MEETING AGENDA

TUESDAY, OCTOBER 2, 2018
5:30 p.m. | OVC Lifetime Learning Centre | Room 1714

Information for Senators

3-11 a) Orientation and Governance
   1. Welcome and Approval of the Agenda
      a) Approval of the Agenda and Speaking Privileges [Motions]

13 a) Approval of the Minutes
   2. Approval of the Minutes
      a) Minutes of May 28, 2018 [Motion]
      b) Business Arising

15-22 3. Remarks from the Chair
      a) Chair’s Remarks to Senate

23-32 4. Question Period
       a) Question Period

33 5. Student Senate Caucus Report
    a) Update on Student Senate Caucus Activities

6. Presentations to Senate
   a) Update from the Provost and Vice-President (Academic)
   b) Update from the Vice-President (Research)
      [Addenda]

7. Priorities and Planning Committee Report
   a) Senate Priorities for 2018-19 [Motion]
   b) Council of Ontario Universities (COU) Academic Colleague Update

8. Board of Graduate Studies Report
   a) CSAHS Program Field Change (Psychology) [Motion]
   b) Canadian Academic English Language (CAEL) Graduate Admission Requirement [Motion]
   c) Graduate Curriculum: Course Changes, Deletions, Additions
   d) BGS Subcommittees Membership: 2018-19
   e) Graduate Faculty Appointments

9. Committee on Bylaws and Membership Report
   a) Results of Senate By-elections
      [Addenda]
10. Committee on Quality Assurance Report
   b) Quality Review Reports
      - International Development Studies (IDS) Undergraduate and Graduate Programs

11. Honours and Awards Committee Report
   a) Call for Nominations for 2019 University Awards

12. Deliberative Discussion
   a) Policy on Freedom of Expression
      [Addenda]

13. Other Business
   a) Other Business
      [Addenda]

14. Move to Closed Session
   a) Adjourn Open Session and Move into Closed Session [Motion]

15. Closed Session Honours and Awards Committee Report

16. Addenda Items
   a) 9a) Results of Senate By-elections
   b) 12a) Deliberative Discussion: Policy on Freedom of Expression
   c) 13) Other Business: University of Guelph and the University of Guelph-Humber 2019-20 Schedule of Dates

17. Addenda Items
   a) 6b) Update from Vice-President (Research)
   b) 12) Deliberative Discussion: Policy on Freedom of Expression

Adjournment

Next Senate Meeting: Monday, November 26, 2018
To: Members of Senate  

From: Gen Gauthier-Chalifour, University Secretary  

Subject: Senate Governance and Orientation  

Meeting: October 2, 2018  

The University of Guelph Senate  

The University of Guelph, like most universities in Ontario, was formally created through provincial statute, which, in the case of this institution, is the University of Guelph Act, 1964 (the “Act”). The Act prescribes a “bicameral” governance structure common to Canadian universities, which is comprised of both a Senate and a Board of Governors. 

Generally, the Board of Governors is responsible for fiscal oversight of the University, while Senate is responsible for the oversight of academic initiatives. Specifically, the Act charges Senate with: 

- formulating educational policy; 
- creating faculties, departments, schools and institutes for the delivery of curricula and related educational initiatives; 
- creation and implementation of bylaws and regulations relating to matters under the jurisdiction of Senate; 
- election of the Chancellor; 
- determining courses of study; 
- oversight of academic examinations; 
- matters involving scholarships, bursaries, prizes and awards relating to students and their learning; and, 
- conferring of degrees and diplomas that fall under the jurisdiction of the University of Guelph, including honorary degrees.

\[1\] Approval of the Board of Governors is required as it relates to required financial resources.
Senate Standing Committees and Boards

Senate has established nine standing committees and boards to assist in carrying out its responsibilities:

<table>
<thead>
<tr>
<th>Standing Committee or Board</th>
<th>Chair (2018-19)</th>
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<tbody>
<tr>
<td>Priorities and Planning Committee (SPPC)</td>
<td>Ian Newby-Clark</td>
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<tr>
<td>Committee on Bylaws and Membership</td>
<td>Ann Wilson</td>
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<td>Board of Undergraduate Studies (BUGS)</td>
<td>Byron Sheldrick</td>
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<td>Board of Graduate Studies (BGS)</td>
<td>Andrew Papadopoulos</td>
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<td>Committee on Non-degree Studies (SCNS)</td>
<td>Mark Lipton</td>
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<td>Committee on Quality Assurance (SCQA)</td>
<td>Scott McEwen</td>
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<td>Research Board (SRB)</td>
<td>Marc Coppolino</td>
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<td>Committee on Student Petitions (Petitions)</td>
<td>Tami Martino</td>
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<tr>
<td>Committee on Honours and Awards (SHAC)</td>
<td>Statia Elliot</td>
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Senators are also encouraged to view the following documents from the University Secretariat website:

- 2018-19 Senate Membership
- 2018-19 Senate Meeting Dates and Information
- 2018-19 Standing Committee Membership
- 2018-19 Senate and Senate Committees Meeting Schedule
- Role and Responsibilities of Senators
- Senate Bylaws and Governing Documents
- Senate Rules of Order
- University Policies

Reference Information and Documents for Senators

Enclosed for the reference and information of Senators are the following:

- Governance at the University of Guelph - The Role of Senate
- University of Guelph Mission Statement
- Curriculum Renewal Process Overview

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2 URL: https://www.uoguelph.ca/secretariat/office-services/senate
3 Winter 2019 meeting dates will be confirmed in December 2018
Additional Senate-approved documents that inform the work and decision-making of Senate are:

- The Senate-approved Learning Outcomes for both the undergraduate and graduate curriculum
- University of Guelph Academic Calendars
- The Senate-approved Institutional Quality Assurance Process (IQAP)
- The Senate-approved Strategic Research Plan

Questions and Additional Information

Senators are invited to contact the University Secretary, Gen Gauthier-Chalifour (g.gauthier@exec.uoguelph.ca) with questions on the above, or other Senate-related matters.

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4 URL: https://www.uoguelph.ca/vpacademic/avpa/outcomes/
5 URL: https://www.uoguelph.ca/academiccalendars/
6 URL: https://www.uoguelph.ca/secretariat/office-services/senate/senate-boards-and-standing-committees/committee-quality-assurance/quality
7 URL: https://www.uoguelph.ca/research/about-us/strategic-research-plan
Governance at the University of Guelph: The Role of Senate

In accordance with the University of Guelph Act (1964), the University operates under a bicameral system of governance comprising the Senate and the Board of Governors. The Senate is responsible for the academic policy of the University which includes responsibility for determining the courses of study, standards of admission and qualifications for graduation. The Board of Governors is responsible for all other aspects of the governance of the University not assigned to the Senate. This includes oversight of the management and control of the University and its property, revenues, expenditures, business and related affairs.

Excerpt from the University of Guelph Act regarding the responsibilities of Senate. The Act is available online at: https://uoguelph.civicweb.net/document/5523.

13. The Senate is responsible for the educational policy of the University, and, with the approval of the Board in so far as the expenditure of funds and the establishment of facilities are concerned, may create such faculties, departments, schools or institutes or establish such chairs as it may determine, may enact bylaws and regulations for the conduct of its affairs, and, without limiting the generality of the foregoing, has power
   a) to elect the Chancellor;
   b) to control, regulate and determine the educational policy of the University;
   c) to determine the courses of study and standards of admissions to the University and continue membership therein, and qualifications for degrees and diplomas;
   d) to conduct examinations and appoint examiners;
   e) to deal with all matters arising in connection with the awarding of fellowships, scholarships, bursaries, medals, prizes and other awards;
   f) to confer the degrees of Bachelor, Master and Doctor, and all other degrees and diplomas in all branches of learning that may appropriately be conferred by a University;
   g) to confer honorary degrees in any department of learning;
   h) to create faculty councils or committees and committees generally to exercise its powers.
The University of Guelph is a research-intensive, learner-centred university. Its core value is the pursuit of truth. Its aim is to serve society and to enhance the quality of life through scholarship. Both in its research and in its teaching programs, the University is committed to a global perspective.

The University offers a wide range of excellent programs, both theoretical and applied, disciplinary and interdisciplinary, undergraduate and graduate, in the arts, humanities, social sciences, natural sciences, as well as professional fields. Among these, it recognizes agriculture and veterinary medicine as areas of special responsibility.

The University attracts students, faculty, and staff of the highest quality. It is animated by a spirit of free and open inquiry, collaboration, and mutual respect. It asserts the fundamental equality of all human beings and is committed to creating for all members of its community, an environment that is hospitable, safe, supportive, equitable, pleasurable, and above all, intellectually challenging.

