensus that more needs to be done to coordinate impactful programming on a more systematic, campus-wide basis.

Equity, Diversity & Inclusion (EDI)

Repeatedly, ARWG heard that racialized students are generally not being taught by professors who look like them. Neither do students see diversity among residence staff, academic counsellors, health service providers, and student leadership roles such as Sophs. What they want to see is

> *"There are not enough minority faces in places of power or at the front of the classrooms. Students need to see their faces reflected in their leadership."*
>
> *Listening session participant*

themselves represented at the front of the class and in the student service roles that support them, in order to feel less isolation and more connection to their community.

Many questions were asked about how hiring committees make their decisions, whether they must have representation of race and gender, and whether members are trained with regard to bias and other issues related to EDI.

Data, Transparency & Representation

ARWG appreciated the stories we heard from campus community members. They were powerful in their ability to create empathy and understanding. The *qualitative* data we gathered through our work are rich and informative. And we are grateful to the individuals who found the time and courage to share their personal and often painful experiences. They also offered helpful ideas and recommendations.

However, if we do not know, *quantitatively*, what representation looks like at Western, then we will not know the scale of the problem Western faces as an institution. For example, the fact that we are unable to tell what the percentages of marginalized groups are at our institution is a pressing problem that needs to be addressed for real progress to be made.

More ethical and sensitive approaches to gathering, reporting and responding to robust and publicly accessible demographic data on Western's student, faculty and staff populations would provide important insights on the narrative told through the individual stories we heard. Western's student body, which is perceived to be more or less representative of the Canadian population, does not reflect Western's professoriate, which is perceived to be highly under representative of the Canadian population. It is noteworthy that one of Canada's most prestigious federal grant programs, the Canada Research Chairs Program, has adopted demographic representation as a key requirement for receiving funding support.

Policies, Processes & Resources

ARWG heard there is a lack of clarity about university policies and complaint processes with regard to racism. Students, faculty and staff say they don't know where to turn for assistance when they experience or witness acts of racism. Some recalled attempts to seek help through official channels as futile—disappointed by the outcome, and in some instances suffering additional negative ripple effects after the initial incident. The psychological harm of such incidents can be significant.

> *"We are unlikely to come forward, especially if the discrimination is happening in our own department. If an incident of racism is reported, it is often dismissed using the excuse that the victim is too sensitive, or that we don't want to get anyone into trouble."*
>
> *Listening session participant*

Some students, staff and faculty reported being unfamiliar with or unclear about the mandate of the Office of Equity & Human Rights Services (EHRS). EHRS and other equity-related offices and partners (e.g., Indigenous Student Services, Student Experience, Office of the Ombudsperson, etc.) would be better positioned to help through coordination among and between all equity-related offices, proper resourcing and staffing levels, and equipped with appropriate policies and tools.

Hope, Commitment & Leadership

ARWG heard many positive comments about the importance and promise of this initiative. We also heard many compliments for President Shepard's leadership in getting it started. Long-term faculty and staff members could not recall a similar initiative ever being undertaken at Western in the past.

However, while many community members voiced hope and cautious optimism about the potential outcomes of ARWG's work, others confided to being skeptical about whether the initiative would ultimately lead to any tangible results or lasting impact.

The corollary of this commentary is that work to address systemic racism at Western is overdue. Looking ahead, anti-racism work must become an institutional priority—one demonstrated through appropriate support and resources from the Board of Governors, Senate, and senior university administration—and it must be pursued on a continuous and consistent basis.

CHARTING OUR PATH FORWARD

ARWG heard many thoughtful suggestions for addressing the systemic realities of racism at Western, and ideas for making our campus community a safer, more respectful, more inclusive place to be.

> *"This initiative can't just wind up as flowery language that gets compiled into a report that nobody reads and sits on a shelf. It needs to turn into real action."*
>
> *Listening session participant*

Some suggestions were practical with potential for implementation in the shorter term. Other ideas were more complex and aspirational that would require a more sustained, longer term effort and a significant commitment of resources.

In framing our recommendations, ARWG considered what we heard during our listening sessions, what we read in the written submissions we received, what we see happening at other Canadian universities, and what we learned through the *Online Campus Climate Survey.*

In particular, we looked closely at the analyses of responses to Questions 26 and 27 (Appendix D, pgs. 22-23) to identify the key concerns that need to be addressed, and how our colleagues believed are the best ways to move forward.

In Question 26, participants were asked to "…*think about our current campus community, and please **identify and describe your top 3 concerns about racism at Western**.*"

The following nine themes emerged:

1. Western promotes diversity and inclusion but does not act upon it; promotes the idea of EDI, but does not do the structural work to implement EDI

2. Lack of opportunities for racialized people in faculty, staff and leadership positions; no obvious supports in place for visible minority staff/faculty to pursue leadership on campus

3. Limited EDI/sensitivity/cultural competency training for students, staff and faculty; no mandated training for staff/faculty/students; we need consistent community-level training

4. Passive racism, racial microaggressions and perpetuation of stereotypes are normalized on campus; training needs to be created that identifies and describes all of the ways in which racism works from subtle forms to overt forms

5. Fear of reporting acts of racism because it feels as though the university will not respond effectively; fear and mistrust of any type of consistent and clear reporting mechanisms

6. Not feeling safe on campus

7. Limited accountability for those who commit acts of racism

8. Feeling of exclusion and lack of belonging due to race

9. Lack of diversity and inclusion at Western ruining the institution's reputation; community level problem requires a community-level solution

> *"The first few years I worked at Western I loved my job. But now things are not good. The schedule is used as a way of punishing the Asian staff as they are often scheduled to do the most difficult jobs. I feel small and afraid to talk."*
>
> *Listening session participant*

Responses to Question 26 made it clear that accountability on the part of the institution is critical, and it needs to be streamlined through a clear and consistent approach to EDI policy and racism-prevention work.

In Question 27, participants were asked to "…*think about our current campus community, and please **identify and describe 3 ways you would respond to racism at Western.**"*

The following seven themes emerged:

1. Clarify policies on response to acts of racism and accountability for those who violate the policy; clear and consistent training and reporting mechanisms need to be built

2. Provide information on appropriate supports and services available to students who experienced acts of racism; supports and services needed for students and staff/faculty who have experienced racism especially when it is peer to peer

3. Raise awareness through social media campaigns and communication

4. Infuse EDI into university policies; EDI lens needed in policy development

5. Recruit and retain racialized people into faculty and leadership positions/ EDI recruitment; need to expand credentialing; need to expand where and how we advertise for recruitment

> *"We might attract more students if we broadened our areas of teaching to include parts of the world less often taught by people who look like us – and that will require more than an antiracism working group. It requires a commitment to racial justice and equity, and it requires resources."*
>
> *Written submission*

6. Cultural sensitivity/anti-oppression/EDI training for students, TAs, staff and faculty; mandatory and consistent EDI training for everyone in the campus community

7. Early interventions and education that address inappropriate comments made by community members

Responses to Question 27 mirror many of the top concerns described in Question 26—a desire for a clear and consistent response from the institution when racism occurs on campus, supported by a well-recognized and accessible EDI policy and racism prevention framework.

THE WAY FORWARD: OUR RECOMMENDATIONS

Institutional Policy Response & Action

a) Create an anti-racism strategic action plan that formalizes an institutional commitment to making Western a safer, more respectful, more inclusive place to live, work and study.

b) Examine existing policies, processes and structures for responding to complaints of racism, and improve or overhaul them. Improve the communication and dissemination of existing and newly developed policy/procedure information.

c) Establish accountability measures (which may include those based on restorative justice principles) to address incidents of racism.

Policy, Structures & Leadership

a) Establish an Anti-Racism Task Force to ensure that the work now begun by ARWG continues and supports the implementation of the recommendations outlined in this report. Recognizing the impetus for the creation of ARWG, one arm of the Task Force should focus on Anti-Black Racism. The Task Force should be closely aligned with Indigenous Initiatives to strengthen efforts in decolonizing curriculum, policies and practices.

b) Create a senior administrative role/office (e.g., Vice-President, Associate Vice-President, Special Advisor, etc.) that will ensure work continues in the medium to long term. Responsibility will include scanning best practices at Western and other post-secondary institutions, then engaging the campus community to develop a comprehensive EDI strategy focused on embedding EDI principles into hiring and curriculum across campus. Reporting to the president, this role will work proactively with senior leadership across campus, and in coordination with the EHRS office and other EDI-related offices and partners, and be resourced for sustained strategy development and implementation.

c) Increase and enhance the supports available on-campus to help community members impacted by racism (e.g., through Equity & Human Rights Services by appointing an anti-racism advisor).

Institutional Communications

a) Acknowledge and apologize for the harm caused by the scientific racism propagated under the guise of psychological research conducted by Philippe Rushton at The University of Western Ontario in the 1980s and 1990s.

b) Make a public commitment to structural change and action that redresses harm and inequities (including the harms done by Philippe Rushton) and moves Western forward to becoming a safer, more respectful, more inclusive place to be.

c) Create a "zero tolerance" promotional campaign that raises the profile of anti-racism on campus to a similar level accorded concerns with sexual violence, anti-smoking, etc.

d) Enhance communication and outreach programs that aim to increase access for racialized students and encourage them to consider study at Western. Provide appropriate pathways that will facilitate their admission and support their success once enrolled (e.g., use reliable data to target specific marginalized groups that need support).

e) Clarify reporting avenues, processes and expected outcomes for complaints of racial discrimination. Develop a strategy to communicate clear pathways for how individuals can obtain help and/or report incidents. Provide the funding necessary for these anti-racism initiatives to be effective.

Data Collection, Analysis & Reporting

a) Expand institutional data collection, reporting and use of demographic/benchmarking data on faculty, staff and students, and make this information public. Use the data to strategically support the recruitment and retention of more racialized students, faculty and staff.

b) Introduce a culturally safe, ethical and transparent data collection system to allow the University to track and respond to trends related to EDI.

Hiring & Supports

a) Review and improve workforce planning processes to encourage and incentivize the hiring, recruitment and retention of more racialized people into staff and faculty positions in accordance with EDI principles and practices (i.e., continue with EDI CRC, Postdocs and cluster hires). Work with Human Resources and employee groups/unions to establish goals and remove barriers where they exist.

b) Create more safe spaces that promote diversity, counter racism, and drive constructive change at the local/unit level. This might include dedicating actual physical space, increasing diverse representation in our communications, creating affinity groups, mentorship programs, networks, counselling groups, anti-racism caucuses and/or communities of practice, etc. Queen's Alfie Pierce Student Centre for Racial Equity and Social Justice and Guelph's C.J. Munford Centre offer potential models, where students have a safe space to educate themselves through public programming, workshops, discussions and can also get help in navigating and understanding support systems available if an incident occurs. This initiative should also include the creation or expansion of cultural and religious spaces for international students, staff and faculty.

Curriculum, Education, Training & Programming

a) Hire more support services to help faculty integrate anti-racist content and pedagogies into their teaching (e.g., expand support for the Centre for Teaching & Learning which can provide expertise in this area).

b) Increase the number of courses and programs focused on the study of and scholarship by racialized groups (e.g., Black studies, Indigenous studies, Jewish studies, Islamic studies, etc.). Greater emphasis should be placed on hiring academics who study race-related subject areas and are able to provide more opportunities for students to study race and decolonization.

c) Create interactive/experiential training for all faculty, staff and students. This should be mandated across campus and implemented by experts. Content should be tailored for each role, with a consistent focus on teaching anti-racism and decolonization, anti-discrimination, anti-bullying, cultural competency, equity, diversity and inclusion. Current anti-oppression training offered should be expanded to include topics related to understanding power/privilege, intersectionality, racial microaggressions, how to have difficult conversations, how to intervene and respond to incidents of racism. Training should be mandatory for new students during OWeek and new-hire orientations. Training should continue as mandatory refreshers for staff/faculty and be tied to Performance Review. For students, it should be scaffolded/required for acceptance into leadership roles, varsity sport, learning abroad/exchange, etc.

d) Embed equity and inclusion in the development and execution of special student-facing events and programming, such as OWeek, Homecoming, etc.

Scholarship

a) Ensure that racialized students are better informed about financial support (i.e., scholarships and bursaries), exchange programs as well as other types of opportunities on campus (e.g., disseminating information through ethnocultural student associations).

b) Introduce specific bursaries and scholarships for racialized students to make it more accessible for them to attend Western and to help ensure they do not experience financial hardship while they are attending.

c) Create research initiatives that advance anti-racism, equity and inclusion and intersectional analysis in research across disciplines (i.e., provide seed research funding, conference funding, etc.).

d) Create an annual Anti-Racism & Social Justice Award to recognize students who distinguish themselves academically or otherwise in areas of social justice, anti-racism and community leadership.

APPENDIX A: **ARWG GROUP MEMBERS**

CO-LEADS:

Lisa Highgate, *Assoc. Director, Conduct and Conflict Resolution, Housing & Ancillary Services*

Jina Kum, *President, Society of Graduate Students (PhD Candidate, Pathology & Laboratory Medicine)*

Erica Lawson, *Undergraduate Chair & Assoc. Professor, Dept. of Women's Studies & Feminist Research*

MEMBERS:

Wesam AbdElhamid Mohamed, *Graduate Student, Civil & Environmental Engineering*

Razan Abdellatif Mohamed, *President, Black Students' Association (undergraduate student)*

Vanessa Ambtman-Smith, *(Nehiyaw-Métis), PhD Candidate, Geography*

Larissa Bartlett, *Director, Equity & Human Rights Services*

Henri Boyi, *Professor, Department of French Studies*

Candace Brunette-Debassige, *(Mushkego Cree) Acting Vice-Provost & Associate Vice-President*
                                                        (Indigenous Initiatives)

Chava Bychutsky, *Vice-President, Education, Western Hillel (undergraduate student)*

Adriana Dimova, *Academic Coordinator*

Bertha Garcia, *Professor, Schulich School of Medicine & Dentistry*

Nicole Kaniki, *Staff Representative for Professional & Managerial Association (PMA)*

Cecilia Liu, *University Students' Council (undergraduate student)*

Michael Milde, *Dean, Faculty of Arts and Humanities*

Chizoba Oriuwa, *President, African Students' Association (undergraduate student)*

Grant Saepharn, *International Learning Coordinator, Western International*

Cheryl Senay, *Chief Steward, CUPE Local 2692*

Mohammad Sharifi, *Racial Equity & Inclusivity Commissioner, Society of Graduate Students*
                                    (PhD Candidate, English & Writing Studies)

Raine Williams, *President, Caribbean Students' Organization*

APPENDIX B: ARWG TERMS OF REFERENCE

Background: In October 2019, a series of racist online attacks were directed at a Black Western student when she posted comments on social media to voice concerns about her experience of anti-Black racism on campus, including her witness of the use of racist language in the classroom.

These incidents prompted a meeting between President Alan Shepard and members of several ethnocultural student organizations who shared their experiences and views about racism on campus and in the broader community. At the same time, Ethnocultural Support Services, the African Students Association, the Black Students' Association, the Caribbean Students' Organization, the University Students' Council, and the Society of Graduate Students released a joint statement in solidarity. In response, President Shepard consulted with student, faculty and staff groups to get their feedback in constituting a working group that would begin looking at the issue starting in January 2020.

Purpose: The President's Anti-Racism Working Group has been established to better understand Western's campus climate—particularly from the perspective of ethnocultural and racialized groups—and to make recommendations that aim to make Western a safer, more respectful and more equitable environment in which to study, research, work and live.

Specifically, the group will focus its attention on **four** activities:

1. **listening** to student, staff and faculty perspectives on racism in all its forms (e.g., anti-Black, anti-Indigenous, anti-Semitic, Islamophobic, etc.);
2. **identifying opportunities** in Western's policies, programs and practices to address racism;
3. **collecting information** on other universities' efforts to counter racism;
4. **recommending initiatives** that aim to enact systemic change against racism at Western.

Methodology: The working group will host a series of "listening sessions" and invite written comments to gather information about the lived experiences and views of students, staff and faculty concerning racism. The group's work will be informed by Western's existing policies, programs and practices, as well as policies, programs and practices that may be collected as helpful examples from other universities.

Working group co-leaders: Three community members, representing students, faculty and staff, have been appointed to lead the working group. These co-leaders will guide and facilitate the working group members as well as their engagement with the campus community – particularly during listening sessions where personal stories and sensitive information will be shared.

