SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES
Graduate Education Council – Committee Meeting
Minutes
June 2, 2021
12:00pm – 1:30pm

Nandi Bhatia; Catherine Nolan; Pam Bishop; Denise Connelly; Andrew Botterell; Lyn Purdy; Tom Drysdale; Kamran Siddiqui; Jisuo Jin; Jamie Baxter; Lauretta 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; 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; Lauretta Frederking; Dennis Klimchuk, Sharon Sliwinski, Nica Borradaile; Busra Copuroglu; Lori Johnson,

Regrets: Joanna Blom, Susanne Schmid, Stephen McClatchie

1. Welcome

2. Approval of the Minutes from April 27, 2021 - Approved

3. Report from GEC Policy Committee:

    I.   SGPS EDI-D Statement

        Motion: That effective immediately the School of Graduate and Postdoctoral Studies Equity, Diversity, Inclusion and Decolonization Statement be approved. - Approved with friendly amendments, flexible document conversations will continue

    II.   Graduate Course outlines

        Motion: That effective immediately the Regulation 6.02 COURSE OUTLINES be revised as shown. - Approved

    III.   Thesis examination board 8.4.2.1 -

     Motion: That effective immediately the Regulation 8.4.2.1 be revised with the friendly amendments. - approved with 1 person abstaining

4. Thank you to outgoing GEC Members, Welcome new GEC Members. Vote on New SUPR-G Faculty Representative - Approved

5. Other Business

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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
+16475580588,,95154261939#,,,,*638098# Canada

Nandi Bhatia; Catherine Nolan; Pam Bishop; Denise Connelly; Andrew Botterell; Lyn Purdy; Tom Drysdale; Kamran Siddiqui; Jisuo Jin; Jamie Baxter; Lauretta 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; Lauretta 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 (approved with friendly amendments)
   II. Graduate Course outlines (Chris to revise according to feedback and bring back to Policy and then GEC or e-vote)

Item 3.I

Equity, Diversity, Inclusion and Decolonization in Graduate Education and Postdoctoral Studies[1]

The School of Graduate and Postdoctoral Studies (SGPS) recognizes Indigenous rights to sovereignty and is committed to having these rights reflected in our mandate, and in policies and procedures that govern graduate education and postdoctoral studies at Western.

The School of Graduate and Postdoctoral Studies is deeply committed to working with the Offices of Indigenous Initiatives, the Office of Equity, Diversity & Inclusion, and Accessible Education, the Centre for Teaching and Learning, and the with Society of Graduate Students, graduate programs and the Postdoctoral Association to embed principles of Indigenization and decolonization, equity, diversity, inclusion, accessibility, and antiracism into all components of graduate education and postdoctoral training, from recruitment and admission through to completion. For example, with respect to graduate education, this includes, but is not limited to, the course content, learning environment and the examination process.

We are revising the SGPS regulations and key aspects of Western's graduate program review processes to support transformative changes in graduate education curriculum and practices, graduate program development and innovation, and graduate program review and ongoing improvement. By drawing on lived experiences, we will intentionally and proactively work in partnership with all units to cultivate an inclusive culture of belonging and safety and accountability that supports all individuals personally and academically studying across Western and our wider community.

These transformative changes will create space for, and embrace, the unique nuances related to academic and research activities undertaken by Indigenous students and students of other equity-deserving groups. Examples of such work includes research and academic activities that embrace and value Indigenous epistemologies, Indigenous and decolonial research methodologies, critical race theory, feminist and intersectional approaches, TWAIL (Third World Approaches to International Law), LGBTQ2S+ theories, critical and feminist disability studies and other forms and methods for anti-oppression research.

The School of Graduate and Postdoctoral Studies' Academic Policy and Regulations Committee's Terms of Reference is to review and revise policies and procedures on behalf of the Graduate Education Council. In the Fall 2020 the Committee struck an Equity, Diversity, Inclusion and Decolonization (EDI-D) Working Group. The EDI-D Working Group is reviewing SGPS regulations and procedures with an Indigenization, equity, diversity, inclusion and decolonization,EDI-D, and anti-oppression lens to ensure that they reflect and support principles of EDI-D, antiracism, and Indigenous rights to sovereignty. The cCommittee will then compile a list of recommendations and concrete policy changes for SGPS, to be presented to the Committee of Academic Policy and Regulations and the Graduate Education Council.

We invite all members of the Western community to reach out to any of the Working Group members with feedback and advice. New members are welcome.

Current focus and timeline:

1. Equity, Diversity, Inclusion and Decolonization statement drafted and approved by EDI-D Working Group and sent for consultation to the Office of Indigenous Initiatives, and the Committee of Academic Policy and Regulations by May 20, 2021
2. Draft a document that outlines admission principles as they relate to anti-racism, equity, diversity, inclusion, and decolonization, by June 30, 2021 and send out for consultation and then presentation to the Committee of Academic Policy and Regulations and the Graduate Education Council.

Current mMembers of the Equity, Diversity, Inclusion and Decolonization Working Group:

Alexandra Levine
Beth Tuinstra
Denise Connelly
Denise Kamyuka
Elizabeth Mohler
Frankie Young
Janelle Unger
Kamran Siddiqui
Laurel Shire
Matt Dumouchel
Mary Morris
Robert Glushko
Sohini Chatterjee
Syna Thakur
Teri Hern

Past members:

Thank you to Nicole Kaniki and Candace Brunette-Debassige for their participation, involvement, and advice.

[1]We have benefited from, and we appreciate, the advice provided in the April 19th, 2021 memo "Guidance for Western's Administrators on EDI and Indigenous Initiatives" by Nicole Kaniki Special Advisor to the President on Anti-Racism, Bertha Garcia Special Advisor to the President on Anti-Racism, Candace Brunette-Debassige Special Advisor to the Provost, Indigenous Initiatives and Christy R. Bressette Vice-Provost/Associate Vice-President, Indigenous Initiatives

Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

Item 3.2

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.