The University of Guelph is determined to put the learner at the centre of all it does, recognizing that research and teaching are intimately linked and that learning is a life-long commitment. The University eagerly promotes collaboration among undergraduates, graduate students, faculty, staff, and alumni, as well as with our local and international community, other educational institutions, government and business.

The University of Guelph is committed to the highest standards of pedagogy, to the education and well-being of the whole person, to meeting the needs of all learners in a purposefully diverse community, to the pursuit of its articulated learning objectives, to rigorous self-assessment, and to a curriculum that fosters creativity, skill development, critical inquiry, and active learning. The University of Guelph educates students for life and work in a rapidly changing world.

The University of Guelph invites public scrutiny of the fulfillment of its mission, especially by the people of Ontario, to whom it is accountable.
Curriculum Renewal Process

Undergraduate Curriculum

Curriculum Committees [unit level] → Program Committees [degree program level]

Calendar Review Committee → Board of Undergraduate Studies

Senate

Graduate Curriculum

Graduate Studies Committees [unit level] → Division Committees [consultation]

Graduate Programs and Policies Committees → Board of Graduate Studies

Senate
Undergraduate Program Approval Process

New Program Proposal Brief
- Review by Office of Provost
- External Reviewer Nominations

External Reviewers
- Site visit
- Report to Department and College Dean
- Revised Proposal Brief
- Including response to review report

Internal Governance
- Review of Proposal Brief by Program Committee & CRC
- Review by BUGS
- Review and approval by Senate

External Governance
- Review by Ontario Universities Council on Quality Assurance
- MAESD for funding approval
Graduate Program Approval Process

New Program Proposal Brief
- Review by Office of Provost
- Review by Division Committee
- External Reviewer Nominations
- Library Assessment

External Reviewers
- Site visit
- Report to Department and College Dean
- Revised Proposal Brief
- Including response to review report

Internal Governance
- Review of Proposal Brief by Graduate Programs and Policies Committee
- Review by Board of Graduate Studies
- Review and approval by Senate

External Governance
- Review by Ontario Universities Council on Quality Assurance
- MAESD for funding approval
To: Members of Senate
From: Gen Gauthier-Chalifour, University Secretary
Subject: 1. Welcome and Approval of the Agenda  
2. Approval of Minutes
Meeting: October 2, 2018

1. Welcome and Approval of the Agenda

a) Approval of Agenda and Speaking Privileges [Motion]

Senate is asked to,
RESOLVE, that the October 2, 2018 meeting agenda be approved, as presented.

i) Speaking Privileges [Motion]

Senate is asked to,
RESOLVE, that Visitors to the Senate meeting be granted speaking privileges.

2. Approval of Minutes

a) Minutes of May 28, 2018 [Motion]

The minutes of the May 28, 2018 meeting are enclosed for consideration.

Senate is asked to,
RESOLVE, that the minutes of the May 28, 2018 meeting be approved, as presented.

b) Business Arising

Amendments to the University of Guelph Human Rights Procedures - At its meeting June 8, 2018, the Board of Governors approved the amendments to the University of Guelph Human Rights Procedures.

Election of Member-at-Large to Chair SPPC – Following its meeting May 28, 2018, Professor Ian Newby-Clark was elected as the member-at-large to Chair the Senate Priorities and Planning Committee for a second two-year term beginning September 1, 2018.

All other matters of business arising are addressed throughout the meeting agenda.
Minutes of the meeting held Monday, May 28, 2018
5:30 pm | OVC Lifetime Learning Centre | Room 1714

Present:
Martha Billes, Chancellor
Franco Vaccarino, Chair
Gen Gauthier-Chalifour, University Secretary*  
Eve Adomait
Robin Bergart
Olaf Berke
Ben Bradshaw
Malcolm Campbell
Gwen Chapman
Julia Christensen Hughes
Natalie Clarke
Peter Conlon
Marc Coppolino
John Cranfield
Ray Darling
Mary Deacon
Cate Dewey
Ben Doadt*
Susan Douglas
Todd Duffield
Hugh Earl
Soroush Ebadi
Elizabeth Finnis
Lindsey Fletcher
Kimberly Francis
Luis Gaetero
Bahram Gharabaghi
Dan Gillis
Brandon Gilroyed
Karen Gordon
J ames Harley
J essica Helwig
Sally Hickson
Art Hill
Julie Horrocks
Brian Husband
J ack Hutchison
Sauvane J ulien
Carolyn Kerr
Stephen Kosempel
T uuli Kuukonen
Andrew Kuttain
Karen Landman
Francesco Leri
Sheri Longboat
Nicholas Manuel
Massimo Marcone
Scott McEwen
Ruediger Mueller
Sean Mitchell
Noel Moens
Ian Newby-Clark
Jonathan Newman
Lee Niel
Miana Plesca
Deborah Powell
Troy Riddell
Jonathan Schmidt
Byron Sheldrick
Kate Shoveller
John Smithers
Olga Smoliak
Christina Smylitopoulos
Leanne Son Hing
Ian Spears
Jim Squires
Mason Stothart
Al Sullivan
John Walsh
Jon Warland
Mary Wells
Leigh West
Brenda Whiteside
Sarah Willey-Thomas*
Martin Williams
Ann Wilson
Simon Yang
Charlotte Yates
Youbin Zheng
Jian Zhou
* Non-voting

1. Welcome, Approval of Agenda and Minutes

a) Approval of Agenda and Speaking Privileges [Motions]

Dr. Miana Plesca offered a territorial acknowledgement before President Vaccarino welcomed all Senators, guests and visitors. He offered a special welcome to Chancellor Billes.

On motion duly moved and seconded, it was
RESOLVED, that the May 28, 2018 meeting agenda be approved, as presented.

i) Speaking Privileges

On motion duly moved and seconded, it was
RESOLVED, that Visitors to the Senate meeting be granted speaking privileges.
b) Minutes of April 9, 2018 [Motion]

On motion duly moved and seconded, it was
RESOLVED, that the minutes of the April 9, 2018 meeting be approved, as presented.

2. Remarks from the Chair

a) Chair’s Remarks to Senate

Dr. Vaccarino directed Senators to his written report which was included with the meeting materials. He added the following remarks:

- He expressed gratitude to all Senators for their support and commitment to the University community.
- He highlighted that Associate Vice-President (Student Affairs) Brenda Whiteside, and Assistant Vice-President (Communications & Public Affairs) Chuck Cunningham, would be retiring from the University and emphasized how much the University would miss their presence. He also noted that several Senators would be completing their terms and asked each to stand as he thanked each for their commitment to the University’s success.
- He sadly passed on the news that Professor Emeritus Nonita Yap had recently passed away and offered condolences to her family.
- He indicated that on May 29, 2018, the University would host Jump Start Day.
- He noted that the inaugural Arrell Food Summit had recently been held and noted the various successes of the Summit, including the significant level of cross-campus collaboration and that it brought together key players in the global food economy, including academic, students, business and government leaders. He highlighted that awards had been presented to the Solidaridad Network and Dr. Samuel Myers.
- He noted that the Department of Geography has been renamed the Department of Geography, Environment and Geomatics to more accurately reflect the development of the discipline and its focus on environmental processes.
- He noted that an Advisory Committee is working to develop a smoke-free campus policy for the University in consultation with the University community.

3. Question Period

Members of Senate were invited to present questions. Questions were raised and responded to, regarding the following:

- Communicating more broadly the processes and rationales for changing departmental names and seeking consultation across a broader set of portfolios.
- Creating a process to better understand university expenditures on a per-student-basis across colleges and revenue per student as allocated to colleges as well as updating the Annual Statistical Report.

4. Student Senate Caucus Report

a) Update on Student Senate Caucus Activities

The Student Caucus Co-Chairs, Ms. Lindsey Fletcher and Mr. Nick Manuel, were invited to provide an update on recent activities. Mr. Manuel noted that the Student Senate Caucus continues to meet and student senators are engaged in their respective Committees. He also highlighted that 25 of 27 members were entirely new to Senate and that each member was successful in their new roles.
5. Senior Executive Reports

a) Amendments to Human Rights Procedures

Dr. Jane Ngobia was invited to speak to the proposed amendments.