Working group members: Members of the working group include representation from a broad range of Western constituent groups. Leaders of these groups were invited to nominate

individuals with the goal of ensuring the membership was reflective of the diversity that is a strength of our university. The working group will also draw on the knowledge of campus experts with a depth of experience working in the areas of diversity, racial inclusion, racial equity and human rights.

The working group will establish and maintain principles that will guide their work. These principles will be shared with the broader community.

The working group may, at its own discretion, choose to consult with campus or community members on matters relating to its Purpose.

Quorum: Quorum for meetings with the working group will be 50% +1.

Meeting Arrangements: Working group members will be expected to attend a series of meetings as well as participate in focus groups, as often as necessary to meet the Purpose.

Any information gathered during meetings or focus groups will be considered confidential. No identifying information about individuals who provide information about their experiences will be shared without the express written consent of the individual(s). This includes information of a personal nature shared by working group members.

Reporting: The working group will report directly to the President.

Resources: President's Office staff will support the working group - assisting to arrange meetings, create agendas, take meeting notes, facilitate answering questions from the community, and perform other work that is required to keep the group on task and moving forward.

A website will support the working group's activities and serve to keep the campus community informed on its activities.

Deliverables: The working group will be expected to deliver a summary report of its findings to the President by April. The report will be shared with the Western community.

Review: The working group may propose changes or additions to these Terms of Reference for the President's consideration.

APPENDIX C: TERMINOLOGY

Anti-Black Racism: "… prejudice, attitudes, beliefs, stereotyping or discrimination directed at people of African descent, rooted in their unique history and experience of enslavement and colonization. Anti-Black racism is deeply embedded in Canadian institutions, policies and practices, to the point that it becomes a part of our systems. Anti-Black racism is micro (as seen in day-to-day interactions) and it is structural (as seen in laws and policies that govern this country)." *(Toronto For All, Confronting Anti-Back Racism Initiative: Algonquin College, Feb. 2019.)*

Anti-Indigenous Racism is the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequalities outcomes that stem from the legacy of colonial policies and practices in Canada. https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism/glossary

Anti-Semitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities." *(International Holocaust Remembrance Alliance's (IHRA)*

Colonization: The construction of race began with European colonization of other continents *(Reading, 2013*). Colonization is defined, and the function described in Oxford Dictionaries (n.d.) as "the action or process of settling among and establishing control over the indigenous people of an area" (n.p.). There are two racial groups involved in the colonization of Canada: White Europeans who believed themselves to be superior and the Indigenous Peoples who were believed by the White Europeans to be *inferior (Ontario Human Rights Commission, 2005; Reading, 2013; Truth and Reconciliation Commission of Canada, 2015).*

The term colonization is not well understood in Canada due to our incomplete and inaccurate public education and warrants more than a simple definition here. This omission is one that the Truth and Reconciliation Commission of Canada has recommended be rectified. Métis scholar Dr. LaRocque (2006) states, Colonization can be defined as some form of invasion, dispossession and subjugation of a people. The invasion need not be military; it can begin—or continue—as a geographical intrusion in the form of agricultural, urban or industrial encroachments. The result of such incursion is the dispossession of vast amounts of lands from the original inhabitants. This is often legalized after the fact. Historically, First Nation peoples (defined as Status Indians by the Indian Act) lost some 98% of their original lands through various legal means such as treaties and the Indian Act. Métis Nation peoples lost some 83% of their Red River lots through the Scrip program. The long-term result of such massive dispossession is institutionalized inequality. The colonizer/colonized relationship is by nature an unequal one that benefits the colonizer at the expense of the colonized. (n.p.)" *(Harding, 2018, p.24-25).*

Individual Racism can include face-to-face or covert actions toward a person that intentionally express prejudice, hate, or bias based on race. *https://www.aspeninstitute.org/blog-posts/structural-racism-definition/*

Intersectionality (Intersectional Identities) is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It considers people's overlapping identities and experiences in order to understand the complexity of prejudices they face. *(First coined by Kimberlee Crenshaw)*

Islamophobia can be described as stereotypes, bias or acts of hostility towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia leads to viewing Muslims as a greater security threat on an institutional, systemic and societal level. *http://www.ohrc.on.ca/en/human-rights-and-rental-housing-ontario-background-paper/appendix-glossary-terms*

Racial discrimination, race, racialized groups, and racism: Any distinction, conduct or action, whether intentional or not, but based on a person's race, which has the effect of imposing burdens on an individual or group, not imposed upon others or which withholds or limits access to benefits available to other members of society. Race need only be a factor for racial discrimination to have occurred.

Race is a prohibited ground of discrimination in the Ontario Human Rights Code (the "Code"). The Commission has explained "race" as socially constructed differences among people based on characteristics such as accent or manner of speech, name, clothing, diet, beliefs and practices, leisure preferences, places of origin and so forth. The process of social construction of race is called racialization: "the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life."

Recognizing that race is a social construct, the Commission describes people as "**racialized person" or "racialized** group" instead of the more outdated and inaccurate terms "racial minority", "visible minority", "person of colour", or "non-White."

Racial microaggression can be sub-divided into three categories: 1) *Micro-assaults*: conscious and intentional actions or slurs, such as using racial epithets or displaying swastikas; 2) *Micro-insults*: verbal and non-verbal communications that subtly convey insensitivity and demean a person's racial heritage or identify; 3) *Micro-invalidations*: communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a racialized person. (Derald Wing Sue 2007)

Racism is a wider phenomenon than racial discrimination. While the Code seeks to combat racism through public education and the advancement of human rights, not every manifestation of racism can be dealt with through the current human rights complaint

mechanism and process. Nevertheless, racism plays a major role in fostering racial discrimination.

Racism is an ideology that either directly or indirectly asserts that one group is inherently superior to others. It can be openly displayed in racial jokes and slurs or hate crimes, but it can be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, these are unconsciously held and have become deeply embedded in systems and institutions that have evolved over time. Racism operates at a number of levels, in particular, individual, systemic and societal. *http://www.ohrc.on.ca/en/racial-discrimination-race-and-racism-fact-sheet*

Structural Racism: A system in which public policies, institutional practices, cultural representations and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with 'whiteness' and advantages associated with 'color' to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist. *https://www.aspeninstitute.org/blog-posts/structural-racism-definition/*

Xenophobia: "…attitudes, prejudices and behavior that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity." International Organization for Migration (IOM) and Office of the United Nations High Commissioner for Human Rights (OHCHR) (2001, 2). Oksana Yakushko (2009, 44) notes that the term has historically been used to refer to a fear of outsiders but more recently has been "linked with ethnocentrism, which is characterized by the attitude that one's own group or culture is superior to others." *(World Refugee Council Research Paper No. 5 — September 2018 Xenophobia toward Refugees and Other Forced Migrants by Sarah Deardorff Miller)*

Appendix D

Anti-Racism Working Group: Campus Climate Survey Report

Anti-Racism Working Group: Campus Climate Survey Report

Lead Author: **Erin Huner,** Director of Research, Assessment & Planning, Office of the Associate
Vice-President, Western Student Experience

Kate Schieman, Project Manager, Research, Assessment & Planning, Office of the
Associate Vice President, Western Student Experience

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Vice-President, Western Student Experience

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Executive Summary:

The major findings of this report are:

1) Undergraduate students (38.8%) had the highest response rate of those experiencing racism, followed by Faculty Members (23.8%). Staff members (34.6%) had the highest response rate of observed racism on campus, followed by undergraduates (30.9%).

2) At Western racism is a gendered and intersectional issue.
   When exploring intersectionality and controlling for gender, multiple statistically significant relationships were found. Women of one or more race are statistically more likely to experience racism than not (p < .01). Statistically, Women that identify with one or more race are also more likely to *experience* racism than *observe* racism. Comparatively, Women that identify as not a visible minority are statistically more likely to observe racism than experience it. Men that identify with one or more race are statistically more likely to experience racism than observe racism (p=0.001). However, Men not of a visible minority showed no statistical significance to be more or less likely to experience or observe racism (p=0.09). Thus, experiences of racism, within this dataset, are gendered.

3) At Western the location or the geography of the experience of racism matters.
   Respondents who indicated they experienced racism, most commonly indicated it occurred at multiple locations (54.9%). Examining experiences of racism at discrete location categories (public spaces [12.7%], private spaces [11.3%], departmental meeting [11.3%] and classroom setting [9.9%]) responses were fairly equal across all settings. These finding highlights, that those experiencing racism are often experiencing racism across multiple locations and that the racism isn't more or less likely to happen in one specific location within our campus community.

4) Racism is being perpetrated by peers.
   As we more closely examined the responses by distinct role, both undergraduate students and faculty members present a similar trend in that their experiences of racism are peer-to-peer. For instance, 29.6% of undergraduates indicated they experienced racism via another undergraduate student and 26.3% of faculty indicated they experienced racism from another faculty member.

5) Healing will take two parallel approaches: bearing witness and learning to *practice* equity. First, participants' stories and descriptions of their experiences on campus, in particular for those participants who had experienced personal racism, requires a mechanism for the institution to bear witness to, or formally acknowledge, the *anger*, *frustration*, *confusion*, *disappointment* and *sadness* that those participants described feeling due to their experiences of racism in our campus community. Second, participant descriptions seem to be pointing to the fact that the institution needs to create an educational approach to teaching about Equity, Diversity and Inclusion (EDI) on campus, as *a shared practice*, and not simply as a concept.

Context:

In October 2019, a series of racist online attacks were directed at a Black Western student when she posted comments on social media to voice concerns about her experience of anti-Black racism on campus, including her witness of the use of racist language in the classroom.

These incidents prompted a meeting between President Alan Shepard and members of several ethnocultural student organizations who shared their experiences and views about racism on campus and in the broader community. At the same time, Ethnocultural Support Services, the African Students Association, the Black Students' Association, the Caribbean Students' Organization, the University Students' Council, and the Society of Graduate Students released a joint statement in solidarity. In response, President Shepard consulted with student, faculty and staff groups to get their feedback in constituting a working group that would begin looking at the issue starting in January 2020.

Recognizing that the October 19 incidents were not isolated events but rather examples of a larger problem, the President's Anti-Racism Working Group (ARWG) has been established to better understand Western's campus climate—particularly from the perspective of ethnocultural and racialized groups— and to make recommendations that aim to make Western a safer, more respectful and more equitable environment in which to study, research, work and live.

The ARWG used multiple formats to engage in the process of listening to members of Western's campus community. This report concerns the data collected through an online campus climate survey that was made available to the Western community from March 5-19, 2020. The data collected through the online campus climate survey was analysed by the Office of Research, Assessment & Planning, Western Student Experience. These data and analysis were discussed with the Anti-Racism working group on April 6, 2020, and through that collaborative discussion, the structure for this report was created.

Methodology:

Data Analysis:

A mixed-methods approach to data analysis was employed to analyze the data obtained from the online survey that was part of the data gathering lead by the AWRG. The following three methods were employed to create a comprehensive analysis of the online survey data.

Quantitative Analysis:

Using SPSS, we first coded, then analyzed the relationships between the variables present in the survey data. A paired t-test and chi-square was run to ensure statistical significance or no significance between variables.

Grounded Theory Thematic Analysis:

We did not want to begin our process of making sense of the data with a preconceived idea of what thematic categories might exist in the data. Thus, we utilized grounded theory because this method of analysis moves from data to theory, rather than from theory to data, offering us a method to begin to analyze and understand the themes held within this qualitative dataset. To code the qualitative data in the online survey, we drew on work from Aronson and Charmaz (constant comparative models and grounded theory) in order to thematically code the interview data allowing our team to draw out recurrent themes that began to tell a coherent story about the dataset in its entirety. Two separate members of the research team coded the data independently of one another. Once the coding was complete, they compared and triangulated their emergent themes in order to establish some rigour to the analysis of the data.

Natural Language Processing:

NLP is a computational approach to textual analysis (Jurafsky & Martin, 2009) that is "theoretically motivated [by a wide] range of computational techniques for analyzing and representing naturally occurring texts at one or more levels of linguistic analysis for the purpose of achieving human-like language processing for a range of tasks or applications" (Crowston et al. 2012).

NLP works very effectively to help make-sense of large datasets because the researcher is able to understand the content of the dataset from the ground-up. That is, NLP allows the researcher to build out and map the ways in which patterns of concepts within the data start to develop meaning within the datasets, from the data-up. We are able to understand the data through different data units (words/morphemes; bigrams; trigrams etc.) which allows researchers to empirically test the theories that have emerged from thematic analysis, and coding of the data through our grounded theory approach.

Section 1: Demographics of Participants

Total Number of Responses: 243
Average time to complete survey: 55 minutes
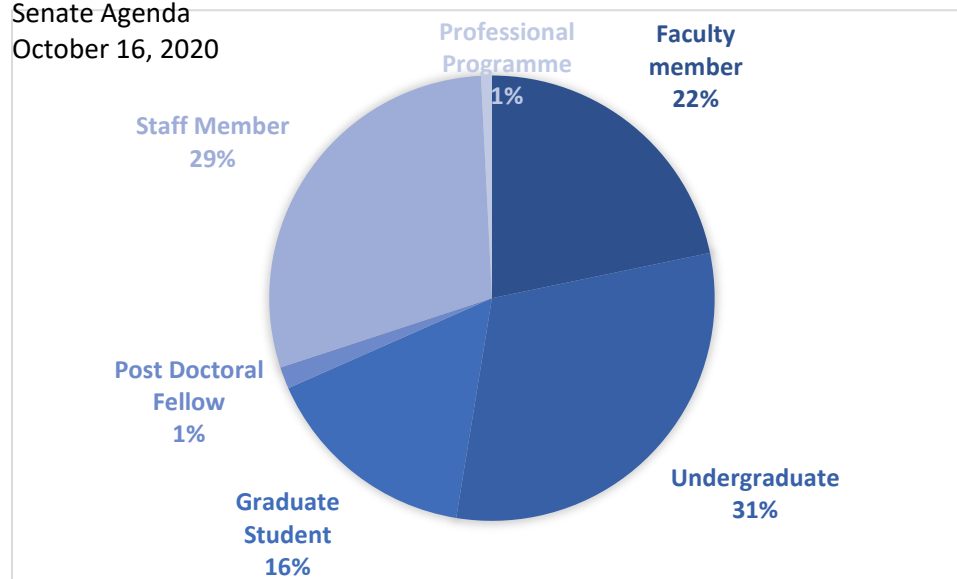
Figure 1 PARTICIPATION BY ROLE TYPE

If we look at participants by role (Figure 1), we see that undergraduate students make up the largest role type, followed by staff members, faculty members, and graduate students. If we co-combine role type between students and faculty/staff, we see that 51% of participants are faculty/staff and 49% of participants are students. Thus, the survey participants parse into almost equal participation percentages when we look at their broad roles within our university community.

Figure 2 PARTICIPATION BY GENDER

It should be noted that for purposes of anonymity, the office of Research, Assessment and Planning WSE, does not report on categories with less than 15 participants. Therefore, the discussion below will only identify with number, where there were more than 15 participants in a given category. Where there were less than 15 participants, <15 will be the attributed number. In this way we are still able to give voice to these participants, without risking de-anonymizing them.

If we look at participants by gender (Figure 2), we see that participants who identify as Women (143) made of up the largest group of participants, followed by participants who identify as Men (88). Participants who identified as non-binary (<15); Gender Fluid (<15); Prefer not to say (<15). When we

parse these two major participant groups by role type, we find that for undergraduate students, the majority of participants identified as Women (59%) with (35%) identifying as Men. For graduate students, (30%) identified as Men, with (65%) identifying as Women. For staff members, (62%) identify as Women, with (22%) identifying as Men. For faculty members, (40%) identify as Women, and (65%) identify as Men.
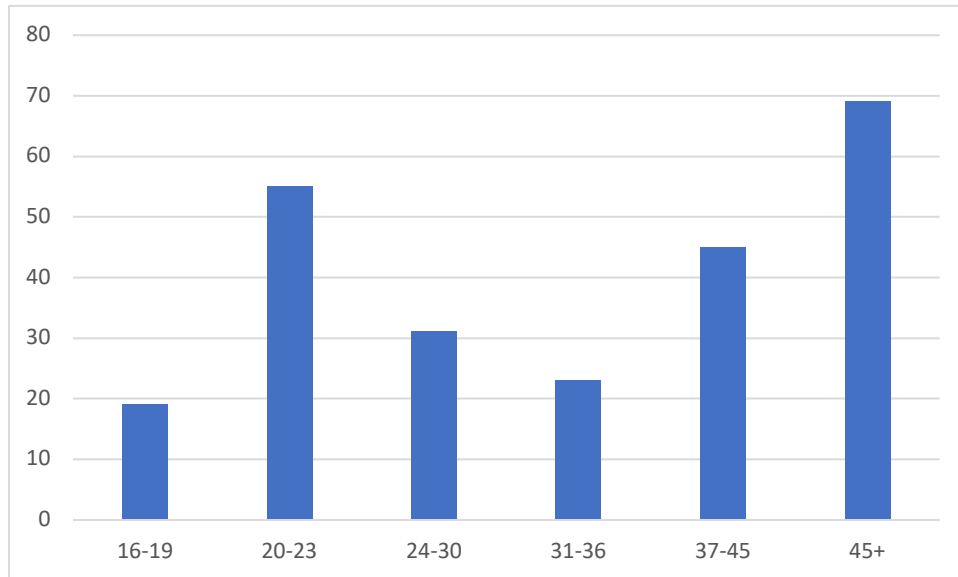
Figure 3 PARTICIPATION BY AGE

When we look at the age ranges of participants (Figure 3), we see the majority age is 45+, followed by 2023.

