

638098SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES
Graduate Education Council – Committee Meeting
Minutes
April 27, 2021
12:00pm – 1:30pm

Join Zoom Meeting
<https://westernuniversity.zoom.us/j/95154261939>

Meeting ID: 951 5426 1939
Passcode: 638098
One tap mobile
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Nandi Bhatia; Catherine Nolan; Pam Bishop; Denise Connelly; Andrew Botterell; Lyn Purdy; Tom Drysdale; Kamran Siddiqui; Jisuo Jin; Jamie Baxter; Laretta Frederking; Dennis Klimchuk; Edmund Goehring; Jacqui Specht; Diane Bryant; Grant Campbell; Sam Trosow; Lauren Cipriano; Carolyn Schild-Poulter; Liying Jiang; Marc Moreno Maza; Kim Shuey; Dianne Bryant; Doug Woolford; Nica Borradaile; Francois Poire; Lina Dagnino; Arzie Chant; Shayna McKay; Joanna Blom; Martin Ross; Mohammed Estaiteyeh; Martin Nord; Blair Benning; Alyssa Jervis; Greg Robinson; Ji Su Song; Spencer Heuchan; Joshua Patenaude; Stephen Tuffs; Linda Miller; Lorraine Davies; Ruth Martin; kirstyn seanor; Bobby Glushko; John Cuciurean; G. Tigert; Aisha Haque; Ron Wagler; Laretta Frederking; Dennis Klimchuk, Stephen McClatchie, Sharon Sliwinski, Nica Borradaile; Busra Copuroglu

Regrets: Lori Johnson, Stephen McClatchie

1. Welcome and Introductions
2. Approval of the Minutes from December 9 Approved

Report from GEC Policy Committee for Approval:

- I. Review of Guidelines for Reviewing and Assessing Student Progress through the Degree With friendly amendments passed (Lorraine to complete)
- II. Graduate Course outlines Do some additional work and bring forward later for an e-vote

Other Business

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

Graduate ☞ Education Council – Committee Meeting

Minutes

December 9, 2020

12:00pm – 1:30pm

Join URL: <https://westernuniversity.zoom.us/j/94121451070>

Meeting ID: 941 2145 1070

Passcode: 5a738m

Nandi Bhatia; Catherine Nolan; Pam Bishop; Denise Connelly; Sharon Sliwinski; Andrew Botterell; Lyn Purdy; Tom Drysdale; Kamran Siddiqui; Jisuo Jin; Jamie Baxter; Laretta Frederking; Dennis Klimchuk; Edmund Goehring; Jacqui Specht; Diane Bryant; Grant Campbell; Sam Trosow; Lauren Cipriano; Carolyn Schild-Poulter; Liying Jiang; Marc Moreno Maza; Kim Shuey; Dianne Bryant; Doug Woolford; Stephen McClatchie; Nica Borradaile; Francois Poire; Lina Dagnino; Arzie Chant; Shayna McKay; Joanna Blom; Lori Johnson; Martin Ross; Mohammed Estaiteyeh; Martin Nord; Blair Benning; Alyssa Jarvis; Greg Robinson; Ji Su Song; Spencer Heuchan; Joshua Patenaude; Stephen Tuffs; Linda Miller; Lorraine Davies; Ruth Martin; kirstyn seanor; Bobby Glushko; John Cuciurean; G. Tigert; Aisha Haque; Ron Wagler; Laretta Frederking

Regrets: Dennis Klimchuk, Stephen McClatchie, Sharon Sliwinski, Nica Borradaile

1. Welcome and Introductions
2. Approval of the Minutes from October 21, 2020 Approved
3. President Dr Alan Shepard – Dr. Shephard spoke and answered questions for most of the meeting

Report from GEC Policy Committee for Approval:

- I. Review of Guidelines for Reviewing and Assessing Student Progress through the Degree – members to consult with others and item is to be brought back to next GEC meeting
- II. Review of 8.4.2 and the allegation of a scholastic offense revision to GEC – approved

Other Business

Item 1: Review of Guidelines for Reviewing and Assessing Student Progress through the Degree and decision to send to GEC for approval:

Research-Based Program Guidelines for Reviewing and Assessing Student Progress through the Degree

Overview

Monitoring and assessing student progress are key to maximizing graduate student engagement and success, timely completion of the degree, and graduate program quality. Regular student progress assessment helps programs and students identify academic excellence. It also helps to make visible and address problems or challenges students are experiencing that may interfere with thriving and with degree completion.