Dr. Ngobia first explained two phases of the review, highlighting the proposed amendments related to phase two, which began in Fall 2016. She noted the review was undertaken with significant consultation with the Human Rights Advisory Group, and the University community. She explained that the proposed amendments reflected the eleven priority areas and thirty-eight recommendations which were identified in the review. In closing, she provided examples of the proposed amendments and explained that they sought to better align the Procedures with other campus resolution mechanisms, to align with the Ontario Human Rights Code, and to reflect industry-wide best practices.

The Chair invited any questions or comments.

A Senator recommended that the type of complaints that would fall within the purview of the policy be more clearly defined.

b) Update from Provost and Vice-President (Academic)

Dr. Charlotte Yates, Provost and Vice-President (Academic), was invited to present her update.

Dr. Yates first noted that the University Budget Plan 2018-19 was approved by the Board and thanked Senators for their input. She then explained that the University has been re-visioning the planning and governing of information technology (IT) expenditures and it has established an IT Governance Council to identify IT priorities for the University. She highlighted six identified projects: the refresh of the student portal; a new research administration system; the development of a data strategy; the creation of a project management office; a new HR information system; and some data centre upgrades. Finally, she highlighted that the University had been extremely successful in attaining funding for experiential learning opportunities, to improve undergraduate and graduate experiential education opportunities.

c) Update from Vice-President (Research)

Dr. Malcolm Campbell, Vice-President (Research), was invited to present his update.

Dr. Campbell focused his presentation on the recent Canada Research Chair (CRC) re-allocations. He first provided an overview of the CRC program, explaining that since it was first established in 2000, the program has allowed the University to attract and retain some of the world’s most accomplished and promising researchers. He then provided an explanation of the chair allocations amongst the tri-agencies, as well as at the University itself, highlighting and explaining the recent re-allocations and the decrease in the number of chairs at the University. Dr. Campbell then emphasized the impacts of this decrease on the University and on researchers, before explaining the University’s efforts to respond to the issue. He noted that researchers and the Office of Research must work together to elevate the University’s success.
In closing, Dr. Campbell and President Vaccarino expressed their gratitude to the outgoing Associate Vice-President (Research Services), Dr. John Livernois, noting his efforts to respond to the CRC re-allocations during his tenure.

The Chair invited questions or comments.

A Senator noted that in the presentation, Dr. Campbell highlighted the RTI (Research Tools and Instruments) success rate and questioned if there was similar data related to the Discovery Grant success rate. Dr. Campbell indicated he had only provided three examples but that he was happy to meet with the Senator to discuss the rate.

A Senator questioned if moving forward there will be a shift in strategy regarding the allocation of CRCs. Dr. Campbell first noted that allocation is governed by an allocation policy. He explained that the process has recently altered over the last year to ensure it complies with the Equity, Diversity and Inclusion principles that had been laid out by the Tri-agency Institutional Programs Secretariat and he anticipates further changes going forward, for example, an increase in early-researcher awards in reflection of the 2018 Federal Budget.

6. Priorities and Planning Committee Report
[Dr. Ian Newby-Clark, Chair of the Committee, presented the report.]

a) Year-end Senate Standing Committee Reports

Dr. Ian Newby-Clark brought Senator’s attention to the year-end reports. He also noted that each Committee was asked to and subsequently completed a reflection on how the work of the Committee related to the Strategic Framework.

The Chair invited questions. There were none.

b) Council of Ontario Universities (COU) Academic Colleague Update

A summary of recent Council of Ontario Universities activities and advocacy initiatives, prepared by the University’s COU Academic Colleague, Dr. Jonathan Newman, was provided for information. There were no questions.

7. Committee on Bylaws and Membership Report
[Dr. Ann Wilson, Chair of the Committee, presented the report.]

a) Senate Meeting Dates 2018-2021 [Motion]

Dr. Ann Wilson presented Senate with the proposed 2018-2021 Senate meeting dates for consideration, which had been amended following feedback attained at the April 9, 2018, Senate meeting. She highlighted that in response to concerns raised regarding Senate meetings during Ramadan, in consultation with the Multi-Faith Resource Team and the Office of Diversity and Human Rights, it was found that the meetings should end prior to sunset. With regards to the issue raised regarding Senate meetings during exam period, the Committee recommended moving the dates to the final week of classes.

On motion duly moved and seconded, it was
RESOLVED, that on recommendation of the Committee on Bylaws and Membership, Senate approve the schedule of Senate meeting dates for the 2018-19, 2019-20, and 2020-21 sessions of Senate, as presented:
b) 2018-19 Senate Standing Committees Membership [Motion]

Dr. Wilson presented the proposed 2018-19 Senate standing committees membership.

On motion duly moved and seconded, it was

RESOLVED, that on the recommendation of the Committee on Bylaws and Membership, Senate approve the proposed Senate standing committees membership for 2018-19; and,

FURTHER RESOLVED, that the Committee on Bylaws and Membership be delegated authority to fill remaining vacancies, and report to Senate for information.

c) Election of the Member-at-Large to Chair SPPC [Ballot]

Dr. Wilson noted that Dr. Newby-Clark has been nominated to serve as the member-at-large to Chair the Senate Priorities and Planning Committee for a second two-year term. She invited further nominations from the floor. There were none. She noted that an electronic ballot will be circulated to Senators.

d) 2017-18 Senate and Standing Committees Evaluation Survey Results

Dr. Wilson drew Senator’s attention to the 2017-18 Senate and Standing Committees Evaluation Survey Results, enclosed within the meeting materials.

8. Board of Undergraduate Studies Report
[Dr. Byron Sheldrick, Chair of the Board of Undergraduate Studies, presented the report.]

a) Proposed Political Science Major with Co-op Option [Motion]

Dr. Sheldrick introduced the item and provided a brief overview of the proposed changes, highlighting the addition is in alignment with the University’s efforts to increase work-integrated
and experiential learning.

On motion duly moved and seconded, it was
RESOLVED, that on recommendation of the Board of Undergraduate Studies, Senate approve the proposed modifications to the Political Science Major to include a Co-operative Education option, as presented.

b) Proposed Changes to Admission Requirements in the Doctor of Veterinary Medicine (DVM) Program [Motion]

Dr. Sheldrick provided a brief overview of the proposed changes.

In response to a question Dr. Sheldrick clarified that the DVM prerequisites are broad subject areas and not specific courses.

A Senator noted that the criteria for meeting the subject needs, such as communications and developmental genetics, was not clear. Dr. Peter Conlon, Associate Dean in the Ontario Veterinary College, explained that if the changes are approved the next step will be to look at our list of acceptable courses at the University and refine those so that they meet the learning objectives.

On motion duly moved and seconded, it was
RESOLVED, that on recommendation of the Board of Undergraduate Studies, Senate approve the proposed admission changes in the Doctor of Veterinary Medicine program, as presented.

c) Proposed Integrated Admission Pathway and English Language Requirements [Motion]

Dr. Sheldrick provided a brief overview of the proposed pathway, highlighting that it would permit international students who possess an intermediate level of English proficiency to complete a Certificate of English proficiency while at the same time being offered conditional acceptance into their academic programs.

On motion duly moved and seconded, it was
RESOLVED, that on recommendation of the Board of Undergraduate Studies, Senate approve the proposed Integrated Admission Pathway and English Language Requirements, as presented.

d) Undergraduate Curriculum: Course Changes, Deletions, Additions

Course changes approved by the Board of Undergraduate Studies were presented for information. There were no questions.

9. Board of Graduate Studies Report
[Dr. Miana Plesca, Chair of the Board of Graduate Studies, presented the report.]

a) Proposed Deletion of Master of Clinical Studies Program [Motion]

Dr. Plesca explained the rationale behind the proposed deletion, noting that there are no students currently enrolled in the program.

On motion duly moved and seconded it was,
RESOLVED, that on recommendation of the Board of Graduate Studies, Senate
approve the deletion of the Master of Clinical Studies program in the Ontario Veterinary College, as presented.

b) Proposed New Field in Computer Engineering (MEng, MASc, PhD) [Motion]

Dr. Plesca provided a brief overview of the proposed new field, explaining that it was introduced to better match offerings at the undergraduate level.

On motion duly moved and seconded it was, 
RESOLVED, that on recommendation of the Board of Graduate Studies, Senate approve the proposed new field in Computer Engineering to the existing MEng, MASc and PhD programs, as presented.

c) Proposed Changes to the Policy on the Appointment of External Examiner for PhD Defense [Motion]

Dr. Plesca provided a brief overview of the proposed changes to the Policy on the Appointment of External Examiner for PhD Defense.

A Senator suggested that the proposed changes make the policy more prescriptive. In response, Dr. Teri Crease, Associate Dean (Graduate Studies), explained the rules were not intended to be more prescriptive but rather make the language clearer regarding what types of collaboration were included in the scope of the policy.