Participation by ethnocultural/racial group:
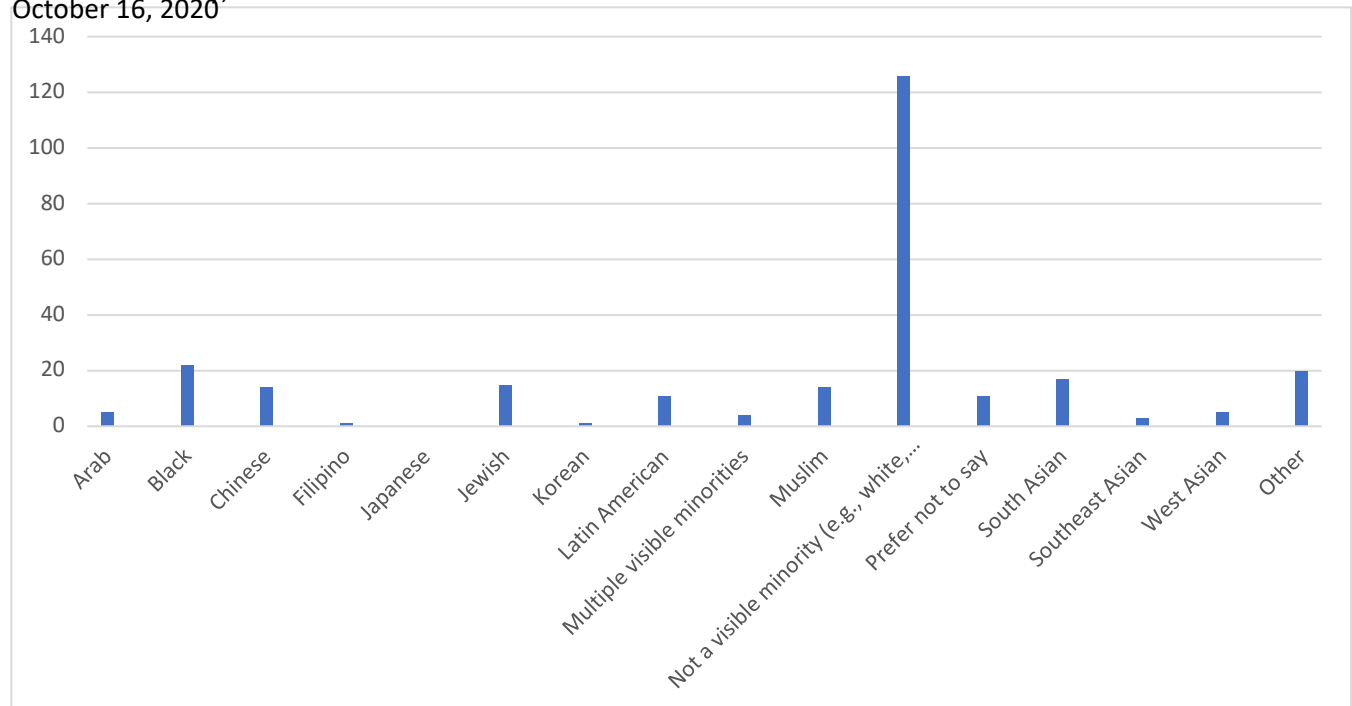
Figure 4 PARTICIPATION BY ETHNOCULTURAL/ RACIAL GROUP

question 4 asked participants to "tell us which group, from the list that follows, you most closely identify with? Choose as many descriptors as you would like, or use the open text box to fill in your preferred way to describe your identity. These descriptors are informed by the Canadian Federal Government Census Standards, and we recognize this list is not exhaustive."
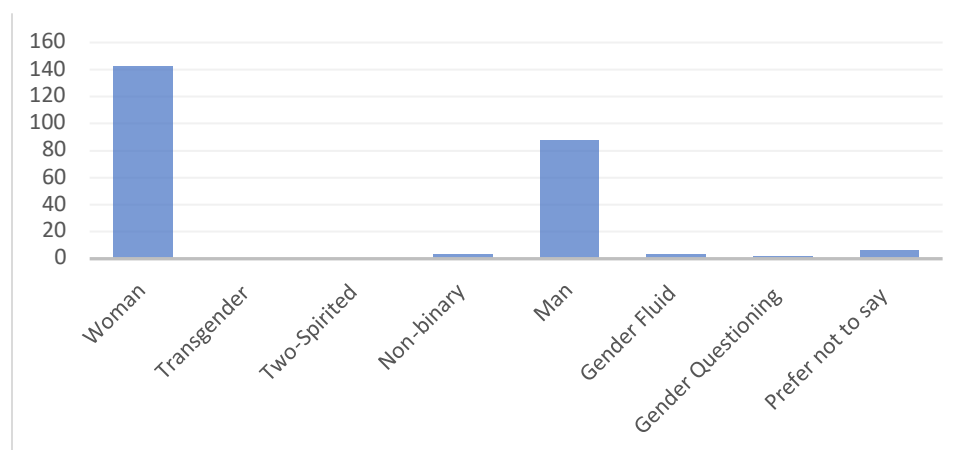
It should be noted that for purposes of anonymity, the office of Research, Assessment and Planning WSE, does not report on categories with less than 15 participants. Therefore, the discussion below will only identify with number, where there were more than 15 participants in a given category. Where there were less than 15 participants, <15 will be the attributed number. In this way we are still able to give voice to these participants, without risking de-anonymizing them.

When we look at the ethnocultural/ racial group of participants (Figure 4), the group with the most responses was *not a visible minority* with (126) responses; followed by *Black* (22), *South Asian* (17); *Jewish* (15), and other, which was a place for participants to input their own identity descriptor (20). Arab, Chinese. Filipino, Korean, Latin American, Muslim, Prefer Not to Say, Southeast Asian and West Asian, all received responses, but with <15 responses in the defined group. Japanese is the only variable that received no responses. If we combine all groups other than not a visible minority together, the total number of responses is (143).

The total number of responses across all groups was 269, which is higher than the total number of survey participants. The reason of this discrepancy is because participants were able to choose as many identifications, and combinations of identifications that they felt described their identity. (28) participants (50% identifying as Men, and 50% identifying as Women) choose 2 or more identities to co-combine to represent themselves within this survey.

Indigenous Identity:

Participants were asked in question 5, if they identified as being Indigenous. 15 participants chose to self-identity as being Indigenous. The Indigenous self-identity question was broken into 5 variables. There were >15 responses per variable in the Indigenous identity question, and therefore each variable cannot be reported on, but we can report that participants chose to identify by indicating *Alternate Indigenous Identity* >15; *Metis* >15; *First Nation* >15 (modal response); and *Native American* >15. 93% of participants who identified as being Indigenous also chose an identity group branched from question 4, resulting in a specific Indigenous self-identity. The majority of this participant group, being comprised of 2 or more identities, identified as Women (60%).

Participation by branching of survey:

The campus climate survey was constructed using a branching design. Question 6 asked participants: *"Thinking about your time at Western, can you please indicate if you have experienced racism while at Western?"* Participants had three branch choices:

- *Yes, they had experienced personal racism*
- *Yes, they had observed racism*
- *No*

Legend:
- Yes, I have had a personal experience of racism at Western.
- Yes, I have observed or been told of another person's experience of racism at Western.
- No
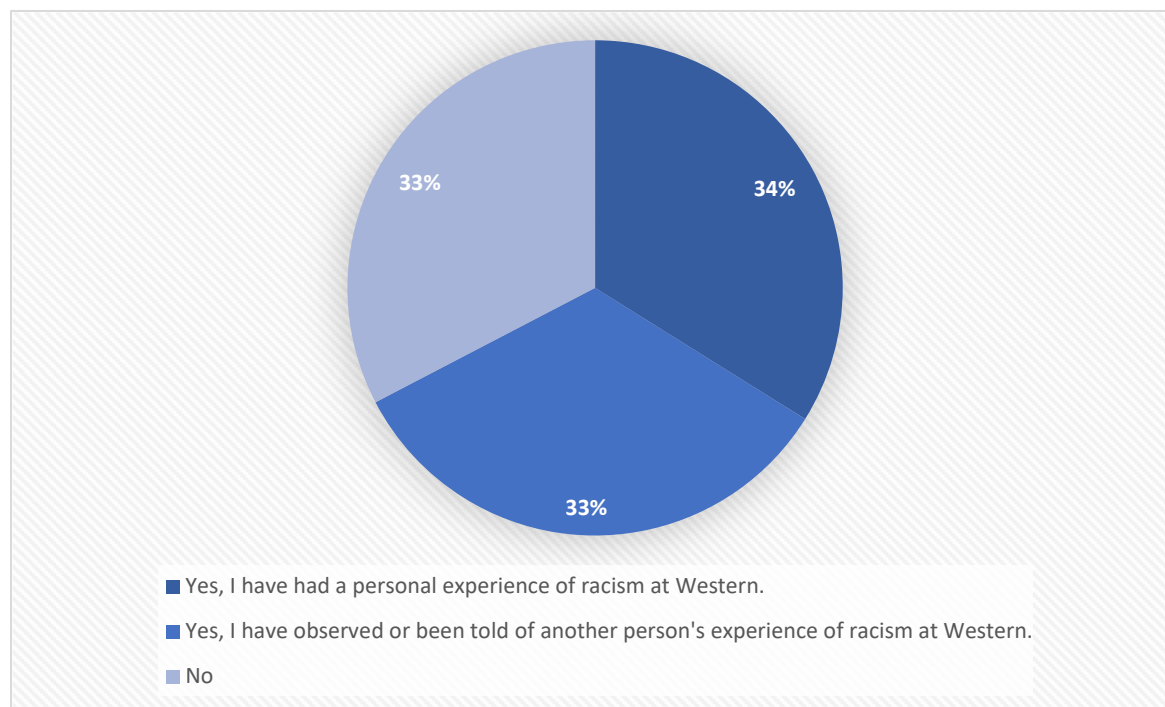
Figure 5 PARTICIPATION BY BRANCHING OF SURVEY

If we look at the results of question 6 (Figure 5), we see that 2/3 of respondents have experienced racism by either personally experiencing racism, or observing racism, with 1/3 of participants indicating that they had not experienced or observed racism. When we examined the gender and identity intersections for each branch of the survey we found the following results:

- *Yes, personal experience of racism:* 41% of participants identified as Men, with 58% of participants identifying as Women. When we further analysed these groups, we found that 38% of participants that identified as Men, also identified with one or more identity group from

question 4 and or 5. Only 3% of participants who identified as Men, also identified themselves as a non-visible minority. 51% of participants who identified as Women, also identified themselves with one or more identity from question 4 and or 5. 9% of participants who identified as Women also identified that they were not a visible minority.

- *Yes, observed experience of racism:* 31% of participants identified as Men, with 69% of participants identifying as Women. With further analysis, we were able to establish that 17% of participants who identified as Men, also identified themselves with one or more identity from question 4 and or 5. 14% of participants who identified as Men, identified themselves as not a visible minority. 23% of participants who identified as Women, also identified their identity with one or more groups from question 4 and or 5. 45% of participants who identified themselves as Women also identified that they were not a visible minority.

- *No experience of racism:* 43% of participants identified as Men, with 57% of participants identifying as Women. With further analysis we were able to establish that 27% of participants who identified as Men, also identified as not a visible minority, with 13% of participants who identified as Men, identifying themselves with one or more groups from question 4 and or 5. 36% of participants who identifies as Women also indicated that they identified as not a visible minority, with 21% of participants who identified as Women, identifying themselves with one or more groups from question 4 and or 5.

Quantitative Analysis:

Because of the robust nature of the dataset, and the number of datapoints available through this dataset, we were able to do a very comprehensive quantitative analysis. Below you will find this analysis broken down by topic area that our team felt was important in order to understand and analyse the relationships between the variables in this dataset.

Status at Western:

Undergraduate students (38.8%) had the highest response rate of those experiencing racism, followed by faculty members (23.8%). Staff members (34.6%) had the highest response rate of observed racism on campus, followed by undergraduates (30.9%).

Based on role at Western, some interesting trends emerged between these groups in relation to experiences of racism. First, the highest response rate and the majority of undergraduate students (n=31) indicated experiencing racism (38.8% of total experienced responses, n=80). The second highest response rate was represented by staff observing racism and never experiencing racism (both n=28). This group showed the opposite trend in response rate when compared to all other roles, with a low percentage indicating they had experienced racism (10% of total experienced racism) and much greater response rate of observed racism and no experience of racism. The third highest response rate by group was
faculty members (n=52). Their distribution of responses across experienced, observed and never/no are equal. 36.5% of faculty members indicated they have experienced racism, 26.9% have observed racism and 36.5% indicated '*no*'. It should be noted that graduate students (n=33) showed an almost identical downwards trend as undergraduates in experiences of racism, with 45.5% indicating they have experienced racism, 30.3% observing racism and 24.2% indicating "no". No comments can be made about professional program students or post-doctoral fellows as their response rate is too low (>15).

These trends highlight an interesting dissimilarity in experiences based on an individual's role at Western. Similar trends are visible with broader groups, such as "students" versus "employees", where students have identified a greater number of lived experiences of racism. This highlights the need for a better understanding of the power dynamics within Western's structure, as well as how one's role at the university and who you interact with daily could impact your experiences of racism.

When controlling only for singular unique locations, two interesting trends emerged within two separate roles. Graduate students indicated that they observe racism equally in private, public and classroom settings (30% per setting). Faculty members indicate that 44.4% of observed racism occurs in a departmental meeting. This supports our finding that faculty indicate most commonly they observe racism as peer-to-peer, from another faculty member. This group accounts for 72.7% of the total responses indicating a departmental meeting was the location of the experienced or observed racism.

Intersectionality – based on identity:

This section of our analysis explores experiences of racism in relation to how a respondent identifies their race or ethnocultural group through their response to questions 4 and 5 in the survey, along with their gender identification. 58.8% of respondents who indicated they *experienced racism* identified as one visible minority available to choose from in question 5, and 17.5% identified as two or more visible minorities. 66.7% of respondents indicated that they have *observed racism* identified as not a visible minority. Similarly, 66.3% of respondents who *have not experienced or observed racism* identified as not a visible minority. Only 23.8% of respondents indicating they identify as one or more visible minorities indicated *they have not experienced or observed racism*. Of the 101 respondents who identified with more than one visible minority, 81.2% have *experienced* or *observed* racism. Of the 119 respondents who identified as not a visible minority, 45.4% have *observed* and 44.5% *have not experienced or observed racism*.

Frequency of conversations:

In terms of frequency of conversations, 37.7% respondents who indicated they have experienced racism have '*very frequent*' conversations about racism. However, within that group, 37.5% indicate they '*infrequently*' have conversations about racism. Respondents who indicated they have observed racism had a greater range in responses regarding their frequency of conversations around racism. Most indicated they '*moderately*' have conversations about racism (30.8%). 41.0% 'very frequently' or 'frequently' have conversations about racism and 28.2% indicated they 'infrequently' or 'never' have conversations about racism.

Location of Racism:

Respondents who indicated they experienced racism, most commonly indicated it occurred at multiple locations (54.9%). Examining experiences of racism at discrete location categories (public spaces [12.7%], private spaces [11.3%], departmental meetings [11.3%] and classroom settings [9.9%]) responses were fairly equal across all settings. These findings highlight that those experiencing racism are often experiencing racism across multiple locations and that the racism isn't more or less likely to happen in one specific location within our campus community.

