

MINUTES OF THE MEETING OF SENATE

MAY 6, 2016

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

SENATORS: 67

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

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

By Invitation: R. Ezekiel, C. Richmond

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

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

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

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

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit I]

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

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

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

CARRIED

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

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

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

CARRIED

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

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

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

Faculty of Education: Melody Viczko

CARRIED

REPORT OF THE NOMINATING COMMITTEE [Exhibit II]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The question was called and CARRIED.

S.16-122

School of Graduate and Postdoctoral Studies: Revisions to the Biomedical Engineering MSc Program

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

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

CARRIED

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

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

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

CARRIED

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

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

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

CARRIED

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

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

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

CARRIED

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

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

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

CARRIED

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

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

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

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

The question was called and CARRIED.

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

Senate was informed that SCAPA approved the following cyclical reviews:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DISCUSSION AND QUESTION PERIOD

S.16-133

Endowed Chair in Economics

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

ADJOURNMENT

The meeting adjourned at 3:15 p.m.

A. Chakma
Chair

I. Birrell
Secretary

Western Degree Outcomes

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



Western Degree Outcomes

Ontario Quality Assurance Framework

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



Western Degree Outcomes

Ontario Undergraduate Degree Level Expectations

Six Categories of Learning Outcomes:

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



Western Degree Outcomes

UDLEs

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



Western Degree Outcomes

WDOs: Attributes

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



Western Degree Outcomes

WDOs

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



Western Degree Outcomes

WDOs and IQAP

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



Western Degree Outcomes

Consultation

Consultation Document released

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



Western Degree Outcomes

Consultation

Information and Feedback

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



Western Degree Outcomes



Western Degree Outcomes

Initiative Timeline

January 2015

- Western Degree Outcomes Working Group formed

September – November 2015

- Campus-wide consultations

December 2015 – February 2016

- Western Degree Outcomes drafted and call for feedback / solicit input

March 2016

- Draft Western Degree Outcomes report completed and circulated for feedback



Western Degree Outcomes

Next Steps

- Curriculum Guide
- Student Guide



Western Degree Outcomes

Working Group Members

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



Western Degree Outcomes



Creating Western's
INDIGENOUS STRATEGIC PLAN

www.indigenoustrategicplan.uwo.ca



Development of the Draft Plan

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



Community Engagement Summary

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



Next Steps in Developing the Plan

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



High Level Strategic Directions

1. Strengthen and build relationships with Indigenous communities
2. Nurture an inclusive culture that values Indigenous peoples, perspectives, and ways of knowing
3. Enhance Indigenous students' experience at Western
4. Achieve excellence in Indigenous research and scholarship



High Level Strategic Directions

5. Excel in Indigenous teaching and learning
6. Indigenous Western's institutional practices and spaces
7. Become a university of choice for Indigenous students
8. Increase Indigenous representation in staff and faculty complement



Thank You!

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www.indigenoustrategicplan.uwo.ca