Enrollment Restrictions

All course outlines must include one of the following two statements regarding enrollment restrictions:

Enrollment in this course is restricted to graduate students in (Insert name of program(s)).

OR

Enrollment in this course is restricted to graduate students in (Insert name of program(s)), as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

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.

Item 3.3 Thesis examination board 8.4.2.1

The revision focuses on the Thesis Examination Board members and proposes two key changes -
1. more flexibility/customization in terms of the make-up of the examining committee, and

2. the types of examiners has expanded to include an Indigenous Knowledge examiner and a Specialized Knowledge examiner.

(please ignore the yellow highlights)

Examiners:

- Every PhD exam must include at least one (but no more than 2) program examiners and one external examiner. A total of 4 examiners are to be identified from the categories below. (Exceptions will be considered for programs in non-departmentalized faculties)
- Every effort must be made to ensure that the examination board members reflect Western's commitment to EDI-D
-

Tasks of the examiners are to:

- Determine if the thesis and the candidate meet recognized scholarly standards for the degree and, where relevant, the collaborative specialization
- Appraise the thesis for content - its underlying assumptions, methodology, findings, and scholarly significance of the findings. This should include evaluation of the thesis in terms of its organization, presentation of graphs, tables, and illustrative materials, and its use of accepted conventions for addressing the scholarly literature
- Evaluate the candidate's skill and knowledge in responding to questions and defending the thesis
- Ensure authenticity of authorship

Roles:

Program Examiner: This examiner is an expert in the thesis area, upholds the standards of the discipline and ensures the graduate degree level expectations and the learning outcomes for the thesis are met.

Criteria:

- The program examiner must have Teaching/Advisory, Associate, Masters or Doctoral SGPS membership in the student's program.
- No more than one Program Examiner may be from the candidate's Thesis Supervisory Committee

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations (link)
- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis
- Contribute your decision in the final determination of the acceptability of the thesis and oral defense
- If the final determination is a pass conditional upon revisions (link) be willing to review and approve the revisions
- If needed, participate in a re-submission and/or a re-examination hearing (link to hearing)

University Examiner: This academic examiner provides an interdisciplinary/other discipline perspective on the student's research. The University examiner is normally a faculty member whose primary appointment is not in the same department as the student's program.

Criteria:

- The University examiner must have Teaching/Advisory, Associate, Masters or Doctoral SGPS membership and must be able to bring an interdisciplinary or other disciplinary perspective
- Must not have had ~~any~~ involvement in the development of the thesis nor interest in the outcome

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations (link)
- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis

- Contribute your decision in the final determination of the acceptability of the thesis and oral defense
- If the final determination is a pass conditional upon revisions (link) be willing to review and approve the revisions
- If needed, participate in a re-submission and/or a re-examination hearing (link to hearing regs)

Specialized Knowledge Examiner: This non-academic examiner has knowledge, experience and expertise related to the research and provides a community, industry, cultural, career and/or applied perspective.

Criteria:

- This examiner does not need to hold membership in SGPS.
- Must not have had involvement in the development of the thesis nor have a material or financial interest in the outcome
-

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations (link)
- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis

Contribute your decision in the final determination of the acceptability of the thesis and oral defense. If needed, participate in a re-submission and/or a re-examination hearing (link to hearing regs)

Indigenous Knowledge Examiner: This examiner is a member of the Indigenous community with knowledge, experience and expertise related to the research.

Criteria:

- This examiner does not need to hold membership in SGPS.

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations (link)
- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis
- Contribute your decision in the final determination of the acceptability of the thesis and oral defense
- If needed, participate in a re-submission and/or a re-examination hearing (<mark>link to hearing</mark> regs)

External Examiner: This academic examiner is a faculty member at another University and has an established reputation in the field of the thesis.

Criteria:

- This examiner does not need to hold membership in SGPS.

Responsibilities:

- See Thesis Examination Guide for Remote and In-Person examinations (link)
- Conduct and submit a preliminary evaluation of the thesis artifact no later than one week before the exam date.
- Attend the public lecture
- Attend the thesis examination and participate in the questioning of the candidate, evaluating the thesis and the candidate's defense of the thesis
- Contribute your decision in the final determination of the acceptability of the thesis and oral defense
- If needed, participate in a re-submission and/or a re-examination hearing (<mark>link to hearing</mark>) (this may be waived)

Item 4 GEC Members Changes for July 1 2021

Thank you to outgoing members:

Dennis Klimchuk – Arts (Philosophy)

Edmund Goehring – Music (Music History)

Caroline Schild-Poulter - Schulich (Biochemistry)

Liying Jiang – Engineering (Mechanical & Materials Engineering)

Marc Moreno Maza - Science (Computer Science)

Kim Shuey - Social Science (Sociology)

Francois Poire – Grad Chair Position (Arts, French Studies)

Welcome new members:

Faculty position:

Tobias Nagl – Arts (English and Writing Studies)

Authur Brown – Schulich (Anatomy and Cell Biology)

Ayman El Ansary – Engineering (Civil & Environmental Engineering)

Elizabeth Hayden – Social Science (Psychology)

Joseph Gilroy – Science (Chemistry)

Kevin Watson – Music (Jazz Ensemble)

Graduate Chair position:

Genevieve De Viveiros – Graduate Chair (French Studies)

Motion: That effective July 1 2021 until June 30, 2023, Genevieve De Viverios will be the Graduate Education Council (GEC) faculty representative on the Subcommittee on Program Review – Graduate (SUPR-G)