Unlike respondents who experienced racism, respondents that indicated that they observed acts of racism, identified that the racism was most commonly observed in multiple locations (38.4%) as well as in public spaces (37.0%).

Perpetrators of Racism:

Respondents who indicated they have experienced racism indicated that no specific group committed the act of racism, but that most commonly multiple groups have committed acts of racism against them (57.8%). When exploring the discrete categories, undergraduate students (13.2%) and faculty members (13.2%) were the two groups with the highest response of experiences of racism. Of the 13.2% who identified the racism was experienced from an undergraduate, 80% of that racism was peer-to-peer. Those experiencing racism from a faculty member could not be specifically defined by any role at Western.

Respondents who indicated they had observed racism only indicated that it had been from multiple groups (100%).

Both groups of respondents who indicated that they experienced (39.5%) or observed (53.4%) racism most commonly indicated that it was from one perpetrator. 60.5% of those who experienced racism indicated it was 2 or more perpetrators and 18.4% indicated it was more than 4 perpetrators. Only 11% of observed racism was indicated to have come from more than 4 perpetrators.

Help Seeking:

An interesting trend emerged with respect to help seeking. Across those who indicated they experienced or observed racism, whether or not they sought help was fairly similar. 58.4% who experienced racism *'did not seek help'* and 41.6% *'did seek help'* through a variety of the channels. The difference between those who did and did not seek help is only 10 respondents. An almost identical but inverse trend occurred in those who observed racism, with more respondents indicating they *'did not seek help'* (46.25%) versus *'did seek help'* (53.75%). However, the difference between the two groups is only 14 responses.

Analysis of responses from participants who *Experienced Racism* –

In this section of our analysis we sought to understand if experiences of racism differ based on gender, intersectionality and role at the university:

Gender:

Men and Women most commonly indicated that their perpetrator was multiple people and couldn't be defined by one specific role at the university. Men (37.9%) and Women (45.23%) indicated most commonly that they experienced racism from one perpetrator. Additionally, Men and Women have a clustering of responses indicating two (Men: 24.1%; Women: 26.2%) and 3 perpetrators (Men: 10.3%; Women: 21.4%). Regardless of gender, few respondents (18.4%) indicated more than 4 perpetrators. More than half of Men and Women indicated that their experiences of racism occurred at multiple locations (i.e., greater than one location indicated). Specifically, both Men and Women most commonly indicated two spaces. None of the four specific categories (private, public, departmental meeting or classroom setting) was indicated as the most common location for racism to occur. The number of responses differed only by one or two participants between each location. Those who experienced

racism most commonly *'did not seek help'*. Women most commonly indicated they *'did not seek help'* (30.4%) with 23.9% seeking help from a friend. Men also most commonly *'did not seek help'* (57.7%) with the other 42.3% of Men seeking help from a variety of other supports.

Intersectionality:

The following section will explore the data as it relates to respondents who identified as one or more visible minorities.

This group indicated that they most commonly experienced racism from multiple groups (55.9%). Undergraduate students and faculty members were the two distinct groups most commonly identified as the perpetrators. Experiencing racism in multiple locations was most commonly identified (44.4%). More specifically, two (25.9%) and three places (25.9%) were indicated as the most common number of places an individual experienced racism. When place was examined as distinct categories, public, private and classroom spaces had equal response rates (13%) as the most common location individuals experienced racism. Most commonly this group did not seek help (42.1%) and 22.8% sought help from a friend. An interesting trend emerged in this group, as they represent 87.5% of the total respondents who indicated they sought help from university support staff after experiencing racism.

Role at the University:

Regardless of their indicated role at the university, respondents most commonly indicated they experienced racism from multiple perpetrators and at multiple locations.

As we more closely examined the responses by distinct role, both undergraduate students and faculty members present a similar trend in that their experiences of racism are peer-to-peer. For instance, 29.6% of undergraduates indicated they experienced racism via another undergraduate student and 26.3% of faculty indicated they experienced racism from another faculty member.
All roles at Western, except for faculty members, most commonly indicated that their experience of racism came from one perpetrator. However, faculty members most commonly indicated that the majority of their experiences of racism had come from two perpetrators.

Another similar trend only seen within the undergraduate students and faculty members is in the distribution of the number of perpetrators. All other roles (graduate, post-doctoral, professional program, staff and multiple roles) had more than 50% of their respondents indicating one perpetrator committed the act of racism towards them. Undergraduates indicated that the majority of their racist experiences had been committed by more than one perpetrator, with 55.5% indicating 2 to 5 perpetrators. Similarly, 52.6% of faculty members indicated 2 to 5 perpetrators.

Lastly, regardless of their role at the university, respondents who had experienced racism indicated most commonly that it occurred at multiple locations. An interesting difference emerges when the location of the experiences of racism is examined only as distinct categories (i.e. the most common location aside from multiple locations). Undergraduates indicated most commonly that 40% of their experiences of racism occurred in a private setting. While most commonly, 33.3% of faculty members indicated their experiences of racism occurred in a departmental meeting. No other roles at Western showed similar trends within the distinct categories of locations that racism was experienced in.

When exploring the number of locations racism was experienced graduate students, staff, faculty or multiple roles show a similar trend in that their experiences occurred at multiple locations. However,

undergraduate students show a spike in responses (40%) of experiencing racism at 3 locations (i.e. either a public, private, classroom or departmental meeting). Of those who indicated they have experienced racism across all 4 spaces, faculty members represent 100% of that group.

In terms of seeking help, a similar trend was visible across all roles at western, with respondents most commonly indicating they did not seek help. 29.3% of students (undergraduates and graduates) sought help from a friend. Faculty members were more likely to seek help from a colleague (21.0%) than a friend (10.5%).

Analysis of responses from participants who *Observed Racism* –

Understanding experiences as they differ based on gender, intersectionality and role at the university:

Gender:

Women most commonly indicated that the perpetrator of the observed racism was multiple people and couldn't be defined by one specific role at the university. Similarly, Men who observed racism identified that the perpetrator couldn't be defined by one specific role at the university, yet 63.3% indicated the observed racism was committed by one perpetrator.

Women indicated a greater range in the number of perpetrators than Men. No Men indicated observing racism perpetrated by more than 4 individuals. However, 15.2% of Women indicated observing 4 or more perpetrators.

Similar findings in the location of observed racism presented themselves for both Men and Women. Most commonly, Men and Women indicated multiple locations and public spaces to be the most common location of observed racism. The findings are almost identical, with Women indicating multiple spaces 38.3% and public spaces 36.2%. 42.8% of Men indicated multiple spaces and 38.1% in public spaces. Although both Men and Women indicated less frequently that they observed racism in private spaces and departmental meetings, the findings were consistent between the two groups. However, there was a large discrepancy between genders indicating a classroom setting; 17.0% of Women indicating observing racism there while >1% of Men did. We can conclude that racism is visible across multiple locations, bystanders to racism are often observing these acts in public space.

The majority of Men (56.5%) and Women (51.9%) did not seek help after their observation(s) of racism. Seeking help from a friend was common in both Men (21.7%) and Women (19.2%). 19.2% of Women sought help from university employees collectively (i.e., university support staff, colleague, faculty). Less than 1% of Men indicating seeking help from any one of the following: work supervisor (>1%), university support staff (0%), a colleague (>1%) or a faculty member (0%).
50% of Women indicated they are often having conversations ('*very frequently*' and '*frequently*') about racism than Men (17.4%). Majority (47.8%) of Men indicated having conversations about racism moderately. One fourth of Women indicated infrequently or never having conversations about racism, and 34.7% of Men indicated the same.

Intersectionality:

The following section will explore the data as it relates to respondents who identified as one or more visible minorities.

This group indicated that they most commonly observed one perpetrator committing the act of racism (63.2%). No distinct perpetrator was identified to have committed the act of observed racism. 42.2% of respondents indicated their observation(s) of racism have occurred at multiple locations. When place was examined as distinct categories, public and classroom spaces had equal response rates (26.3%) as the most common specific location respondents observed racism.

The majority of individuals indicated they did not seek help (60%) after observing racism and 35% sought help from a friend. This finding reveals a concerning reality that less than 5% of individuals who identified with one or more identity sought help from any other support(s) from individuals involved with the university or the on-campus resources available. This is an important finding, considering that individuals who experienced racism and identified with one or more identity were the majority of respondents who sought help from individuals within the university or formal resources. There was a very clear divergence within this group in relation to their indicated frequency of conversations about racism. 'Very frequently' and 'infrequently' were both indicated by 35% of the group. Therefore, those of a visible minority who witness racism are not more or less likely to discuss racism.

Role at the University:

Regardless of their indicated role at the university, respondents only indicated they observed racism from multiple perpetrators and at multiple locations.
As we more closely examine the responses by distinct role, no respondent specifically observed one role commit the act of racism.

All roles at the university, except for staff, indicated that they observed racism most often in one location. The responses from staff were almost split exactly in indicating one location (48%) and more than one location (52%). Staff members indicated that 48.1% of observed racism occurred in a public space. Although it wasn't the majority, 30% of undergraduate students also specifically indicated a public space to be the location of their observed racism.

Not seeking help was the majority response across all role at Western, except for Staff members (46.4%). Undergraduate students' response rate to seeking help from a friend(s) was a close second in source of help (5.8%). 28.8% of staff and 21.4% of faculty indicated some form of Western employee to be their source of help (work supervisor, university support staff, colleague or faculty member).

Undergraduate students, graduate students and faculty members showed a consistent range in their responses regarding their frequency of conversations. Staff members most commonly indicated they moderately discuss racism (42.8%). Faculty members were the only group who had a majority indicate they have '*very frequent*' conversations about racism (30.7%). Undergraduates had the highest '*infrequent*' conversations response rate based on role at the university (34.8%).

Exploring Statistical Relationships associated with Experiences of Racism

Understanding intersectionality and experiences of racism:

This analysis aimed to examine the relationship between race and identified experiences of racism. The relationship between race and experiences of racism was significant ($p < .01$). Individuals who identify with one or more race are more likely than non-visible minorities to *experience* racism. When examining observations of racism and those who identify as not a visible minority, there is a significant relationship between the two. Non-visible minorities are more likely than visible minorities to observe racism ($p < .01$). When exploring intersectionality and controlling for gender, multiple statistically significant relationships were found. Women of one or more race are statistically more likely to experience racism than not ($p < .01$) Statistically, Women that identify with one or more race are also more likely to *experience* racism than *observe* racism. Comparatively, Women that identify as not a visible minority are statistically more likely to observe racism than experience it. Respondents identifying as Men showed similar trends. Men of one or more race are statistically more likely to experience racism than not ($p < .01$). Men that identify with one or more race are statistically more likely to experience racism than observe racism (p=0.001). However, Men not of a visible minority showed no statistical significance to be likely to experience or observe racism (p=0.09). Thus, experiences of racism, within this dataset, are gendered, with Women, who identify as one or more visible minority being statistically more likely to experience racism than any other group within the dataset.

Relations to Frequency of Conversations:

No statistical relationship was found between experiences of racism and frequency of conversation. Specifically, the analysis found no correlation between respondents that had experienced (n=77) or observed racism (n=78) to those who had not and the frequency of conversations about racism. Similarly, there was no statistically significant difference in the frequency of conversations when comparing respondents that indicated they observed racism to those who had experienced (p=0.12). Therefore, a person's lived experiences have no statistical correlation to their frequency of conversations about racism.

When controlling for gender, no statistically significant relationships emerged. Therefore, a person's lived experiences have no statistical correlation to their frequency of conversations about racism even with consideration for their gender, within this dataset. Lastly, we explored the relationship between frequency of conversations and role at the university (i.e., employee of Western versus student at Western) while controlling for race. There was no statistical relationship between frequency of conversation and role and furthermore, no statistical relationship when controlling for visible minorities. Regardless of statistical significance, a few important trends emerged during further exploration of the frequency of conversations and the differences. Respondents who have experienced racism showed a greater polarization in their frequency of conversations about racism than respondents who have observed racism. 42.9% of respondents who have experienced racism indicated they have '*very frequent*' to '*frequent*' conversations, compared to 32% of respondents who have observed racism. Similarly, 40.3% of respondents who have experienced racism indicated having '*less frequent*' or '*never*' having conversations compared to only 28.2% of respondents who have observed racism. Unlike respondents who have experienced racism, the collective majority (30.8%) of respondents who have observed racism indicated '*moderate*' conversations about racism. Only 16.9% of respondents who had experienced racism indicated 'moderate' conversations. Therefore, we can understand that the frequency of conversations is independent of lived experience, whether personally experienced or observed racism, an individual's likelihood of having conversations about racism does not correlate their experiences of racism.

Location and Perpetrator:

Overall, there was a significant relationship between the number of locations a respondent indicated that racism occurred (experienced or observed) and the number of perpetrators (p=0.001). When examining this relationship based on experienced or observed racism, there was a significant relationship between the number of locations and the number of perpetrators for those who had experienced racism (p=0.001).

When controlling for gender and intersectionality, we found a significant relationship between number of locations and perpetrators but only for Men who identified with one or more race and experienced racism (p=0.002). There was no significant relation for Women of the same group (p=0.173). Controlling for role at the university, there was no significant relation between number of location and number of perpetrators in those who have experienced racism

Qualitative Analysis:

Analysis of branch 1: "*Yes, Personal experience of racism*"

Participants were asked to: *please describe your personal experience of racism? Understanding that racism can take many forms, please provide as much information as you feel necessary to describe your lived experience*. The following 10 emergent themes were found within the dataset using a grounded theory approach (in no specific order).

1. Experiencing racial or derogatory slurs
2. Perpetuation of negative racial, ethnocultural or religious stereotypes
3. Credentialing from non-North American institutions not taken seriously; having to justify professional qualification and expertise
4. Perception that peers bear witness to, but fail to address racism as it is happening
5. Experiencing micro-aggressions
6. The use of the '*n-word*'
7. Offending white faculty or colleagues when expressing professional opinions
8. Being mocked for having an accent
9. Being asked to participate on campus committees or grants as the multicultural representative, but not because of skills or expertise
10. Racism through religious persecution and assumptions: primarily described as anti-islamophobia

Participants were then asked to: *Please tell us 5 words that describe you felt after this personal experience of racism*. The top words in order of frequency were:

- Angry
- Frustrated
- Confused
- Disappointed
- Sad
- Humiliated/Embarrassed
- Attached
- Inferior/Worthless
- Isolated/Not belonging/Excluded

Analysis of branch 2: *"Yes, observed experience of racism"*

Participants were asked to: *please describe your observed experience of racism? Understanding that racism can take many forms, please provide as much information as you feel necessary to describe your lived experience*. The following 9 emergent themes were found within the dataset using a grounded theory approach (in no specific order):

1. Microaggressions
2. Perpetuation of negative stereotypes about some one's race, religion or ethnicity
3. Visible minority students receiving lower grades than their non-visible minority peers
4. Professors not knowing how to address racist comments or behaviours in class
5. The use of the *'n-word'*
6. Social or professional isolation and exclusion
7. Racial slurs, jokes or behaviours said as part of jokes amongst friend or social groups
8. Xenophobia during the COVID-19 outbreak
9. Seeing racialized graffiti or drawings on campus

Participants were then asked to: *Please tell us 5 words that describe how you felt after this observed experience of racism.* The top words in order of frequency were:

- Shocked
- Sad
- Ashamed
- Uncomfortable
- Disappointed
- Angry
- Frustrated
- Confused

- Surprised

Personal Experience of Racism	Observed Experience of Racism
Angry	Shocked
Frustrated	**Sad**
Confused	Ashamed
Disappointed	Uncomfortable
Sad	**Disappointed**
Humiliated/Embarrassed	**Angry**
Attached	**Frustrated**
Inferior/Worthless	**Confused**
Isolated/Not belonging/Excluded	Surprised

Figure 6 COMPARISON OF TOP WORDS

If we analyse the top words between personal experiences of racism, and observed experiences of racism (Figure 6), we see that 5 of 9 words are common between these two groups. The position of these words is different across these two groups, which most likely indicates the ways in which personal racism and observed racism are experienced differently, and have different types of consequences for the individual in each of these types of racist experiences. This finding might be important when the

University considers what types of preventative interventions are required on our campus. That is, we might consider as a community what type of interventions are needed to redress and bear witness to individuals who have experienced racism, and what types of interventions are required for observers of racism based on the ways in which participants have described the way in which they felt after their experience of racism within our campus community.