A Senator questioned if changing the condition that any external examiner may not have served in the last three years had been considered. Dr. Crease noted it had not been discussed but that the condition is consistent with rest of the policy.

On motion duly moved and seconded it was, 
RESOLVED, that on the recommendation of the Board of Graduate Studies, Senate approve the revisions to the Appointment of External Examiner for PhD Defense policy in the Graduate Academic Calendar, as presented.

d) Proposed Changes to the Maximum Registration Policy (Program Duration Policy) [Motion]

Dr. Plesca explained the proposed changes to the Maximum Registration Policy (Program Duration Policy).

On motion duly moved and seconded it was, 
RESOLVED, that on the recommendation of the Board of Graduate Studies, Senate approve to rename the Maximum Registration Policy the Program Duration Policy in the Graduate Academic Calendar as well as associated changes, as presented.

e) Graduate Curriculum: Course Changes, Deletions, Additions

Course changes approved by the Board of Graduate Studies were presented for information. There were no questions.

f) Graduate Faculty Appointments

Graduate faculty appointments were presented for information. There were no questions.
10. Committee on Non-degree Studies Report
[Dr. Olaf Berke, Chair of Non-degree Studies Committee, was in attendance to respond to questions on the report.]

a) Non-degree Program Reviews
   • Certificate in Couple and Family Therapy Studies

The recently completed non-degree program review was presented for information. There were no questions.

11. Committee on Quality Assurance Report
[Dr. Scott McEwen, Chair of Senate Committee on Quality Assurance, was in attendance to respond to questions on the report.]

a) One Year Follow-up Reports
   • Biophysics Interdepartmental Group
   • School of Environmental Design and Rural Development.

The one-year follow-up reports were provided to Senate for information. There were no questions.

12. Honours and Awards Committee Report
[Dr. Peter Conlon, Chair of the Honours and Awards Committee, presented the report.]

a) Medal Announcements

Dr. Conlon announced the winners of the W.C. Winegard Medal, D.F. Forster Medals, Walter Vaughan Medal, and the Governor General’s Gold, Silver and Bronze Academic Medals.

b) 2019 Call for Nominations for Honorary Degrees

Dr. Conlon brought Senators’ attention to the 2019 call for nominations for Honorary Degrees.

13. Other Business

There was no other business.

14. Move to Closed Session

a) Adjourn Open Session and Move into Closed Session [Motion]

On motion duly moved and seconded it was,

RESOLVED, that Senate move to the Closed Session of the meeting for the Senate Honours and Awards Committee Report.

15. Closed Session Honours and Awards Committee Report

Dr. Peter Conlon, Chair of the Honours and Awards Committee, presented the report which included nominations for Honorary Degrees.

The meeting was adjourned at approximately 8:00 pm.
To: Members of Senate  
From: Gen Gauthier-Chalifour, University Secretary  
Subject: 3. Remarks from the Chair  
Meeting: October 2, 2018  

a) Chair’s Remarks to Senate

Enclosed for the information of Senators is the written report from the Chair of Senate, President Franco Vaccarino, highlighting recent activities and events of interest to Senate and the University community. Dr. Vaccarino will provide additional comments and remarks at the meeting.
Chair's Report to Senate  
President Franco Vaccarino  

For October 2, 2018 meeting  

Dear Senators,  

Welcome to the start of the 2018-19 session of the University of Guelph’s Senate. To our new Senators: I look forward to getting to know you better and working with you to build the success of our University. To those of you returning, thank you for your ongoing commitment to U of G.  

Priorities for the year ahead  
Moving into my second term as the University’s president, a key priority for me will be operationalizing our strategic framework. In this regard, and as mentioned at the community breakfast, internationalization and sustainability (both environmental and institutional) are two presidential priorities. These two areas of focus are important for our community and speak directly to key themes emerging from the strategic framework: connecting communities and stewarding our valued resources. This work will require us to collaborate and build on our interdisciplinary strengths to achieve our goals.  

Several other matters remain top of mind that I would like to highlight. With a new provincial government in place, we are now waiting for the fall economic statement which will signal to the University sector the approach this government is taking toward higher education.  

We continue to collaborate with the Council of Ontario Universities (COU), and as incoming Vice-Chair of COU, I welcome the opportunity to help shape the future of Ontario universities and advocate for our shared interests.  

A topic that COU and all Ontario Universities are responding to is a provincial government statement requiring us to create a policy on freedom of speech. As an institution we remain committed to freedom of expression and ensuring that we are also condemning hate speech and discrimination on campus. The principles guiding the development of this policy will be discussed at Senate.  

As always, I appreciate the guidance and input of our Senators as we address key issues.  

The start of the academic year is always exciting at U of G. The energy on campus is invigorating and motivates us to renew our commitment to bettering the University and improving life. I look forward to seeing you all in October to discuss these matters in greater detail.  

Sincerely,  

Franco J. Vaccarino, PhD, FCAHS  
President and Vice-Chancellor
SUPPORTING RESEARCH EXCELLENCE

- **$1M gift for water research, scholarships**
  - Honorary U of G graduate Ted Morwick has pledged $1 million for graduate student scholarships in water resources engineering and aquatic biology.

- **Federal government invests in humanities, social science research**
  - The federal government is providing more than $1.5 million to fund 11 research projects at U of G. The Social Sciences and Humanities Research Council of Canada’s highly prestigious Insight Grants support long-term research initiatives that address complex issues pertaining to people and societies. MP Lloyd Longfield was on campus for the announcement.

- **Health, sustainability research gets $2.5M federal investment**
  - MP Lloyd Longfield was on campus August 15 to announce $2.5 million in funding for U of G research intended to improve human health and the environment. The funding comes through the Canadian Institutes of Health Research and the Natural Sciences and Engineering Research Council for five different projects.

- **National research project aims to improve chicken health and welfare**
  - Fitbit-like activity trackers are at the centre of a new $1 million U of G research project. The study, the first of its kind, looks at chickens’ activity levels with a goal of finding efficient ways to raise slower-growing but ultimately better cared-for poultry.

COLLABORATING FOR EXCELLENCE

- **Building on opportunities through government relations**
  - **Campus visits from government officials**
    - On July 20, Dr. Mona Nemer, Canada’s Chief Science Advisor, toured the U of G campus and met with faculty. Their discussion focused on the current priorities of Dr. Nemer’s office, federal funding for research and science, and future collaboration with U of G. Following the discussion, Dr. Nemer toured the Animal Health Laboratory and the Centre for Public Health and Zoonoses.
    - On August 30, Minister Catherine McKenna, Environment and Climate Change Canada, toured campus and learned about our strength in the areas of the environment, sustainability and the clean-growth economy. The tour consisted of a visit to the Bioproducts Discovery and Development Centre and the Thermal Energy System Storage.
    - On September 14, MPP Randy Pettapiece, Ontario Ministry of Agriculture, Food and Rural Affairs Parliamentary Assistant, visited campus and met with University leadership. MPP Pettapiece toured the Animal Health
Laboratory, seeing firsthand the work and impact of the U of G – OMAFRA partnership.

- **University has $7.2-billion impact: Report**
  - According to a study by KPMG, U of G’s work to improve life through research, teaching, and community building has a total impact of $7.2 billion on the Canadian economy.
  - Locally, $1.6 billion of the University’s cumulative contribution is injected into the regional economy annually, including $789 million in direct expenditures, and supports more than 12,000 full-time jobs.
  - Students alone contribute $370 million each year in living expenses, which sustains more than 5,000 local jobs.

- **U of G’s genetic archive now open to world**
  - U of G’s Centre for Biodiversity Genomics has thrown open the doors to its massive genetic archive, providing online access to information on the roughly 1.5 million DNA extracts stored in the centre’s ultracold freezers. The initiative supports the Global Genome Biodiversity Network, a grouping of institutions holding DNA and tissue samples from around the world.

- **OAC releases new strategic vision document**
  - The Ontario Agricultural College shares its vision for the years ahead in its "Our Shared Priorities" strategic document.

- **Turkish professor joins U of G under Scholar at Risk program**
  - Prof. Evren Altinkas was welcomed to U of G this summer under the Scholars at Risk program. He is the first individual the University has hosted through Scholars at Risk, an initiative that supports universities in hosting academics who have faced political harassment and persecution. U of G will host Altinkas for one year as a professor in the History department.