To support student progress, programs are expected to clearly communicate their degree requirements and the expected timing of these requirements to students. They are also required to monitor and assess student progress at least annually, and to communicate these results to their students.

Meeting Program Expectations

It is expected that degree requirements across the duration of the program are clearly communicated to students in progress meetings, via program web pages, program guides and through the online Pathfinder degree planning portfolio.

Throughout their time in the program, students are expected to be aware of how degree expectations for maintaining good standing in the program align with their own progress.

At a minimum, supervisory committee members and Graduate Chairs (or equivalent) will support their students' timely progression by regularly (at least annually) assessing and documenting student progress and then by discussing these outcomes with students.

To maintain good standing in their program, graduate students are expected to meet program expectations for the timely completion of the degree.

Annual Progress Evaluations

Graduate Chairs (or equivalent) are responsible for overseeing student progress through Pathfinder. In this regard, they work with students' supervisory committee members. Graduate Chairs (or equivalent) and supervisory committee members are expected to regularly communicate with each other and with students.

It is the Graduate Chair's (or equivalent) responsibility to:

1. ensure that students are notified of the timeline for submission of their annual (at a minimum) progress report;
2. ensure that Pathfinder feedback is appropriate and effective and is communicated to students including expectations going forward;
3. offer support and advice to all students, including those who are struggling or failing to meet program expectations;
4. offer support and advice to supervisors

Pathfinder and Annual Progress Evaluations and the Use of Pathfinder

The Pathfinder degree planning portfolio facilitates the monitoring, evaluation and communication of student progress in multi-year research-based degree programs.

Commented [LD1]: Annual progress evaluation and the use of pathfinder language

At regular intervals, and at least yearly, graduate programs will request that their students submit a pathfinder portfolio for review and evaluation. Submitting a portfolio is considered a degree requirement, and to maintain good standing in a program it must normally be completed by the assigned due date.

The progress review process facilitated by Pathfinder involves the following steps:

1. Student is asked to complete the portfolio by [date], including comments and feedback.
2. The student's advisory committee members comment on the student's portfolio, including the progress made since the last review and respond to the student's comments and feedback. It is best practice that a student would meet with the supervisor and advisory committee to discuss their progress and their report.
3. The Graduate Chair/equivalent (or alternate, if the Graduate Chair/equivalent is the student's supervisor) reviews the student's portfolio and the comments of the advisory committee members and, based on these, provides their input.

The portfolio is returned to the student for review, comment, and acknowledgement.

At any point during this process, a participant may return the portfolio back to the previous reviewer in order to discuss.

It is expected that the entire review process will take no longer than 30 days. At the end of the Pathfinder portfolio review process, the content of the portfolio, including comments and a progress assessment, are archived in Pathfinder for future review.

Guidelines when a Student is not Meeting Degree Expectations

When a progress review finds that a student is not meeting degree expectations, the following steps need to be taken:

1. The Graduate Chair (or equivalent) connects with the Supervisor and the Student (and if appropriate Supervisory Committee members) to request meeting (it is not necessary that it be one meeting with everyone).
2. A purpose of the meeting is to remove any possible barriers to student progress and to consider other ways to support student progress. A second purpose is to clarify how and why the student has not met program expectations, and to articulate what is required to meet degree requirements.
3. The results of the meeting are documented. A plan of study for the upcoming year/immediate future (or alternate timeframe) with goals and dates, is created and agreed upon by the Student and Supervisor, with support of the Graduate Chair (or equivalent). It is important that the student understand that failure to meet program expectations is grounds for withdrawal.
4. This progress plan is uploaded to Pathfinder as part of the Graduate Chair (or equivalent) evaluation.