Analysis of branch 3: No experience of racism

Participants were asked the following question: *You indicated that you have not experienced racism at Western. Can you please tell us what features of our campus community have contributed to not experiencing racism at Western? Can you please tell us what features of our campus community have contributed to not experiencing racism?* The following 6 emergent themes were found within the dataset (in no specific order):

1. Awareness that privilege plays a role in why the participant perceives there is no racism
2. Based on personal experience of being part of the Western community there is no racism
3. Belief that Western is welcoming
4. Representation of diverse/multicultural students, staff and faculty; Promotional material/news stories are inclusive
5. Western is an inclusive community where people are open and accepting of others
6. Racism is not tolerated at Western

Analysis of Help Seeking Behaviour:

Questions 22-25 of the survey asked questions about help seeking behavior after an individual had either personally experienced racism or had observed racism within our campus community.

Questions 22 and 23 focused on asking about experiences of participants who had sought support after experiencing racism, either personally or observed. The following 4 emergent themes were found within the dataset using a grounded theory approach (in no specific order):

1. Thought the incident was too insignificant to be deemed relevant or worthy of reporting
2. Told to ignore the comments and move on; Avoidance behaviours from supervisors
3. Western is not a safe place to share an experience of racism; Not a community understanding of racism and its multiple forms
4. Not a central office or resource to access when experiencing acts of racism/decentralized and not a community priority

When participants were asked to describe the 5 words that best describe their experience of seeking help or support at Western the following 6 words emerged as the top words in order of frequency:
- Frustrated
- Helpless/Useless
- Supportive
- Better
- Scared

Questions 24 and 25 were focused on better understanding why participants did not seek help or support after experiencing racism within our campus community. The following 10 emergent themes were found in the dataset using a grounded theory approach (in no specific order):

1. Worry over being victimized on campus and receiving social judgement; Worry not trusting of systems
2. Concern over losing their job
3. Moved past it on their own or didn't require support
4. Unsure who to trust or where to go on campus for support
5. Assume changes will not be made even if they seek support and share their story
6. No clear system in place; Will my report change anything? High level of risk involved in reporting
7. Not clear how to report as an ally or a person who observed racism.
8. Feel as though racism is not a priority of the institution/ Not a centralized process; Not a priority; Not a clear set of community guidelines.
9. Difficult to prove their experience
10. No guidelines or policies in place

If we look at the responses across questions 22-25, regardless of whether a participant sought support or chose not to seek support, there are common themes that emerge around perceived safety of reporting incidents of racism and uncertainty about whether or not there is a central or formal policy regarding racist behavior on campus.

Analysis of concerns about, and institutional response to, racism at Western:

In question 26, participants were asked to: *Think about our current campus community, and please identify and describe your top 3 concerns about racism at Western*. From our grounded theory coding of the data, the following 9 themes emerged.

1. Western promotes diversity and inclusion but does not act upon it; Promotes the idea of EDI, but does not do the structural work to implement EDI
2. Lack of opportunities for visible minorities in faculty, staff and leadership positions; No obvious supports in place for VM staff/faculty to pursue leadership on campus.
3. Limited EDI/sensitivity/cultural competency training for students, staff and faculty; No mandated training for staff/faculty/students; We need community level consistent training
4. Passive racism, microaggressions and perpetuation of stereotypes are normalized on campus; Training needs to be created that identifies and describes all the ways in which racism works from subtle forms to overt forms.
5. Fear of reporting acts of racism because it feels as though the university will not respond effectively; Fear and mistrust of any type of consistent and clear reporting mechanisms
6. Not feeling safe on campus
7. Limited accountability for those who commit acts of racism - educational sanctions? How do we learn through this process?
8. Feeling of exclusion and lack of belonging due to race
9. Lack of diversity and inclusion at Western ruining the institution's reputation; Community level problem requires a community level solution.

What is clear from these emergent themes, is that for the survey participants, accountability on the part of the institution is critical. As well, this accountability needs to be stream-lined through a clear and consistent approach to EDI policy and EDI prevention work.

In question 27, participants were asked to: *think about our current campus community, and please identify and describe 3 ways you would respond to racism at Western*. From our grounded theory analysis, the following 7 themes emerged across the dataset:

1. Clear policies on response to acts of racism and accountability for those who violate the policy; Clear and consistent training and reporting mechanisms need to be built.
2. Provide information on appropriate supports and services available to students who experienced acts of racism; Supports and services needed for students and staff/faculty who have experienced racism especially when it is peer to peer
3. Raise awareness through social media campaigns and communication
4. Infuse EDI into university policies; EDI lens needed
5. Recruit and retain diverse people in faculty and leadership positions/ EDI recruitment; need to expand credentialing; need to expand where and how we advertise for recruitment.
6. Cultural sensitivity/anti-oppression/EDI training for students, TAs, staff and faculty; Mandatory and consistent EDI training for everyone in the campus community
7. Address inappropriate comments made by community members

The emergent themes in question 27 mirror many of the top concerns that participants described in question 26. That is, again in question 27 participants want a clear and consistent response by the institution when racism occurs on campus, and that this response needs to occur in parallel with the creation of well recognized and accessible EDI policy and EDI prevention work.

Analysis of descriptions of the qualities of a safe and inclusive campus community:

In the final question of the survey panel, we framed a question as future thinking. In question 28, participants were asked to: *think about the future, and please tell us what a safe and inclusive campus community feels like. What attributes does this community have? How do people behave in this community?* 10 themes emerged from our qualitative analysis of the data for this question: 1. Feel safe reporting acts of racism and receive assurance the concerns will be addressed appropriately

2. A campus that promotes learning and growth.
3. Clear accountability and appropriate outcomes for actions; Accountable and relational anti-oppressive practice for all community members.
4. Educating all members of the campus community on cultural sensitivity/anti-oppression/EDI
5. Increase representation on campus across students, staff, faculty and leadership; Create supports to allow for structural change on campus
6. Promoting cultural events and ensuring they are visible within the campus community; Free exchange and celebration of cultures on campus without fear
7. Creating specific support programs and offices for marginalized people
8. A zero-tolerance policy for racism on campus
9. Do something, see something approach and training.
10. Emphasis on the importance of engaging in difficult, deep and empathetic dialogue about challenging topics / Brave conversations. Open conversations to allow for growth and healing.

As we discussed the emergent themes from question 28, against questions 27 and 26, as well as the findings from the data related to participant's experiences of personal or observed racism, we saw 2 broader themes emerge. First, we believe the participant's stories and descriptions of their experiences on campus, in particular for those participants who had experienced personal racism, requires a mechanism for the institution to bear witness to, or formally acknowledge, the *anger*, *frustration*, *confusion*, *disappointment* and *sadness* that those participants described feeling due to their experiences of racism in our campus community. Second, the descriptions in questions 27 and 28, when read against the descriptions of racist incidents, seems to be pointing to the fact that the institution needs to create an educational approach to teaching about EDI on campus, as *a practice*, and not a concept. That is, what types of prevention work can we create and systematically make available to our community that teaches about Equity as a lived practice in one's daily life, rather than a static and abstracted concept? The descriptive data and emergent themes in question 28 seem to be indicating that a meaningful institutional response would be made up of two parallel features: first, the acknowledgement of the racism that has occurred and is occurring within our campus community, and second, an approach to EDI prevention and education that focuses on ensuring that equity is understood as a practice.

A place to begin conversations about what the creation of EDI prevention and education interventions look like, that support the *practice* of equity, rather than the concept of equity, might begin by utilizing an appreciative inquiry model. The literature supports that engaging community in consultation based upon consensus-based values, rather than specific goals, policies or outcomes, results in lowered conflict, and increased collaboration within community engagement (Dervin (1998), Zhang & Soergel (2014), Coghlan et al. (2003), O'Sullivan & O'Sullivan (1998), Casteldon et al. (2012), Ball & Jaynst (2008). The literature also supports, that if the end goal of consultation is the creation of policy or process frameworks, starting with consensus-based values results in more collaborative, respectful and relevant conversations amongst community members (Casteldon et al. (2012b), Kirkness & Barnhardt (1991), Ermine (2007), Harding (1993, 2004) Minkler & Wallerstein (2008). The respect and trust built from utilizing Appreciative Inquiry, Participatory Action Research and Community Based Participatory Research methods ultimately leads to more robust policy, strategic planning, and organizational frameworks that are more resonant with community members, as the core values that underscore the creation of the policy, strategic plan, and organizational framework resonates with the larger group, both individually, and collectively.

Appreciative Inquiry works in the imagined space of possibility- and in so doing, allows conversations about difficult and painful topics to be transformational and generative, rather than divisive and disenfranchising, because "*Appreciative Inquiry accepts these realities for what they are- areas in need of conversations and transformation….but Appreciative Inquiry intentionally shifts the focus of the inquiry and intervention to those realities that are sources of vitality* (Banga, 1998)." Appreciative Inquiry will only be useful as a tool if there are parallel responses provided to the community that acknowledge the racism that has existed and persists within our campus community.

At its best, Appreciative Inquiry is a process of inquiry that asks people to imagine themselves and their organization in its best state- asking "*what gives "life" to a living system when it is most alive, most effective, most constructively capable in economic, social, political and ecological terms*" (Cooperrider &Whitney, (2005), Cooperrider, (2017). In Appreciative Inquiry, the usual task of "*problem solving*," which is most often: linear, static and backward facing, motivated by negation, criticism, and spiraling diagnosis- shifts to empowerment. This shift occurs through the generative power of future thinking. The power of future thinking stems from the imagined space- which is constructed utilizing collective and individual dreams, discovery and design.

Appreciative Inquiry intentionally and systematically designs engagement sessions that focus on the behaviors and values we want to practice in our lives, and is "*grounded in participants' actual lived experience: they walk away with a sense of commitment, confidence and affirmation that they have been successful*"; seeing one's self not only in the imagined space of possibility, but as actively building

this space of possibility is incredibly empowering (Coghlan et.al, 2003). Participants also learn, through the process of engagement with their peers how to "*make future moments of success,*" based on a shared set of values and behaviours that support these values.

Natural Language Processing Analysis:

Our team utilizes Natural Language Processing (NLP) analysis as a means of triangulating the findings we uncovered in our grounded theory qualitative analysis. In this way, we are able to add an extra layer of rigour to our qualitative analysis.

General Information about the qualitative dataset:

Total number of words (8 open-ended questions+ 4 (enter 5 words questions)): 46007
Total number of words (just 8 open-ended questions): 44606
Total number of unique words (12 questions): 4297

The findings of the general quality of the dataset tells us important information about the dataset: there is a great difference between the total number of words (44606) and the number of unique words (4297). The total number of words contains all words, whereas the unique word count only tells us single substantiations of words, not their frequency. Our team has begun to establish across a number of studies that when there is a big discrepancy between total number of words and unique words, as there is in this dataset, we can be confident that participants are talking about the same topics because they are using a small group of words and repeating them. This finding substantiates that the emergent themes we were able to find through our qualitative analysis were probable, in that the participants were using similar words across the dataset.

Fifty most used nouns and verbs (12 questions):

Below is a list of the 50 most frequently used words in the dataset. This analysis is useful to give us a sense of what participants are talking about. Here we see congruence with the emergent themes across our qualitative
analysis.

[('student', 447),
 ('people', 370),
 ('racism', 361),
 ('western', 217),
 ('faculty', 206),
 ('campus', 180),
 ('racist', 177),
 ('white', 167),
 ('would', 157),
 ('feel', 141),
 ('one', 135),
 ('community', 134),
 ('staff', 131),
 ('like', 123),
 ('member', 120),
 ('experience', 119),
 ('university', 106),

('professor', 104),
('need', 97),
('minority', 90),
('group', 88),
('make', 85),
('race', 80),
('think', 79),
('support', 78),
('time', 76),
('work', 76),
('even', 73),
('know', 73),
('diversity', 72),
('way', 72),
('safe', 71),
('issue', 69),
('person', 68),

('anti', 68),
('help', 67),
('individual', 64),
('many', 64),
('say', 63),
('place', 63),
('word', 63),
('class', 61),
('comment', 60),
('friend', 60),
('told', 60),
('year', 59),
('department', 55),
('colleague', 55),
('culture', 55),
('conversation',55)]

NLP Analysis by experience (five words on experience), by identified role:

We wanted to conduct a deeper analysis of the 5 words participants were asked to describe both their experiences of personal and observed racism. We saw a distinct difference in our qualitative analysis about the ranking of 5 common words that were used to describe both observed and personally experienced racism. We wanted to see if that difference emerged when we parsed participants by role and gender. We have uncovered that there is even greater distinction when we parse by role and gender. Below, our findings demonstrate that not a single category of role+gender had the same expression of frequency or position of text.

The findings below support our conclusion that responses to, and EDI prevention education must be nuanced in order to address the very different ways in which our university community members experience racism, and observe racism, and that experiences of racism on our campus are mediated by intersection.

1.0 Experience of Personal Racism: 5 words:

1.1 Experienced; (woman undergraduate)
[('frustrated', 5), ('sad', 4), ('disappointed', 4), ('angry', 3), ('hurt', 3), ('unimpressed', 2), ('scared', 2), ('atta cked', 2), ('alone', 2), ('upset', 2), ('annoyed', 2), ('defeated', 1), ('anymore', 1), ('five', 1), ('numb', 1), ('shitt y', 1), ('never', 1), ('traumatized', 1), ('bad', 1), ('shamed', 1), ('helpless', 1), ('like', 1), ('indifferent', 1), ('wor d', 1), ('exhausted', 1)]

1.2 Experienced; (man undergraduate)
[('disappointed', 3), ('sad', 2), ('angry', 2), ('unappreciated', 2), ('bad', 1), ('excluded', 1), ('offended', 1), ('di smissed', 1), ('animus', 1), ('live', 1), ('somewhat', 1), ('outraged', 1), ('fine', 1), ('cultural', 1), ('powerless', 1
), ('marxism', 1), ('ashamed', 1), ('happy', 1), ('initially', 1), ('ignorance', 1), ('unrecognized', 1), ('indifferent'
, 1), ('racist', 1), ('undignified', 1), ('intersectionality', 1)]

1.3 Experienced; (woman faculty)
[('demoralized', 2), ('disrespected', 2), ('humiliated', 2), ('certainly', 1), ('racist', 1), ('demeaned', 1), ('super fluous', 1), ('minimized', 1), ('disgusted', 1), ('terrible', 1), ('dismissed', 1), ('ignorant', 1), ('thought', 1), ('livi d', 1), ('furious', 1), ('determined', 1), ('rebel', 1), ('know', 1), ('patronized', 1), ('feel', 1), ('belittled', 1), ('wo rd', 1), ('amused', 1), ('devalued', 1), ('angry', 1)]

1.4 Experienced; (man faculty)
[('humiliated', 3), ('isolated', 2), ('helpless', 2), ('fear', 2), ('angry', 2), ('disappointed', 2), ('place', 2), ('happ ens', 1), ('culture', 1), ('future', 1), ('forward', 1), ('isolation', 1), ('opportunity', 1), ('disgust', 1), ('bigoetry', 1), ('discriminated', 1), ('complain', 1), ('looking', 1), ('dehumanizing', 1), ('every', 1), ('non', 1), ('etc', 1), ('n ote', 1), ('human', 1), ('stressed', 1)]

1.5 Experienced; (woman student)
[('sad', 7), ('angry', 6), ('disappointed', 6), ('frustrated', 5), ('hurt', 3), ('confused', 3), ('unimpressed', 2), ('sc ared', 2), ('helpless', 2), ('attacked', 2), ('traumatized', 2), ('upset', 2), ('worthless', 2), ('alone', 2),

('annoye d', 2), ('vulnerable', 2), ('discouraged', 2), ('defeated', 1), ('anymore', 1), ('exhausted', 1), ('five', 1), ('exclud ed', 1), ('numb', 1), ('welcomed', 1), ('shitty', 1)]

1.6 Experienced; (man student)
[('disappointed', 3), ('angry', 2), ('sad', 2), ('depressed', 2), ('unappreciated', 2), ('bad', 1), ('excluded', 1), ('r acist', 1), ('joke', 1), ('ignored', 1), ('somewhat', 1), ('cultural', 1), ('raged', 1), ('living', 1), ('initially', 1), ('ign ore', 1), ('office', 1), ('undignified', 1), ('intersectionality', 1), ('attacked', 1), ('stopped', 1), ('least', 1), ('guy', 1), ('even', 1), ('informed', 1)]