**FACULTY, STAFF AND STUDENT EXCELLENCE**

- **New Arrell Food Chairs appointed**
  - Three new faculty members joined U of G over the summer as Arrell Food Chairs. Profs. Maria Corradini, Philip Loring, and Simon Somogyi were selected from a thorough international search of food system experts.
  - Corradini joined the Department of Food Science and will apply food photophysics, modelling of non-linear kinetics, and data integration to the global challenge of food security.
o Loring joined the Department of Geography, Environment and Geomatics and will apply his research on coastal communities and diversity in the food system to help communities around the globe.

o Somogyi joined the College of Business and Economics and will be the new Arrell Chair in the Business of Food, studying agri-food value chains, food business sustainability, and international market development.

- **Student wins poli-sci three-minute thesis**
  - Yvonne Su, a PhD candidate in Political Science, won the graduate student Three-Minute Thesis competition at the Canadian Political Science Association annual conference.

- **Professor wins ecosystem innovation award**
  - Prof. Wanhong Yang was awarded the 2018 Weston Family Ecosystem Innovation Award for his research in modelling and quantifying environmental benefits of on-ground conservation projects.

- **Research associate wins early-career scientist awards**
  - Research associate Hugues Arcis received two international early-career scientist awards: the Stig Sunner Memorial Award and the International Association for the Properties of Water and Steam Helmholtz Award.

- **Prof part of new national Indigenous history website**
  - Prof. Kim Anderson worked with historians across Canada to launch a national website that promotes works about Indigenous history. The Shekon Neechie site is a venue for Indigenous historians to share ideas and showcase their work.

- **OpenEd recognized with Award of Excellence**
  - OpenEd received an award of excellence program award at the 2018 Canadian Association for University Continuing Education conference. The award celebrated OpenEd's Teaching English for Academic Purposes certificate program.

- **Prof recognized as one of RBC's top 25 immigrants**
  - Prof. Mario Monteiro received one of RBC's Top 25 Immigrant Awards. The awards recognize inspirational immigrants who have made a positive impact on their communities since arriving in Canada.

- **Dean named Fellow of the Canadian Academy of Engineering**
  - Mary Wells, dean of the College of Engineering and Physical Sciences, has been named a new Fellow of the Canadian Academy of Engineering. She was one of 59 new Fellows inducted this year.
• Researcher receives lifetime achievement award
  o Prof. Rich Moccia recently received a Lifetime Achievement award from the Aquaculture Association of Canada for his research, teaching, industry development and outreach contributions.

• Alumni honoured for excellence, volunteerism, service
  o Alumni Affairs and Development named its honourees for this year’s Alumni Awards of Excellence.
    ▪ Tim Lambert, B.Sc. 1983, received the Alumnus of Honour Award
    ▪ Robin-Lee Norris, BA 1980, received the Alumni Volunteer Award
    ▪ Esther Rhee, BA 2005, received the Young Alumni Award

• U of G prof only Canadian in international Facebook-led project
  o Facebook is opening its data vault to the academic research community to study the role social media plays in elections and democracy. Prof. Tamara Small is helping lead the project. Small is the only Canadian academic invited to participate.

• Prof emeritus named to Order of Canada
  o English professor emeritus Elizabeth Waterston was named to the Order of Canada, the country’s highest honour for lifetime achievement.

• Gryphons announce 2018 Hall of Fame inductees
  o The Department of Athletics announced its 2018 inductees to the Guelph Gryphon Athletics Hall of Fame.
  o Athletes:
    ▪ Dave Irwin, football, 1990-1993
    ▪ Brooke Hilditch, rugby and wrestling, 2000-2003
    ▪ Kyle Boorsma, cross-country and track and field, 2006-2011
    ▪ Jacey (Murphy) Grusnick, rugby, 2007-2012
  o Teams:
    ▪ 1977-78 men’s volleyball
    ▪ 2005 women’s cross-country
  o Builders:
    ▪ Tom Kendall, former athletics director
    ▪ Larry Pearson, volleyball player, coach, and donor

• Prof, AI expert named among Canada’s top 40 under 40
  o Artificial intelligence expert Prof. Graham Taylor was named one of Canada’s Top 40 Under 40 by Caldwell Partners, sponsors of the prestigious award.

• Grad student receives young innovator award
  o M.Sc. computer science student Nic Durish was recognized by the Guelph Chamber of Commerce with its Young Innovator Award.
• Prof named lifetime member of CVMA
  o Prof. Carlton Gyles is being honoured with a life membership to the Canadian Veterinary Medical Association (CVMA) for his significant contributions to the CVMA and veterinary profession worldwide.

• Athletics Canada names U of G, Speed River club centre of excellence
  o U of G and the Speed River Track and Field Club will become the first-ever High Performance Centre of Excellence for Athletics Canada. Together, they will offer training, facilities and services to top-level athletes.

• Prof shortlisted for 2018 Toronto Book Awards
  o Prof. Dionne Brand has been shortlisted for the 2018 Toronto Book Awards for an anthology she curated called The Unpublished City. The book features prose and poetry from emerging, unpublished Toronto writers.

• Winner of composition competition announced
  o Monica Pearce won the first jointly sponsored University of Guelph, School of Fine Art and Music - School of Languages and Literatures competition to encourage early-career Canadian women composers. Her piece, The Flag, drew inspiration from Georgia O’Keeffe’s painting of the same name and a letter the artist wrote during the war.

• Exemplary staff celebrated at Community Breakfast
  o At this year’s Community Breakfast, the outstanding efforts of U of G employees were celebrated with the Exemplary Staff Awards.
    ▪ Betty-Anne McBey: Award for Excellence in Wellness, Health and Safety
    ▪ Yanping Lou and Ken O’Krafka: 2018 Hidden Hero Awards
    ▪ Amy Atkinson: Innovative Leadership Award
    ▪ Jodie Salter and Martha Gay Scroggins: Service Excellence Awards
    ▪ OVC Health Sciences Centre Oncology Service Team: Exemplary Team Award
    ▪ Crystal Gong and Prof. Lianne Foti: William Winegard Exemplary Volunteer Award
  o The president also recognized a group of employees who helped during a tragic situation involving a contractor at the Ontario Veterinary College this past summer.
  o Also recognized at the event were 525 staff members with at least 25 years of service at U of G.

• Food science prof named Fellow of Royal Society of Canada
  o Food science professor Alejandro Marangoni was named a Fellow of the Royal Society of Canada, the country’s top academic honour, for his exceptional contributions to food chemistry through his research on the physical properties of foods.
• **U of G gets four prestigious Vanier, Banting awards**
  o Kaytlin Constantin, Jennifer MacNicol, and Morgan Stykel, were announced as recipients of Vanier Canada Graduate Scholarships, and Jake Pyne, was named as a Banting Post-doctoral Fellow. The awards recognize leading Canadian and international doctoral students and post-doctoral researchers.

• **Prof receives award for groundwater studies**
  o Prof. Beth Parker received the National Groundwater Association’s Hubbert Award for major scientific contributions to the knowledge of groundwater.

• **OVC Professor Honoured with Lifetime Achievement Award in Equine Reproduction**
  o Professor emeritus James Raeside received a Lifetime Achievement Award for his contributions to the field of Equine Reproduction from the International Equine Reproduction Symposium.

• **OVC prof awarded Bovine Welfare Award**
  o Prof. Todd Duffield received a bovine welfare award for his profound and lasting impact on the well-being of the bovine species. The award is presented annually by the Canadian Association of Bovine Veterinarians / Association Canadienne des Vétérinaires Bovins in partnership with Boehringer Ingelheim Animal Health.

**INVESTING IN EXCELLENCE**

• **University installs wayfinding system for visually impaired**
  o U of G is the first Canadian university to install an app-based system that helps those who are blind or visually impaired to navigate campus. The system gives users audio guidance about their surroundings inside and outside of buildings.

• **University launches emergency notification system**
  o U of G Alert can send text messages, emails, and phone calls to members of the University community if an emergency happens on campus. All faculty, staff, and students are registered in the system with their uoguelph.ca email addresses but are encouraged to add other contact details to the system.

• **Salary anomaly review completed**
  o As part of the larger GenEQ effort supporting an equitable workplace launched by Charlotte Yates, provost and vice-president (academic), the University undertook a faculty salary anomaly review. As a result, all full-time faculty members who identify as women or as non-male will receive $2,050 across-the-board salary increases.

• **New crisis text line available to U of G students**
  o U of G is the first university in Canada to provide its students with access to the Kids Help Phone’s crisis text line for mental health support. Students can reach a counsellor 24/7 by texting "UofG" to 686868.
• Athletics Centre wins international award
  o U of G’s state-of-the-art Guelph Gryphons Athletics Centre has been recognized with a Facilities of Merit award by Athletic Business, a prestigious international honour.