Commented [LD2]: Use supervisory committee (advisory same as supervisory committee and clarify at the beginning)

Commented [LD3]: Add in line that students are directed to sources of support

For students who are not meeting degree expectations, regular follow-up is recommended.

It is strongly advised that students communicate with their supervisory committee and Graduate Chair (or equivalent) if they are unable to meet the progress plan timeline so that barriers and challenges can be examined and discussed. If warranted, additional supports should be put in place. Graduate Chairs (or equivalent), supervisory committee members and students can request meetings as needed.

Consistently failing to meet degree expectations, despite ongoing support to succeed, are grounds for withdrawal. Communication in this regard is documented and shared with the student.

Sustained Lack of Progress: Guidelines for Withdrawal for Failure to Meet Program Expectations

When a student consistently fails to meet degree expectations, supervisory committee members and/or the Graduate Chair (or equivalent) convene to discuss the merits of withdrawing the student from the program. If there is agreement that withdrawal is warranted, a meeting is arranged with the student. In this meeting, the program communicates the reasons for their preliminary decision to withdraw the student and offers the student the opportunity to respond both in the meeting and, in writing, afterward.

After considering the circumstances surrounding the failure to meet degree expectations, including the student's feedback, the Graduate Chair, or equivalent, (in consultation with the supervisor) makes a final decision about whether to withdraw the student.

The student is notified in writing of the withdrawal decision. This notification includes relevant information about the appeal **process**.

Pathfinder and Confidentiality

Information collected within the Pathfinder degree planning portfolio is protected by the Official Student Record Information Privacy Policy

https://www.uwo.ca/univsec/pdf/academic_policies/general/privacy.pdf

Commented [LD4]: Cross reference 4.07?

Commented [LD5]: Students seek consultation with appropriate offices on campus such as Ombudsperson

Commented [LD6]: Fix font change

Formatted: paragraph, Font Alignment: Baseline

Item 2: Proposed edits to the SGPS regulations on graduate course outlines

6.02 COURSE OUTLINES

For information on course outlines [click here](#).

In addition to the *Academic Handbook, Examinations, Course Outlines* Senate regulation linked above, **graduate course outlines must include the following information:**

Graduate Course Level Learning Outcomes/Objectives

Provide a list of course learning outcomes/objectives. Course learning outcomes/objectives should align with the graduate program's learning outcomes. Contact your graduate chair/administrator, or SGPS, for a copy of the program learning outcomes. Ideally, students should be able to see how course learning outcomes/objectives are addressed through course requirements, activities and assessments.

Course Timeline and Format

*Include an anticipated timeline of the content areas, or topics and/or other learning activities, covered over the course duration, as well as the format (face-to-face, online, hybrid) used to deliver the content. Instructors should make every effort to follow the stated timeline. **Normally, instructors cannot change the format of instruction during the course.***

Prerequisite Checking

If applicable, a list of the prerequisites for the course and the following notation regarding the Senate regulation with respect to the student's responsibility for ensuring that course prerequisites have been completed successfully or special permission from the Instructor and the Graduate Chair (or equivalent) from the student's home program obtained:

"Unless you have either the requisites for this course ~~and/or~~ written special permission from your Instructor and Graduate Chair (or equivalent) from the

Commented [LD7]: Want to be clear which graduate courses are 'open' and which need special permission – form to be filled out (link to this)

Commented [LD8]: Useful for professional/course based program
Note – people soft has way of marking a course as open etc

Commented [LD9]: undergraduate term

Commented [LD10]: This course is restricted for students in this program... and if you are seeking admission this is the process (need permission of home program and program offering the course, if different from the student's home program)

*student's home program to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be **appealed**.*

Commented [LD11]: Do we need wording for antirequisites?

Commented [LD12]: Cross-listing – issue is self-reported absences which only for undergrads and so these course outlines need such a statement

Commented [LD13]: Unless you have the requisites for this course (when applicable) and written special permission...

Perhaps say “prerequisite courses or knowledge” instead of “prerequisites” alone, as I think Tom suggested, would be useful.

Health/Wellness Services

All course outlines must contain the following statement:

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

All course outlines must contain the following statement:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with **Accessible Education Western (AEW)**, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both **AEW** and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.