1.7 Experienced; (woman employee)
[('angry', 5), ('humiliated', 3), ('disrespected', 2), ('sad', 2), ('demoralized', 2), ('frustrated', 2), ('enraged', 2)
, ('certainly', 1), ('racist', 1), ('demeaned', 1), ('defeated', 1), ('embarrassed', 1), ('dismissed', 1), ('thought', 1), ('cried', 1), ('furious', 1), ('uncomfortable', 1), ('determined', 1), ('rebel', 1), ('helpless', 1), ('minority', 1)
, ('resentful', 1), ('word', 1), ('amused', 1), ('exhausted', 1)]

1.8 Experienced; (man employee)
[('humiliated', 3), ('isolated', 2), ('helpless', 2), ('fear', 2), ('angry', 2), ('disappointed', 2), ('place', 2), ('happ ens', 1), ('culture', 1), ('future', 1), ('forward', 1), ('isolation', 1), ('opportunity', 1), ('disgust', 1), ('bigotry', 1), ('discriminated', 1), ('complain', 1), ('looking', 1), ('dehumanizing', 1), ('every', 1), ('non', 1), ('etc.', 1), ('n ote', 1), ('human', 1), ('stressed', 1)]

2.0 Experience of Observed Racism: 5 words:

2.1 Observed; (woman undergraduate)
[('confused', 4), ('sad', 4), ('disappointed', 4), ('angry', 3), ('furious', 2), ('uncomfortable', 2), ('shocked', 2),
('empathetic', 2), ('isolated', 2), ('annoyed', 2), ('worried', 1), ('afraid', 1), ('particularly', 1), ('throughout', 1), ('conflicted', 1), ('surprised', 1), ('guess', 1), ('disregarded', 1), ('fix', 1), ('like', 1), ('life', 1), ('stern', 1), ('di sgusted', 1), ('anxious', 1), ('humiliated', 1)]

2.2 Observed; (man undergraduate)
[('disgusted', 3), ('angry', 2), ('ashamed', 2), ('shocked', 2), ('sad', 1), ('disappointed', 1), ('scared', 1), ('loyal'
, 1), ('horrified', 1), ('offended', 1), ('confused', 1), ('appalled', 1), ('powerless', 1), ('violent', 1), ('saddened' , 1)]

2.3 Observed; (woman faculty)
[('upset', 1), ('sad', 1), ('angry', 1), ('disgusted', 1), ('handled', 1), ('effectively', 1), ('challenged', 1), ('change ', 1), ('situation', 1), ('contribute', 1), ('devastated', 1), ('wondered', 1), ('desired', 1), ('could', 1), ('angry', 1) , ('experience', 1), ('emptied', 1), ('frustrated', 1), ('heartsick', 1), ('alarmed', 1), ('concerned', 1), ('empathe tic', 1)]

2.4 Observed; (man faculty)
[('disappointment', 2), ('annoyance', 1), ('bad', 1), ('guilt', 1), ('disabled', 1), ('sad', 1), ('curbed', 1), ('embar rased', 1), ('discouraged', 1), ('anger', 1), ('surprise', 1), ('really', 1)]

2.5 Observed; (woman student)
[('sad', 6), ('angry', 5), ('disappointed', 5), ('uncomfortable', 4), ('confused', 4), ('anxious', 3), ('isolated', 2), ('surprised', 2), ('furious', 2), ('shocked', 2), ('empathetic', 2), ('upset', 2), ('disgusted', 2), ('powerless', 2), (' annoyed', 2), ('anger', 2), ('worried', 1), ('afraid', 1), ('particularly', 1), ('conflicted', 1), ('guess', 1), ('disgust' , 1), ('disregarded', 1), ('sadness', 1), ('fix', 1)]

2.6 Observed; (man student)
[('disgusted', 4), ('angry', 3), ('shocked', 3), ('ashamed', 2), ('sad', 1), ('disappointed', 1), ('scared', 1), ('loyal' , 1), ('fed', 1), ('confused', 1), ('appalled', 1), ('horrified', 1), ('offended', 1), ('powerless', 1), ('violent', 1), ('s addened', 1), ('jaded', 1)]

2.7 Observed; (woman employee)
[('angry', 8), ('frustrated', 7), ('disappointed', 5), ('sad', 4), ('shocked', 3), ('concerned', 3), ('disgusted', 3), (' appalled', 2), ('uncomfortable', 2), ('depressed', 2), ('saddened', 2), ('upset', 2), ('astounded', 2), ('powerles s', 2), ('defeated', 1), ('fearful', 1), ('opportunity', 1), ('embarrassed', 1), ('effectively', 1), ('concern', 1), ('su rprised', 1), ('experience', 1), ('situation', 1), ('dismayed', 1), ('ill', 1)]

2.8 Observed; (man employee)
[('angry', 5), ('sad', 3), ('disappointment', 3), ('disgusted', 2), ('disappointed', 3), ('confused', 2), ('anger', 2), ('annoyance', 1), ('insulted', 1), ('embarrassed', 1), ('curbed', 1), ('conflicted', 1), ('surprised', 1), ('uncomfo rtable', 1), ('bad', 1), ('surprise', 1), ('change', 1), ('hurt', 1), ('guilt', 1), ('disabled', 1), ('ambivalent', 1), ('co ncerned', 1), ('inspired', 1), ('ashamed', 1)]

Words and their connections to the stories we tell :

The emotional outcomes of experiencing racism are profound within our university community. Below is a data visualization that uses the combined words from the parsed analysis above (1.0-2.0) utilizing NLP to scale the size of words participants used to describe their experiences of racism to the frequency of word use within the qualitative dataset. Therefore, the larger the word size, the more frequently that word occurred within the qualitative dataset.

Sometimes, when we parse sentences into data points (single words), we can forget that these words were intentionally chosen by participants and these words are connected to stories that have shaped the lives of participants. That these words carry meaning; that these words are a living memory and testimony of a participant's lived experiences. Thus, when we explore the data visualization below, we must do the work of connecting these word choices to individual's lives; recognizing these words all connect to each participant's experience(s) within our campus community. These words tell a profound story about the impact that racism has on the lives of our campus community members; how racism shapes our community by determining how it feels to live, work and learn as a Western community member. Because these *are* the words of our colleagues and of our students and their stories deserve our listening, as a community.

Appendix E

Canadian Postsecondary Education Sector Survey

Review of Anti-Racism-Related Offices, Policies and Initiatives at Selected Canadian Universities

See too:

Universities Canada (Oct 2019) report: Equity, diversity and inclusion at Canadian Universities

E(Race)R Summit on Race and Racism on Canadian University Campus (March 2017) Post-Summit report: https://downloads.wlu.ca/downloads/student-life/diversity-and-equity/documents/eracer-summit-report.pdf

Institution	University-Wide Statements	Office(s) Role(s) related to Anti-Racism	Policy(ies)	Selected Initiatives
Western (U15)	Strategic Plan: *Achieving Excellence on the World Stage* (2014) (see EDI-related discussion on page 6)	Equity & Human Rights Services (3 staff members) EDI Education Coordinator (in Student Experience) Acting Vice-Provost and Assistant Vice-President, Indigenous Issues	Non-Discrimination and Harassment Policy • Procedures	President's Anti-Racism Working Group
Alberta (U15)	Strategic Plan: *For the Public Good (2016-2021)* Equity, Diversity, and Inclusivity (University Webpage)	Office of Safe Disclosure and Human Rights (1 staff member) Vice-Provost (Indigenous Programming and Research)	Discrimination, Harassment and Duty to Accommodate Policy • Procedure Code of Student Conduct (refers to DHDA Policy for racial harassment).	Visiting Lectureship in Human Rights Lougheed Leadership and Diversity Series EDI Week EDI Awards Intersections of Gender (academic hub) (this is a UofA "Signature Area").
British Columbia (UBC) (U15)	Strategic Plan: *Shaping UBC for the Next Century (2018-2028)* - Core Area, People and Places, includes statements related to EDI.	Equity and Inclusion Office (23 staff members) - Associate Vice-President, Equity and Inclusion	Discrimination and Harassment UBC Respectful Environment Statement	Rule out Racism Week I, Too, Am UBC campaign (tumblr) Equity Enhancement Fund Equity & Inclusion Scholars Program Equity Student Advisory Council Equity Ambassadors (Students) Resources for Respectful Debate
Brock	Strategic Plan: *Niagara Roots, Global Reach* (2018-2025)	Human Rights and Equity (8 staff).	Respectful Work and Learning Environment Policy	Anti-Racism Taskforce - https://brocku.ca/anti-racism (links did not work). Began in 2014. Subcommittees:

		- Human Rights and Anti-Racism Advisor (1) -Intercultural Communications Coordinator (1) -PACHRED Coordinator (1)		• Education, Services, and Supports • Policy Review and Assessment • Research and Assessment Human Rights Taskforce - https://brocku.ca/human-rights-task-force/ Final Report: Pushing Onward. – May 2017
Calgary (U15)	Strategic Plan: *Eyes High* (2017-2022)	**Vice Provost (Equity, Diversity and Inclusion)** (beginning August 2020) Office of Diversity, Equity and Protected Disclosure (3 staff)	Harassment Policy	*UofC hosts the Alberta Civil Liberties Research Centre -* *http://www.aclrc.com/contact-us*
Carleton	Strategic Integrated Plan: *Collaboration, Leadership and Resilience: Sustainable Communities – Global Prosperity* (development of a new strategic plan was underway and is now on pause due to Covid).	Department of Equity and Inclusive Communities (10 staff) - University Advisor on Equity and Inclusive Communities	Human Rights Policy	Department of Equity includes 4 Centres of Focus: Centre for Indigenous Initiatives; Equity & Inclusion Promotion; Sexual Violence Prevention and Survivor Support; Discrimination, Harassment and Accommodation Response. EIC Advisory Group
Dalhousie (U15)	Strategic Plan, Infrastructure and Support, (5.2) Diversity and Inclusiveness Strategy	Human Rights and Equity Services (8 staff) -Vice-Provost, Equity & Inclusion Black Student Advising Centre	Statement on Prohibited Discrimination	Culture of Respect – website outlining initiatives and D&I strategies Lord Dalhousie Scholarly Panel on Slavery and Race University Response (September 5, 2019) Apology for racist actions, views of school's founder (G&M, Sept 6, 2019) On "Campus Life" website: Communities on Campus
Guelph	Strategic Framework, *Our Path Forward,* 2016. See: Nurturing a Distinct University Culture Affirmations of Inclusion at Board of Governors and Senate (April 2017). See Inclusion Report.	Diversity and Human Rights Office (5 staff) - AVP (Diversity and Human Rights) Student Experience - Cultural Diversity Office	Human Rights Policy & Procedures	Fostering a Culture of Inclusion at the University of Guelph, April 2017 Anti-Blackness Teach-In (2019 event): https://gryphlife.uoguelph.ca/event/95311 Progress on Employment Equity Goals (2016-2019)
Manitoba (U15)	Strategic Plan, *Taking Our Place* (2015-2020)	Office of Human Rights and Conflict Management (5 staff)	Respectful Work and Learning Environment Policy	President's Taskforce on Equity, Diversity and Inclusion – established October 2019

	See Strategic Priority IV: Building Community	Human Resources – Equity, Diversity and Inclusion (1 Advisor)		President's message on confronting anti-Indigenous racism collectively (Feb 2019) Anti-Racism Lead at the Rady School of Health Science (Sept 2019) Report: Responding to Sexual Violence, Harassment and Discrimination at the University of Manitoba: A Path Forward (August 2019) *(focus on SV but many comments re EDI)* UM Black Alliance – Faculty, staff, students, alumni and community members Gaa wii ji'i diyaang – Indigenous and non-Indigenous faculty, staff and student group
McGill (U15)	McGill Strategic Academic Plan, 2017-2022 See objective: Expand Diversity	Equity at McGill (13 staff) -Associate Provost (Equity and Academic Policies) -Equity Education Advisor (Anti-Oppression and Anti-Racism)	Policy on Harassment and Discrimination Prohibited by Law	EDI Strategic Plan, 2020-2025 Principal's Task Force on Respect and Inclusion in Campus Life • Final Report, April 2018 Working Group on Principles of Commemoration and Renaming • Final Report, December 2018 Faculty of Medicine, Social Accountability and Community Engagement Office –Equity and Diversity programming and education for Faculty. Black Students' Network Black History Month
McMaster (U15)	Guiding Strategy, *Forward with Integrity,* Sept 2011 Equity, Diversity and Inclusion President's Message EDI Strategy, *Towards Inclusive Excellence* (2019-2022)	Equity and Inclusion Office (11 staff): -Associate Vice-President, Equity and Inclusion -Equity & Inclusion Educator	Discrimination and Harassment Policy	President's Advisory Committee on Building an Inclusive Community (PACBIC) Working group on Race Racialization & Racism (R3) Hamilton Anti-Racism Resources Centre (HARRC) - joint between City of Hamilton, McMaster, and Hamilton Centre for Civic Inclusion • https://dailynews.mcmaster.ca/articles/a-unique-model-for-responding-to-racism-in-hamilton/
Ottawa (U15)	Strategic Plan, *Transformation 2030*	Human Rights Office (7 staff)	Prevention of Harassment and Discrimination	Office of the President - Combatting Racism on Campus – began 2019
Queen's (U15)	Strategic Planning webpage	**Deputy Provost (Academic Operations and Inclusion)** **Associate Vice-Principal (Indigenous Initiative and Reconciliation)**	Link to Diversity and Inclusivity Policy Index	Principal's Implementation Committee on Racism, Diversity and Inclusion • Final Report, April 2017 • Progress Report, April 2018 • Progress Report, August 2019 Inclusive Queen's webpage: • Equity, Diversity, Anti-Racism **– highlights several resources/offices**

		Associate Vice-Principal (Human Rights, Equity and Inclusion) Human Rights and Equity Office (15 staff) - Inclusion and Anti-Racism Advisor		DEAP tool University Council on Anti-Racism and Equity (UCARE) Diversity, Inclusion, and Equity in the Classroom – offered through Centre for Teaching and Learning Queen's Coalition Against Racism and Ethnic Discrimination Together We Are blog First General Pathway (financial support) DEAP tool
Ryerson	Academic Plan, *Our Time to Lead* (2020-2025)	Office of the **Vice President, Equity and Community Inclusion** (8 staff)	Discrimination and Harassment Prevention Policy	Equity and Community Inclusion Pledge Community Networks & Committees Report: From Principles to Action: Collaborating to Create an Inclusive Research Culture (2018) The Institutional Diversity Blog Ryerson Anti-Racism Taskforce (2010 Report) Anti-Black Racism Climate Review (2019) - could not find the report Viola Desmond Awards and Bursary Diversity Self ID (for employees and students)
Saskatchewan (U15)	University Plan 2025, *The University The World Needs* Mission, Vision, Values	Discrimination and Harassment Prevention Services (staff not listed)	Discrimination and Harassment Prevention Policy (Procedures)	
Toronto (U15)	President's Statement on Diversity and Inclusion	Antiracism and Cultural Diversity Office (ARCDO) (3 staff) Full listing of Equity Offices reporting to VP-Human Resources and Equity	University Statement on Prohibited Discrimination and Discriminatory Harassment	ARCDO Advisory Committee Black History 365 ARCDO Training and Workshops (for faculty and staff)
Victoria	Strategic Framework See Strategy 1.2	Equity & Human Rights (EQHR) (7 staff)	Policy on Human Rights, Equity, and Fairness Discrimination and Harassment Policy (Procedures)	Best Approaches in Anti-Racism Education (lit review): https://www.uvic.ca/equity/assets/docs/report.pdf
Waterloo (U15)	Strategic Plan, *Connecting Imagination with Impact* (2020-2025) See Goal: Promote and support Indigenous initiatives and a	Human Rights, Equity & Inclusion (16 staff)	Ethical Behaviour	Social Media Abuse Help Page Racial Advocacy for Inclusion, Solidarity and Equity (RAISE) – Waterloo Undergraduate Student Association Host of Conversaction Conference (along with Renison University College)

	culture of equity, diversity and inclusivity for all.			
Wilfrid Laurier	Laurier Strategy, *Today, Tomorrow, Together* (2019-2024) See Strategy: Thriving Community	Senior Advisor, Equity, Diversity and Inclusion Centre for Student Equity, Diversity and Inclusion (3 staff) – focus on student education and 'spaces' Office of Dispute Resolution and Sexual Violence Support (staff not listed but, directory suggests 3 staff)	Prevention of Harassment and Discrimination (Procedures)	E(Race)r Summit on Race and Racism at Canadian Universities
York	Strategic Priorities	Centre for Human Rights, Equity and Inclusion (8 staff) -Vice-President, Equity, People & Culture (began Oct 1, 2019)	Racism (Policy and Procedures)	President's Initiative on Open and Respectful Dialogue President's Advisory Committee on Human Rights (PACHR) - Race Inclusion and Supportive Environment Committee (reports to PACHR) Inclusion Lens (Event Management Tool) - Inclusion Lens Report, 2017) Towards Race Equity in Education (Report, 2017) YUBelong Campaign REDI (Respect, Equity, Diversity, Inclusion) Series

END

Western's Response to the Anti-Racism Working Group Recommendations

Dear Members of the Western Community,

I am writing in response to the thoughtful report of the Anti-Racism Working Group (ARWG) at Western. This response makes some administrative commitments to action as we go forward with critical efforts to combat racism in the world around us, including anti-Black racism. These commitments will I hope be foundational in creating systemic change, and setting Western on the path of a more just future for all of its students, staff, and faculty.