SUPPORTING EXCELLENCE IN THE COMMUNITY
• A soggy but successful SummerFest on the Green
  o U of G held its second SummerFest on the Green on June 24. Despite the wet weather, roughly 1000 people came to campus to enjoy musical performances by Splash’N Boots, Hollerado, the White Pine Dancers, and Brave and Crazy. A variety of activities in Creeelman and War Memorial halls gave guests a chance to escape the rain and learn more about U of G.

• Project Serve day: U of G students making a difference
  o Nearly 400 U of G student volunteers ventured into the Guelph community on September 15 to help out at local organizations as part of the University’s annual Project Serve day.

• University launches 2018 United Way campaign
  o On September 24, U of G celebrated the start of its 2018 United Way campaign. The University has set its 2018 fundraising goal at $620,000 and beyond.
To: Members of Senate  
From: Gen Gauthier-Chalifour, University Secretary  

Subject: 4. Question Period  
5. Student Senate Caucus Report  

Meeting: October 2, 2018  

4. Question Period  

The purpose of Senate’s Question Period, a feature developed out of parliamentary procedure, is to provide an opportunity for members to ask questions related to Senate business to any member, including Senior Administration.  

The regulations guiding Question Period are outlined in Senate’s bylaws (s.5):  

"The question period at each meeting shall be limited to a maximum of thirty minutes. Matters raised by members during the question period shall be confined to topics of significance to Senate as determined by the Chair. A member shall be entitled to only one question and one supplementary question. Questions may be directed to any member of Senate and a question not dealt with due to time constraints shall be answered during the next meeting of Senate."  

5. Student Senate Caucus Report  

a) Update on Student Senate Caucus Activities  

The co-chairs of Student Senate Caucus, Lindsey Fletcher and Keely Kavcic will provide an update on recent activities.
To: Members of Senate  
From: Gen Gauthier-Chalifour, University Secretariat  
Subject: 6. Presentations to Senate  
Meeting: October 2, 2018

a) Update from the Provost and Vice-President (Academic)

The Provost and Vice-President (Academic), Dr. Charlotte Yates, will provide Senate with an overview of priorities and planning for the 2018-19 academic year.

b) Update from the Vice-President (Research)

The Vice-President (Research), Dr. Malcolm Campbell, will provide members with an update on activities in the Office of Research.
To: Members of Senate

From: Ian Newby-Clark, Chair, Priorities and Planning Committee

Subject: 7. Priorities and Planning Committee Report

Meeting: October 2, 2018

a) Senate Priorities for 2018-19 [Motion]

In November 2017, Senate approved a statement of priorities to guide Senate’s work for the Senate Session. The statement leverages the key institutional documents and fosters their use in decision-making, recognizing the relatively recent and extensive consultation that was undertaken as part of their development. These documents, listed below, were also approved by both the University Senate and Board of Governors:

- Strategic Framework\(^i\) (approved June 2016)
- Student Mental Health Strategy\(^ii\) (approved Spring 2016)
- Inclusion Framework\(^iii\) (endorsed April 2017)
- Strategic Research Plan\(^iv\) (approved June 2017)

In keeping with the statement of priorities, Senate standing committees were asked to continue their work relative to their respective bylaws, and alignment of activities with themes found in the Strategic Framework. Year-end reports submitted by each committee reflected this connection.

The Senate Priorities & Planning Committee proposes that Senate continue to be guided by these priorities for 2018-19:

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Statement of Senate Priorities for 2018-19

Senate advances the mission of the University through the development and oversight of educational policies and academic programming in a way that is attentive to institutional integrity and stakeholder relationships inside and outside the University, while also addressing the public policy context within which the University operates.

In 2018-19, Senate will continue to guide the University’s way forward using the existing guideposts in the Senate-approved strategic framework, thereby advancing the task of bringing the framework’s five themes to life in our planning and work.

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[Motion]
Senate is asked to, RESOLVE, that on the recommendation of the Senate Priorities & Planning Committee, Senate endorse the Statement of Senate Priorities for 2018-19, as presented.

URL: http://strategicrenewal.uoguelph.ca/read-u-go-new-strategic-framework/
URL: http://bit.ly/2c4efkz
URL: https://www.uoguelph.ca/diversity-human-rights/university-guelph-inclusion-framework
URL: https://www.uoguelph.ca/research/about-us/strategic-research-plan
To: Members of Senate  
From: Ian Newby-Clark, Chair, Priorities and Planning Committee  
Subject: 7. Priorities and Planning Committee Report  
Meeting: October 2, 2018  

b) Council of Ontario Universities (COU) Academic Colleague Update

The Council of Ontario Universities (COU) is a membership organization consisting of Ontario’s 20 publicly assisted universities and one associate member, the Royal Military College of Canada. The COU promotes university education and research, and, works with members to find consensus on a wide range of university issues and advance them with government and other stakeholders.

The Council is comprised of two representatives from each member and associate member institution: the executive head (president) and an academic colleague appointed by each institution’s senior academic governing body. Dr. Jonathan Newman, Dean of the College of Biological Science, currently serves as the academic colleague for the University of Guelph. Dr. Newman, together with the President, are the University’s representatives on the Council.

A summary report of recent COU advocacy issues and efforts provided by Dr. Newman, is enclosed for information.

1 Source: http://cou.on.ca/about/
1 DINNER MEETING, AUGUST 22, 2018

Colleagues received a presentation from, and engaged in a discussion with, James Turk, Director, Centre for Free Expression, Faculty of Communication & Design, Ryerson University, on the topic: “freedom of speech on university campuses.” Dr. Turk spoke about the difference between academic freedom and freedom of expression, the definition of hate speech, and how universities should face questions about free speech on campus.

2 ACADEMIC COLLEAGUES MEETING, AUGUST 23, 2018

2.1 COU Update

COU updated Colleagues on a number of policy files. The update began with a summary of issues on which the government had recently made announcements:

1. Executive compensation
   * The Liberal government announced the Executive Compensation Framework in September, 2016, which outlined requirements that broader public sector employers, including universities, must meet when setting executive compensation. In particular, it established a process for government approval of institutions’ executive compensation frameworks.

   1 https://www.cfe.ryerson.ca
• As of August 13, government froze that process and executive salaries. Government has indicated that they will review the program and provide direction in June 2019. In the meantime, COU is reiterating the value proposition of universities with respect to the province’s talent pipeline, and the importance of attracting and retaining talent.

2. Announcement regarding review of education

• On August 22, the Premier and the Minister of Education announced a new parental consultation into Ontario’s curriculum (with a focus on primary and secondary education). The consultation will include a focus on: STEM, job skills preparation, health and physical education curriculum (including sex ed curriculum), and standardized testing.

• The consultation will start in September. There may be important implications for those universities with teacher education programs.

3. End of cap and trade

• The PC government cancelled cap and Trade on July 3, so universities will not be receiving grant funding through the Greenhouse Gas Campuses Retrofits Program in 2018-19 or in future years. The provincial government is also challenging the federal government in court over the imposition of the federal carbon levy. If the levy goes forward, it will be paid be passed down to consumer, including universities, and could result in big increases in energy costs.

• COU is monitoring developments and working with the sector to develop an advocacy strategy.

COU also provided an update on policy files where government has yet to make any announcements:

4. Sexual Violence

• Students across Ontario completed the Student Voices on Sexual Violence survey last spring. The data is currently being cleaned by the research company, and will be delivered to government and to universities this fall.

• It is not clear what reporting will be done by the new PC government. MTCU has committed to working with colleges and universities to develop a reporting plan.

• It is likely that the data will be made public, either through government reporting, institutional reporting, or through the media via a Freedom of Information request.

5. Tuition framework. The tuition framework is set to expire this year. Universities will begin 2019-20 budget planning this fall, so a decision on the tuition framework is needed soon. COU expects to begin conversations with MTCU soon.

6. SMAs

• Negotiations for SMA2 concluded last spring, but universities are already working toward the SMA3 process. It is not clear, however, if the current government will be interested in continuing with SMAs.
Because of direction provided by the previous government, universities are engaged in pilot projects focused on possible metrics to include in SMA3. These projects are set to be completed late this fall. If government is not interested in metrics, these projects will still be useful to support reporting of data and information that the public is interested in.

7. Funding promises from the last budget. It is not clear if funding promised in the last Ontario budget will be distributed to universities. Government is working on a line-by-line audit; COU is working to engage with government in their consultation process and will work to provide information and context in the audit process.