For context, last fall, some racist online attacks were directed at a Black Western student when she shared her experience of anti-Black racism on campus on social media. The virulent online responses to our student brought me into an urgent conversation with the leaders of several ethnocultural student organizations. We had good discussions about their views and experiences of racism at Western and in the broader community. As a still-new president of Western, I learned a lot, and concluded that the university would benefit from a broader discussion and response to both overt and indirect racism.

During that period, our Ethnocultural Support Services, the African Students' Association, the Black Students' Association, the Caribbean Students' Organization, the University Students' Council, and the Society of Graduate Students released a joint

[statement](#) in solidarity with the student whose efforts to counter racism had been verbally threatened.

In January 2020 we established the Anti-Racism Working Group, comprised of 20 students, faculty, and staff.

As you will read in its Report, the Group has undertaken both qualitative and quantitative engagement with the university community. The Report crystallizes some sixteen themes (pages 17-18) and issues twenty-four recommendations (pages 19-22). The recommendations cross the institution—from policy and training, to hiring and development, to curricula and research, to student experience, to our history as a public institution of higher education and research.

These recommendations will help us build a better Western for now, and for the future.

The Report is a call to action. It also acknowledges its "cautious optimism" about the future of our anti-racism efforts in the context of work that is carried out today at Western by a number of staff and faculty members and their respective units. The Report conveys that Western is not starting from scratch, but that we can do better, and we must.

The world is at a turning point.

And at Western, we have opportunities to participate fully in that turning point.

So in response to the Report's recommendations, the university will take a number of concrete steps to build that better future by working to combat racism.

While all of the recommendations are helpful, and will be addressed as we move ahead, I am identifying today several that can receive immediate resources, attention, and commitment to make them happen:

1. Establishing a senior role at the university to help lead our EDI efforts. This senior role will begin as a Special Advisor to the President because that can happen this summer, and will be subsequently proposed to the Board of Governors as an Associate Vice President's role.

2. Establishing a Council to advise the various constituents of the university on our ongoing anti-racism and EDI work, including the collection and publication of relevant data, and metrics that measure our progress.

3. Strengthening our training programs across campus to combat racism.

4. Conducting a review of existing policy and the mechanisms for reporting racist incidents.

5. Carrying out an awareness campaign to combat all kinds of racism, especially anti-Black racism and racism against Indigenous communities, and attending to the intersectionality of other kinds of oppression.

6. Committing to additional funding for anti-racism, equity and inclusion initiatives.

The Report makes special mention of the research performed by the late Philippe Rushton, a faculty member at Western from 1977 until his death in 2012. For some of his career Rushton pursued work on race and intelligence. That work produced great controversy in several directions: notably heated challenges to the work itself and broad discussions about academic freedom in Canada.

The ARWG Report asks me to acknowledge and apologize for the deep harm that has been experienced by many members of the Western community and beyond as a result of Rushton's work. I do apologize sincerely for that deep harm that has been experienced. I acknowledge how divisive events of decades past can continue to impact the present. And I do so in the hope and conviction that Western has the opportunity to focus on the future, and to participate fully in building a better and more just world.

To that end, Western will hold a Virtual Town Hall on the ARWG Report and this response on Wednesday, June 24, 2020, 2-3 p.m. I've asked David Simmonds, a past vice-president of the USC, past president of the Alumni Association, and current member of the Board of Governors to host the session.

There I will be joined by the three co-leaders of the ARWG—Lisa Highgate, Jina Kum, and Erica Lawson—who will offer their comments, and I will speak to the Report and our response.

I sincerely thank Lisa, Jina and Erica for leading the group this semester, and for pressing on with the work of the ARWG even through the pandemic.

I want to thank all the members of the ARWG for their work, which required some difficult emotional labour. The members were:

CO-LEADS:

Lisa Highgate, *Associate Director, Conduct and Conflict Resolution, Housing & Ancillary Services*

Jina Kum, *President, Society of Graduate Students (PhD Candidate, Pathology & Laboratory Medicine)*

Erica Lawson, *Undergraduate Chair & Associate Professor, Dept. of Women's Studies & Feminist Research*

MEMBERS:

Wesam AbdElhamid Mohamed, *Graduate Student, Civil & Environmental Engineering*

Razan Abdellatif Mohamed, *President, Black Students' Association (undergraduate student)*

Vanessa Ambtman-Smith, *(Nehiyaw-Métis), PhD Candidate, Geography*

Larissa Bartlett, *Director, Equity & Human Rights Services*

Henri Boyi, *Professor, Department of French Studies*

Candace Brunette-Debassige, *(Mushkego Cree) Acting Vice-Provost & Associate Vice-President (Indigenous Initiatives)*

Chava Bychutsky, *Vice-President, Education, Western Hillel (undergraduate student)*

Adriana Dimova, *Academic Coordinator*

Bertha Garcia, *Professor, Schulich School of Medicine & Dentistry*

Nicole Kaniki, *Staff Representative for Professional & Managerial Association (PMA)*

Cecilia Liu, *University Students' Council (undergraduate student)*

Michael Milde, *Dean, Faculty of Arts and Humanities*

Chizoba Oriuwa, *President, African Students' Association (undergraduate student)*

Grant Saepharn, *International Learning Coordinator, Western International*

Cheryl Senay, *Chief Steward, CUPE Local 2692*

Mohammad Sharifi, *Racial Equity & Inclusivity Commissioner, Society of Graduate Students*
                    (PhD Candidate, English & Writing Studies)

Raine Williams, *President, Caribbean Students' Organization*

I would also like to thank Erin Huner, Kate Schieman and Sara Wills for the campus climate survey that helped round out the research that underpins the recommendations in the Report.

And I want to thank all of the Western staff, faculty and students who already work hard to create a more just world, and whose efforts to combat racism are carried out right across the university in our teaching, research, student engagement and community service. The Report points out that the university is already well-engaged in this work, and has been for many years. The Report asks us to do more.

I invite the entire Western community to join in the important work of fighting against racism and, in the words of the Report, "practicing equity." I am optimistic the efforts as outlined above will make a big difference to Western's community and its future.

Yours sincerely,

Alan Shepard

President and Vice-Chancellor

ITEM 7.4 – Review of Senate Committee Composition: Ex Officio and Senate-Elected Membership

ACTION REQUIRED: ☐ FOR APPROVAL   ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

The Chair of the Operations/Agenda Committee will provide an oral update on Committee discussions regarding a review of Senate committee composition with respect to *ex officio* and senate-elected membership.

ITEM 8.1 University Research Board (URB)

ACTION REQUIRED: ☒ FOR APPROVAL   ☐ FOR INFORMATION/DISCUSSION

Workload: Meets Tuesdays at 1:00 p.m., approximately six times per year.

Composition: Includes fifteen (15) members elected by Senate, including:

- Eleven (11) members of Faculty; One (1) from each faculty/school, excluding SGPS

- At least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups).

- Two (2) Graduate Students

- Two (2) Postdoctoral Fellows

Terms continuing to June 30, 2021:

B. Baruah (SS), O. Branzei (Ivey), J. Faflak (AH), Y. Jimenez Padilla (Graduate),
L. Misener (HS), J. Lacefield (Engg), N. Wathen (FIMS), V. Lilly (Graduate)

Terms continuing to June 30, 2022:

A. Ansari (Music), R. Bgeginski (Post-Doc), J. Corrigan (Science), R. Gardiner (Education),
Z. Sinel (Law), L. Finger (Schulich), VACANT (Post-Doc)

Required: One (1) Postdoctoral Fellow (term July 1, 2020 to June 30, 2022)

Nominees: Harvi Hart   Post-Doc   term to June 30, 2022

ITEM 8.2 Senate Committee on Academic Policy and Awards (SCAPA)

ACTION REQUIRED: ☒ FOR APPROVAL   ☐ FOR INFORMATION/DISCUSSION

Workload: SCAPA meets monthly on Wednesday at 2:30 p.m. in the week prior to Senate.

Composition: Includes ten (10) members elected by Senate, including

- Two (2) Students:

    - One (1) Graduate Student
    - One (1) Undergraduate Student

- The remaining eight (8) members:

    - (5) Must be Senators at the time elected;

        ▪ One (1) member from each of the following faculties:

            Arts & Humanities, Science, Social Science, School of Graduate and Postdoctoral Studies

- No more than one of the members of faculty may be a Dean
- Up to one of these members may be a Senator from the General Community

Current Elected Members:

Terms continuing to June 30, 2021:

> M. Capretz (Eng), J. Cuciurean (Mus), M. Heath (SGPS), B. MacDougall- Shackleton (SGPS), M. Workentin (Sci), C. Harasym (Undergraduate), M. Workentin (S), VACANT

Terms continuing to June 30, 2022:

> J. Baxter (SS), S. Burke (HS), J. Toswell (AH)

<mark>Required</mark>:   One (1) Graduate Student to complete the term of J. Nord (GRAD) who has resigned.

Nominees: <u>Charlotte Nau</u>   Graduate Student   term to June 30, 2021

Nominating Committee

ITEM 8.3 - Strategic Planning Steering

Committee Background:

Western is beginning a series of initiatives designed to engage all members of the campus community in the process of envisioning our next strategic plan. In order to assist with this important work, a Strategic Planning Steering Committee is being established. Terms of Reference for the Strategic Planning Steering Committee have been developed and are posted at: https://president.uwo.ca/strategic-planning-20-21/

The Terms of Reference provide for a committee structure that will include representatives from across the university who reflect the multiplicity of the work of the university and its people. The committee will have the responsibility of providing advice and helping steer the strategic planning process through the development of the plan.

A significant proportion of the Committee's membership is being filled from an open call for nominations.

While the Strategic Planning Steering Committee is not a Senate committee, there is a desire to have Senate's input with respect to the nominees selected from the open call. The slate of committee members selected from the open call was brought to the Nominating Committee, which reviewed the selections and is unanimously recommending the slate of members set out in ITEMS 8.3(a) and (b).

An outline of the process for selecting nominees from the open call for nominations and for the member elected by Senate follows:

(a) Twenty-one members nominated by open nomination process
A total of 131 letters of interest with bios were received through the open nomination process by the deadline on Friday, Oct 9. Alan Shepard (as Chair of the Steering Committee) and Matt Davison (Chair of the Senate Committee on University Planning) led a preselection of 21 individuals using a set of criteria: experience to represent the various constituencies, expertise in areas of strategic focus, and a balance in gender, diversity and experience. The 21 names and the letters and bios from all 131 nominees were provided to the Senate Nominating Committee. The committee met two times, the first one to go through the bios of the recommended nominees, and the second one to discuss other candidates in consideration of the selection criteria. When other worthy candidates were brought up in certain constituencies, elections were conducted to reselect the nominations. The Committee unanimously approved the nominations being presented to Senate.

(b) One member elected by Senate
Candidates from the open nomination process currently serving as senators were identified. The group included faculty, staff and students. The Senate Nominating Committee reapplied the above selection criteria in selecting a nominee that complements the 21 selected individuals as well as the other appointed and *ex officio* members.

ITEM 8.3(a) Member Elected by Senate

ACTION REQUIRED: ☒ FOR ACTION   ☐ FOR INFORMATION

Composition:

(a) Six *Ex Officio* members:

- President & Vice-Chancellor (Chair)
- Provost & Vice-President (Academic)
- Vice-President (Research)
- Chair of SCUP
- President of the USC
- President of SOGS

Current Membership: A. Shepard (President), A. Hrymak (Provost), L. Rigg [Lesley] (VP Research),
                   M. Davison (Chair SCUP), M. Reesor (USC), k. seanor (SOGS)

(b) Ten Appointed or Elected members:

- One member elected by Senate (In addition to the Ex Officio member listed)
- Two Deans appointed by the Provost
- Two members elected by the Alumni Association
- Two members elected by the Board of Governors
- Three members named by the Chair in consultation with the Chair of SCUP and senior leaders, one of whom will represent the London-Middlesex Community

Current Membership: S. Hodgson (Dean Ivey), M. Milde (Dean Arts & Humanities), M. Brown (Alumni), D. Simmonds (Alumni)

(c) Twenty-one members nominated by an open nomination process and approved by Senate:

- Eleven members representing faculty, ensuring representation from every Faculty
- One member representing postdoctoral scholars
- Three members representing staff
- Two members representing research leaders
- Three members representing the University Students' Council (USC) (In addition to the Ex Officio member listed)
- One member representing the Society of Graduate of Students (SOGS) (In addition to the Ex Officio member listed)

Required: One (1) member elected by Senate

Nominee: Volker Hocke   Faculty/Staff/Comm

ITEM 8.3(b) Members by Open Nomination

ACTION REQUIRED: ☒ FOR ACTION   ☐ FOR INFORMATION

Composition:

(a) Six *Ex Officio* members:

- President & Vice-Chancellor (Chair)
- Provost & Vice-President (Academic)
- Vice-President (Research)
- Chair of SCUP
- President of the USC
- President of SOGS

Current Membership: A. Shepard (President), A. Hrymak (Provost), L. Rigg [Lesley] (VP Research), M. Davison (Chair SCUP), M. Reesor (USC), k. seanor (SOGS)

(b) Ten Appointed or Elected members:

- One member elected by Senate (In addition to the Ex Officio member listed)
- Two Deans appointed by the Provost
- Two members elected by the Alumni Association
- Two members elected by the Board of Governors
- Three members named by the Chair in consultation with the Chair of SCUP and senior leaders, one of whom will represent the London-Middlesex Community

Current Membership: S. Hodgson (Dean Ivey), M. Milde (Dean Arts & Humanities), M. Brown (Alumni), D. Simmonds (Alumni)

(c) Twenty-one members nominated by an open nomination process and approved by Senate:

- Eleven members representing faculty, ensuring representation from every Faculty
- One member representing postdoctoral scholars
- Three members representing staff
- Two members representing research leaders
- Three members representing the University Students' Council (USC) (In addition to the Ex Officio member listed)
- One member representing the Society of Graduate of Students (SOGS) (In addition to the Ex Officio member listed)

Required: Approval of the twenty-one (21) nominees by open nomination

Nominees:

Wendy Pearson	Arts & Humanities
Sophie Roland	Music
Jason Brown	Education
Clare Robinson	Engineering
JB Orange	Health Sciences

Alison Hearn	Information & Media Studies
David Sandomierski	Law
Deishin Lee	Ivey Business School
Chris Watling	Schulich School of Medicine & Dentistry
Beth MacDougall-Shackleton	Science
Isaac Luginaah	Social Science
Kathryne (Kasey) Van Hedger	Post-Doc
Dayana Kibilds	Staff
Christopher Lengyell	Staff
Jennifer Robinson	Staff
Abdel-Rahman Lawendy	Research
Nadine Wathen	Research
Kenisha Arora	USC
Eunice Oladejo	USC
Adam Pacyga	USC
Camryn Bonn	SOGS

ITEM 10.1 Draft Data Strategy

ACTION REQUIRED: ☐ FOR APPROVAL   ☒ FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

The University's Draft Data Strategy will be provided by M. Daley for information.

ATTACHMENT(S):

- Draft Data Strategy

Draft Data Strategy (September 2020)

> "Maybe stories are just data with a soul."
>
> —————————————————
>
> Brené Brown

This is an initial draft of the high-level summary of the strategy, including key objectives and programs, presented in the brief, but complete, style of modern institutional top-level strategic plans. Following revisions and approvals, this portion is meant to be nicely typeset by Western Communications for community-wide distribution.

This is supplemented by ~180 pages of appendices containing the working documents and details, meant as a working resource for those implementing the data strategy.

President's covering letter

No data makes sense except in the light of thoughtful analysis.

We are besieged by data, and develop new technologies to gather even more each day, but our traditional, handcrafted, means of analysis do not scale. Across disciplines and, indeed, across all of human endeavour, our future success is dependent upon our ability to undertake intelligent analyses of our data.

And yet, if data is "the oil of the 21 century", the academy is still too frequently training our students in the husbandry of horses and conducting steam-powered research.

To remain competitive as a research institution, and to meet the needs of our students and the society we serve, Western must move forward on a program of data empowerment with alacrity.

Data, however, is a powerful tool and our world is rife with examples of the consequences of the misuse of data, from the algorithmic entrenchment of systemic racism to mass manipulation of social behaviours. Our data strategy must, first and foremost, be guided by our shared values.

I am pleased to present this data and artificial intelligence strategy for Western, focusing on applications and the ethical use of AI and data science as enabling tools for our students, our scholars, and our society. I look forward to working with the community to bring these enabling aspirations to life.

Alan Shepard
President and Vice-Chancellor

Preamble

During the 2019-2020 academic year, we consulted with students, staff, and faculty to understand Western's data aspirations, needs, and capabilities. These consultations ranged from more than 200 small group, and one-on-one, interviews to a design thinking town hall with 180 participants.

This strategy proposes the missions, means, and mechanisms through which we can realize the shared objectives that emerged from the community, organized into four pillars:

- Understanding our students

- Supporting staff and faculty

- Training students

- Corporate strategy

The creation of a shared ethical framework, within which to conduct this work, was identified by all stakeholders as a necessary foundation for the strategy.

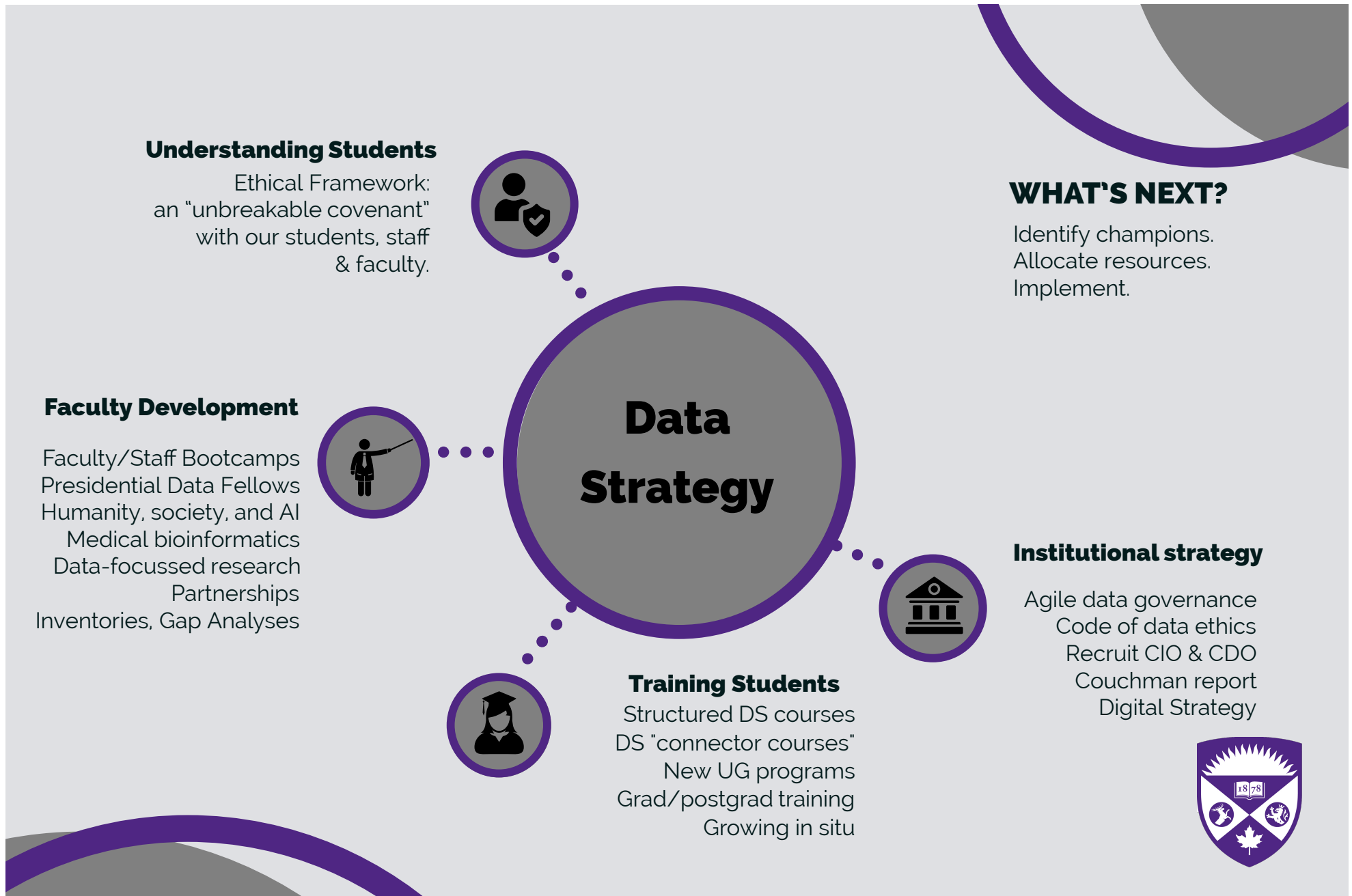# Overall Strategy Governance

EXECUTIVE SPONSORS: *President, Provost and Vice-President (Academic)*

A Data Strategy Steering Committee, chaired by the President or delegate, will provide high level oversight and co-ordination of the implementation of the strategy.

Individual projects and work streams will be undertaken by the units closest to the work in a distributed, bottom-up, approach. Enabling committees (e.g., Data Governance Committee) to assist in operationalization are proposed throughout the strategy.

Four Strategic Pillars

The high-level strategy is articulated below, organized into four foundational pillars. Those items with operational elements already initiated – ground-up by enthusiastic stakeholders – are marked by a †.

Data Strategy

Understanding Students
Ethical Framework:
an "unbreakable covenant"
with our students, staff
& faculty.

WHAT'S NEXT?
Identify champions.
Allocate resources.
Implement.

Faculty Development
Faculty/Staff Bootcamps
Presidential Data Fellows
Humanity, society, and AI
Medical bioinformatics
Data-focussed research
Partnerships
Inventories, Gap Analyses

Institutional strategy
Agile data governance
Code of data ethics
Recruit CIO & CDO
Couchman report
Digital Strategy

Training Students
Structured DS courses
DS "connector courses"
New UG programs
Grad/postgrad training
Growing in situ

Faculty and Staff Development

Executive Sponsors: *Vice-President (Research), Associate Vice-President (Human Resources)*

- Equip our faculty and staff to employ the tools of data science in their own areas of endeavour through training including data bootcamps. †

- Support our faculty and staff in the thoughtful analysis of data through interventions including communities of practice and a data help desk.

- Recruit data-savvy talent at all levels, including a cohort of Presidential Data Fellows. †

- Build communities to study the broader social and humanistic implications of the data age.

- Enhance – with our partners LHRI, LHSC, and SJHC – citywide capacity in medical informatics, including aggressively recruiting in key areas like medical bioinformatics and actively enabling easier access to biomedical data. †

- Engage with external partners interested in data-driven, and data-focussed, research and training. (e.g., RBC, Bell). †

- Create a Data Science hub, guided by the successful model of the Berkeley Institute for Data Science (BIDS).

- Understand our institutional strengths, and weakness in data-related scholarship and articulate plans to address gaps. †

Training Students

Executive Sponsors: *Dean of Engineering, Dean of Science, Vice-Provost (Academic Programs), Vice-Provost (Graduate and Postdoctoral Studies)*

- Develop a new tiered suite of undergraduate courses, accessible to all students through two streams: *Technical* and *non-technical.* The first tier will provide technical foundations and an introduction to "working with, and thinking about, data"; the second tier will bring together technical and non-technical stream students to learn the fundamentals of data science problem-solving; the third tier will teach advanced machine learning; and a fourth tier will provide advanced courses on specialized topics. †

- Support the development of applied, subject-specific, "connector courses" offered by departments across campus and open to all students who have completed the tier 2 fundamentals course. †

- Create new undergraduate programs providing minors, majors, and specializations in Data Science.†

- Strengthen training and support for graduate students and postdoctoral fellows including the creation of graduate courses, and the development of ad hoc support mechanisms like consulting services and a community of practice.

- Enhance existing postgraduate data science diploma offerings through stronger integration with the newly-proposed offerings.

Corporate strategy

EXECUTIVE SPONSORS: *Vice-President Operations & Finance, AVP (Planning, Budgeting & Information Technology)*

- Implement institution-wide data governance policies and procedures based on agile principles that reflect and respect the complexity, and existing governance norms, of our institution. †

- Develop a code of institutional data ethics that enshrines our collective values and commits to upholding them.

- Recruit a Chief Information Officer, and Chief Data Officer, empowered with the necessary resources to move the institution forward.

- Explore the opportunities for improved institutional approaches to business intelligence articulated in the Couchman report.

- Embark upon the development of an institutional Digital Strategy.

Understanding Our Students

EXECUTIVE SPONSORS: *Registrar, AVP Student Experience, Vice-Provost Indigenous Initiatives*

- Create formal data privacy policies and procedures for students, consistent with our broader institutional data ethics framework. Commit to an "unbreakable covenant" with our students that is crystal clear about what we will, and won't, do with the data we gather, and construct the policy mechanisms to empower students to control their own data. This clear, explicit, and co-created, understanding, is a necessary precondition to any further work.

Closing

Together we have defined a bold, multi-faceted, set of programs to empower our community with the training, tools, and technology to be successful in the age of data.

ITEM 10.2 Revised Strategic Planning Committee Structure

ACTION REQUIRED: ☐ FOR APPROVAL   ☒ FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

As a result of feedback received at the September 18, 2020 Senate meeting, the revised Strategic Planning Committee structure and Terms of Reference are being provided to Senate for information and discussion.

ATTACHMENT(S):

- Revised Strategic Planning Steering Committee Structure and Terms of Reference

![Western logo]

Strategic Planning Steering Committee – Terms of Reference (as at Sept. 29, 2020)

Effective Date: TBD
Duration: The Committee will conclude its work once the final plan is approved.

The Strategic Planning Steering Committee will include representatives from across the university that reflect the multiplicity of the work we do as a university as well as our people. The committee will have the responsibility for providing advice and helping steer the strategic planning process and the development of the plan itself. The committee will ensure our community at large is consulted—our faculty, students, staff, alumni, off-campus partners, and others in a manner that is inclusive and reflective of the diversity that makes our university a great place to be.

In carrying out its responsibilities, the Committee members will be asked to participate in the following ways:

- Helping advise and steer the strategic planning process and plan
- Participating in, and at times facilitating public consultations
- Participating in, and at times structuring theme-based sub-group consultations (i.e. Student experience, research, etc.)
  - Bringing together networks of people from across campus
  - Participating in consultations, creating mini reports of ideas and recommendations
  - Ensuring ideas and recommendations are captured and included throughout the core planning timeframe
- Participating in regular meetings
- Serving as an ambassador throughout the strategic planning process
  - Ensuring good two-way communication with the community
- Providing feedback on draft iterations of the strategic plan
- Providing comments on a final draft plan for presentation to the Senate Committee on University Planning (SCUP), that will ultimately be approved by the Senate and Board of Governors

MEMBERSHIP AND PROCEDURE

The membership of the Steering Committee will include thirty-seven members comprised of the following:

(a) Twenty-one members nominated by an open nomination process and approved by Senate:

- Eleven members representing faculty, ensuring representation from every Faculty
- One member representing postdoctoral scholars
- Three members representing staff
- Two members representing research leaders
- Three members representing the University Students' Council (USC) (In addition to the Ex Officio member listed below) ***CLARIFICATION:*** *These three positions are open for nominations*

(including self-nominations) for any undergraduate students, including those in second-entry programs (Business, Law, Education, and Medicine & Dentistry).

- One member representing the Society of Graduate of Students (SOGS) (In addition to the Ex Officio member listed below) ***CLARIFICATION:*** *This position is open for nominations (including self-nominations) for any graduate student.*

(b) Ten Appointed or Elected members:

- One member elected by Senate (In addition to the Ex Officio member listed below)
- Two Deans appointed by the Provost
- Two members elected by the Alumni Association
- Two members elected by the Board of Governors
- Three members named by the Chair in consultation with the Chair of SCUP and senior leaders, one of whom will represent the London-Middlesex Community

(c) Six *Ex Officio* members:
- President & Vice-Chancellor (Chair)
- Provost & Vice-President (Academic)
- Vice-President (Research)
- Chair of SCUP
- President of the USC
- President of SOGS

Open Nominations Process

A public call for nominations will be made for the membership outlined in section (a) above and will be open for a ten-day period.

SELECTION PROCESS

- The Chair, and the Chair of SCUP will bring forward a draft slate of twenty-one recommended names selected from the open nomination process for the Senate Nominating Committee to discuss, modify and ultimately ratify. Senate will then vote on the slate of names ratified by the Senate Nominating Committee.
- The ten-day open nomination period is intended to bring forth the very best candidates for consideration. If a Senator feels strongly about nominating someone from the floor, the name brought forward would be added to the specific constituency slate and would result in a runoff election with an electronic vote. The nomination would have to include the same criteria outlined in the open call for nominations.
- Criteria:
  - Recognizing that no single candidate will fill all criteria, some examples may include:
    - A high level of engagement with campus life
    - Experience in a variety of roles
    - Representative of the diversity of our campus community

- o   Depth and breadth of experience in various aspects of university life
- The Senate Committee on University Planning (SCUP) will play an instrumental role in the governance chain in terms of the development, adjudication and ratification of the next strategic plan, in the same way it has always done. The final plan will be approved through Senate and the Board of Governors.
- The Committee will meet frequently throughout the strategic planning process, and at the call of the Chair when necessary.

Strategic Planning Steering Committee
September 29, 2020

The membership of the Steering Committee will include thirty-seven members comprised of the following:

(a) Twenty-one members nominated by an open nomination process and approved by Senate:

- Eleven members representing faculty, ensuring representation from every Faculty
- One member representing postdoctoral scholars
- Three members representing staff
- Two members representing research leaders
- Three members representing the University Students' Council (USC) (In addition to the Ex Officio member listed below) ***CLARIFICATION:*** *These three positions are open for nominations (including self-nominations) for any undergraduate students, including those in second-entry programs (Business, Law, Education, and Medicine & Dentistry).*
- One member representing the Society of Graduate of Students (SOGS) (In addition to the Ex Officio member listed below) ***CLARIFICATION:*** *This position is open for nominations (including self-nominations) for any graduate student.*

(b) Ten Appointed or Elected members:

- One member elected by Senate (In addition to the Ex Officio member listed below)
- Two Deans appointed by the Provost
- Two members elected by the Alumni Association
- Two members elected by the Board of Governors
- Three members named by the Chair in consultation with the Chair of SCUP and senior leaders, one of whom will represent the London-Middlesex Community

(c) Six *Ex Officio* members:
- President & Vice-Chancellor (Chair)
- Provost & Vice-President (Academic)
- Vice-President (Research)
- Chair of SCUP
- President of the USC
- President of SOGS

The work of the Steering Committee members will include:
- Helping advise and steer the strategic planning process and plan
- Participating in, and at times facilitating public consultations
- Participating in, and at times structuring theme-based sub-group consultations (i.e. Student experience, research, etc.)
  - Bringing together networks of people from across campus
  - Participating in consultations, creating mini reports of ideas and recommendations
  - Ensuring ideas and recommendations are captured and included throughout the core planning timeframe

- ▪ Participating in regular meetings
- ▪ Serving as an ambassador throughout the strategic planning process
  - • Ensuring good two-way communication with the community
- ▪ Providing feedback on draft iterations of the strategic plan
- ▪ Providing comments on a final draft plan for presentation to the Senate Committee on University Planning (SCUP), that will ultimately be approved by the Senate and Board of Governors