Finally, COU offered a few additional information items:


9. A New Senior Director (Academic) for the Quality Council has been announced. Ian Orchard (Professor Emeritus of Biology at the University of Toronto) will join the Quality Council in mid-September. Alan Harrison has been serving in the role in an interim capacity.

10. COU’s new Vice President, Policy and Sector Collaboration, Eva Busza, will be starting in early October. Colleagues will be able to meet Eva at the October Council meeting.

2.2 Update on the recent election and the new political context

David Lindsay, COU President and CEO provided Colleagues with an update on the political context. He discussed the perspectives and priorities of the newly elected PC government in Ontario and shared insights about how universities can best work with the new government over the next four years.

2.3 Council meeting preparation

Colleagues discussed the format of the Council meeting and plans for preparation. (The Council Meeting is scheduled for October 18, 2018). Colleagues agreed to continue the format from the previous year of bringing questions for discussion with Executive Heads at the Council meeting.

Colleagues discussed the potential areas of discussion around free speech and agreed to raise questions about:

• What tools and tactics can help universities address efforts to curtail free speech?
• How universities can engage with students on issues of free speech?
• How university can best support faculty to engage with students on free speech?

Colleagues agreed to refine the questions in the coming weeks and bring a final proposal to Executive Committee. Colleagues also agreed that it would
be useful to provide a short introduction to Executive Heads before the discussion that summarized some key themes from Dr. Turk’s presentation: the difference between academic freedom and freedom of expression, and the definition of hate speech. Colleagues were encouraged to come to the Council discussion prepared with examples from their own universities.

3 NEXT MEETING

Wednesday, October 17, 17:30–20:30, dinner meeting, COU offices in Toronto. Thursday, October 18, 08:00–14:30, council meeting, COU offices in Toronto.
To: Members of Senate

From: Andrew Papadopoulos, Chair, Board of Graduate Studies

Subject: 8. Board of Graduate Studies Report

Meeting: October 2, 2018

a) CSAHS: Program Field Change (Psychology) [Motion]

At its meeting on September 13, 2018, the Board of Graduate Studies reviewed and considered submissions from the College of Social and Applied Human Sciences regarding a proposed program field change within the Department in Psychology, College of Social and Applied Human Sciences. The Board heard that the change better reflects the content of the program and has been made in consultation with the university and professional community.

The proposal is recommending that the name of the current research field, Clinical Psychology: Applied Development Emphasis (CP: ADE), be changed to Clinical Child and Adolescent Psychology (CCAP). Specifically, the proposed changes are intended to:

- Clarify the current offerings for perspective students
- Consider the needs of students upon graduation from the program

The proposal brief is enclosed for Senate’s consideration.

Proposed Course Title Changes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC*6010</td>
<td>Integrated Child and Adolescent Assessment</td>
</tr>
<tr>
<td>PSYC*6580</td>
<td>Foundations in Child and Adolescent Psychology</td>
</tr>
<tr>
<td>PSYC*6690</td>
<td>Foundations in Cognitive Assessment of Children and Adolescents</td>
</tr>
<tr>
<td>PSYC*7996</td>
<td>Clinical Supervision, Consultation, and Professional Development</td>
</tr>
</tbody>
</table>

Course Requirement Change

- PSYC*7994 – Cognitive Behaviour Therapy Practicum

Senate is asked to,

RESOLVE, that on recommendation of the Board of Graduate Studies, Senate approve the proposed program field changes in Psychology, as presented.
A. Program Name and Administration

1. Name of Program:

Master of Arts (MA) and Doctor of Philosophy (PhD) in Psychology.

2. Program Coordinator responsible for program management and academic counseling:

Dr. Peter Hausdorf, Graduate Program Coordinator for all graduate programs in the Department of Psychology, is responsible for the Department graduate program management and academic counseling. As per the accrediting body regulations (Canadian Psychological Association) a core faculty in the clinical field is also required to have direct oversight of all aspects of the clinical psychology field. Dr. Margaret Lumley (Director of Clinical Training) thus oversees program management and academic counseling within the Clinical Psychology: Applied Developmental Emphasis (CP:ADE) field.

3. Description of change (clearly note any differences to existing program):

The Department of Psychology proposes that the name of the existing MA and PhD field, Clinical Psychology: Applied Developmental Emphasis (CP:ADE), be changed to Clinical Child and Adolescent Psychology (CCAP).

B. Program Outcomes and University of Guelph Learning Outcomes

1. Objectives of the change(s):

The Clinical Psychology: Applied Developmental Emphasis graduate field is firmly based on the scientist-practitioner model. It has as its main goal the training of graduate students to become professional psychologists who are proficient in contributing to clinical science and competent in providing clinical services to child and adolescents through a prescribed set of academic courses, research experiences, and practica.

Students see clients in the on-campus clinic, the Centre for Psychological Services, and complete off-campus practica in hospitals, mental health settings, and schools under the supervision of registered psychologists. Students entering the MA program within this field do so with the understanding that they will go on to complete a doctoral degree, which comprises the academic requirements for registration as child/adolescent clinical psychologists and the completion of a doctoral dissertation. The program necessarily adheres to accreditation standards of the Canadian Psychological Association and is currently under self-study for re-accreditation in 2018/19.

While it has always been evident to those involved in the delivery of the program and alumni that the program provides excellent clinical training with a focus on children and youth, the Department has observed some confusion in the recent past on the part of external bodies, applicants, and
incoming students. Having “Developmental” in the title of the field has generated some confusion about whether the field is a clinical or a developmental psychology graduate program. Further, the program is not accredited to offer nor does it provide any graduate training in adult clinical psychology. Changing the name to **Clinical Child and Adolescent Psychology** will make this exceedingly transparent.

The Department does not wish for the field’s title to: a) be a barrier for current students in their applications for pre-doctoral internships and/or positions upon graduation; b) detract potentially strong applicants from applying to the program because they are unsure of its status as a clinical (vs. developmental) program; or c) prevent prospective and incoming students from understanding that all coursework and clinical training will be with children and adolescents (not adults). As such, the proposed name change is intended to clarify that the course work, clinical training, and most research conducted within this field at Guelph is, in fact, that of clinical child and adolescent psychology.

In determining a new name for the field, the Department consulted with current students, recent alumni, faculty members, clinical supervisors, and community supervisors during Fall 2017. It was agreed upon that the new field name, Clinical Child and Adolescent Psychology, would most accurately and transparently reflect the nature of training and research within the program. Further, the language proposed is that used by some of the flagship journals in this field, such as *Journal of Clinical Child and Adolescent Psychology*.

2. **Fields of the existing program that the changes apply to, if any or addition of a new field (see below).**

The proposed change of field name will apply to both the MA and PhD programs.

3. **Distinctive curriculum aspects, program innovations, or creative components that would be unique to the changes, if any:**

The proposed change does not represent any distinctive, innovative, or creative curricular changes.

4. **Intended career and/or higher education, if different to current program outcomes.**

Intended career outcomes do not differ from those of the existing program. The objective of the CP:ADE field and the scientist-practitioner training model it follows is to prepare students for clinical and/or research careers in mental health centres, hospitals, schools, and the private sector, as well as careers involving teaching and research in university settings. The program also prepares students to apply for registration as psychologists with provincial licensing boards. The change in field name will better position graduates to secure those jobs that are most closely aligned with their training with children and youth experiencing psychological disorders in the contexts of family, school, and community.

**C. Admission Requirements**

1. **List admission requirements if different from existing program:**

There will be no change in admission requirements because of this field name change.
D. Program Requirements

1. Outline of changed requirements, noting differences between existing program to that proposed and include:
   a) list of any new courses proposed as part of the submission
   b) new required courses mounted by other units, and confirm commitment by said unit:
   c) changed required research and/or experiential learning activities:
   d) changed thesis, major paper or other capstone requirement:

The proposed change in field name will not affect program requirements; however, the attached calendar copy contains several proposed course title revisions to reflect the proposed new field name (see these examples below):

- PSYC*7991, CAP:ADE Clinical Practicum I
- PSYC*7992, CAP:ADE Clinical Practicum II
- PSYC*7993, CAP:ADE Clinical Practicum III

Additionally, consultations leading to this name change proposal have prompted faculty reflection on a number of other required courses. As such, the attached calendar copy also contains a proposed course title revision for PSYC*6580, Models of Child and Adolescent Psychotherapy. The proposed revised title, “Foundations in Child and Adolescent Psychotherapy,” will better represent the course as it focuses on more than just particular “models” of psychotherapy.

The calendar copy contains a proposed course title revision for PSYC*7996, Clinical Supervision (a new course that was approved by the Board of Graduate Studies in January 2018). The proposed revised title, “Clinical Supervision, Consultation and Professional Development,” will better represent the breadth of content covered in the course.

The calendar copy also contains a proposed course title revision for PSYC*6690, Cognitive Assessment of Children and Adolescents. The proposed revised title, “Foundations in Child and Adolescent Assessment” is a minor tweak that will emphasize the foundational nature of this course, which is developmentally followed in a second assessment course (PSYC*6010) that has been revised and is described in the next paragraph.

The calendar copy also contains an minor modification to one aspect of the PSYC*7994 course, such that students are now required to complete a minimum of one versus two therapy cases within the course. This was in response to modifying the workload for students following the initial offering of the course in the 2017/2018 academic year.

Finally, this reflection has initiated the redesign of PSYC*6010, Learning Disorders: Research and Clinical Practice, to be renamed, “Integrated Child and Adolescent Assessment,” for which a course change form and accompanying sample course outline are attached.

2. Mode of delivery, if different from existing program:

N/A

3. Appropriateness of the changed curriculum in meeting expressed learning outcomes of the existing program:

See attached course change form.
4. Changes to the method of assessment in evaluation student progress and achievement of the learning outcomes:

N/A

E. Human and Physical Resource Requirements

1. Complete Table 1: Faculty Members by Field

The below table establishes the strength and the degree of involvement of the faculty complement that is currently participating in the CP:ADE field and will continue to participate in the renamed Clinical Child and Adolescent Psychology (CCAP) field.

<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>Home Unit 1</th>
<th>Supervisory Privileges 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heidi Bailey, Associate</td>
<td>Psychology</td>
<td>Full</td>
</tr>
<tr>
<td>Karl Hennig, Assistant</td>
<td>Psychology</td>
<td>Full</td>
</tr>
<tr>
<td>Stephen Lewis, Associate</td>
<td>Psychology</td>
<td>Full</td>
</tr>
<tr>
<td>Margaret Lumley, Associate</td>
<td>Psychology</td>
<td>Full</td>
</tr>
<tr>
<td>Kaitlyn McLachlan, Assistant</td>
<td>Psychology</td>
<td>Full</td>
</tr>
<tr>
<td>Meghan McMurtry, Associate</td>
<td>Psychology</td>
<td>Full</td>
</tr>
<tr>
<td>Barbara Morrongiello, Full</td>
<td>Psychology</td>
<td>Full</td>
</tr>
<tr>
<td>Kristel Thomassin, Assistant</td>
<td>Psychology</td>
<td>Full</td>
</tr>
<tr>
<td>Arlene Young, Associate</td>
<td>Psychology</td>
<td>Full</td>
</tr>
<tr>
<td><strong>Category 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elissa Newby-Clark</td>
<td>Psychology</td>
<td>Committee service</td>
</tr>
<tr>
<td>Gregory Simpson</td>
<td>Psychology</td>
<td>Committee service</td>
</tr>
<tr>
<td>Eileen Gross</td>
<td>Psychology</td>
<td>None</td>
</tr>
</tbody>
</table>

1. This is the budget unit paying the salary: department, school, research centre or institute, or other.

2. Indicate the level of supervisory privileges held by each faculty member: e.g., full, master’s only, co-supervision only, etc.

**Category 1:** Tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review. For this purpose, the master’s and doctoral streams of a program are considered as a single program. Membership in the graduate program, not the home unit, is the defining issue.

**Category 2:** Non-tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review.

2. Identify and describe any changes to the human and physical resource requirements to those already available. Provide CVs of (only) those faculty members to be associated with the changes.
that are not already identified with the existing program. *(Sedona Lifetime CV template without workload, DOE, course evaluation information and any narratives/contextual statements).*

There will be no changes to human and/or physical resources required to support the CCAP graduate field.

3. *Expected level and source(s) of student stipend, if different to that already provided.*

No changes to level and source of student stipend are expected because of this field name change.
b) **Canadian Academic English Language (CAEL) Graduate Admission Requirement [Motion]**

At its meeting on September 13, 2018, the Board of Graduate Studies reviewed and considered a submission from the Office of Graduate and Postdoctoral Studies, which proposes an increase in the minimum score for the Canadian Academic English Language (CAEL) test for graduate students. The Board heard that the change would align undergraduate and graduate scores, and that the change would ensure consistency and fairness across various English language tests.

This item was brought forward to the Graduate Program and Policies Committee (GPPC) for information, and no concerns were raised regarding the proposed change.

The enclosed memo includes a review of the rationale for the change, a summary of the scores provided by the CAEL, as well as proposed calendar language. The proposed change also aligns with comparator institutions.

Senate is asked to,

**RESOLVE, that on recommendation of the Board of Graduate Studies, Senate approve a change to the minimum score for the Canadian Academic English Language (CAEL) test from 60 to 70 for graduate admissions, as presented.**
To: Graduate Programs & Policy Committee

From: Nick Pankerichan & Pauline Sinclair

cc: Teresa Crease, Associate Dean Graduate Studies

Date: August 30, 2018

Re: Canadian Academic English Language (CAEL) Assessment

The Office of Graduate and Postdoctoral Studies is seeking a change from the current minimum CAEL CE score of 60 to a minimum score of 70 to align with the undergraduate score.

The current CAEL score was set in 1997 when the score of 60 corresponded with the then TOEFL score of 550 (paper based). Since that time the scores have fallen out of line and increasing the score to 70 would make it comparable with our current graduate TOEFL score of 89. The Cael score would also be comparable to a number of other Canadian graduate schools such as Western, Waterloo, UofT, and Ryerson to name a few.

<table>
<thead>
<tr>
<th>CAEL</th>
<th>TOEFL iBT</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-90</td>
<td>97-120</td>
</tr>
<tr>
<td>70</td>
<td>87-96</td>
</tr>
<tr>
<td>60</td>
<td>77-86</td>
</tr>
<tr>
<td>50</td>
<td>68-76</td>
</tr>
<tr>
<td>10-40</td>
<td>0-67</td>
</tr>
</tbody>
</table>

CAEL Score Definitions:

70 **Adept**: Uses generally accurate language in most settings; some limitations in flexibility are evident
60 **Advanced**: Displays competence in academic or professional settings
English Proficiency: Courses at the University of Guelph are completed in approximately 12 weeks. Students therefore must be proficient in the use of English, both written and oral, when they begin their studies at Guelph. The university requires that certification of such proficiency be provided by applicants whose first language is not English.

Examples of acceptable assessment of proficiency include official scores or results from the Test of English as a Foreign Language (TOEFL) of the Educational Testing Service, the International English Language Testing System (IELTS), the Michigan English Language Assessment Battery (MELAB), Pearson Test of English Academic (PTE-A) and the Canadian Academic English Language (CAEL) assessment. The minimum overall scores are 89 with no individual component below 21 for Internet Based TOEFL, 6.5 for IELTS, 85 for MELAB, an overall score of 60 with a minimum score of 60 in each of the 4 categories for PTE-A and 70 for CAEL (these minimum acceptable scores are subject to change). Applicants should make arrangements to take one of these tests at least nine months before the first day of the semester. Other forms of proficiency assessment may apply in individual cases; please contact the admitting department or program for additional information.
II. General Regulations

Application for Admission

Potential students may apply through our on-line application process which can be accessed from the Graduate Studies website at http://www.uoguelph.ca/graduatestudies/apply.

Please check with the specific program of interest for application date deadlines. The applicant is responsible for assembling all relevant documentation (see below) and any additional program-specific application materials (outlined on the program-specific website). In order to be considered for admission to graduate studies, the applicant must submit all required admission documents to the student information system (WebAdvisor) to complete the applicant process.

Transcripts: Applicants are required to submit through WebAdvisor a copy of their transcripts for each previous undergraduate and graduate program from each postsecondary institution attended. Should the applicant be offered conditional acceptance to a program, a certified official transcript from any and all postsecondary institutions attended must be submitted by the end of the first registered semester. Applicants from institutions where only one official transcript/degree certificate is provided should contact the Office of Graduate Studies before submitting the application.

Referee Assessment Forms: Assessment forms must be submitted by at least two individuals who are well acquainted with the applicant's academic record, and academic and research aptitude, capacity and proficiency. Academic references are preferred, but former employers are also acceptable referees. Referees will be contacted via email by the Office of Graduate Studies requesting the reference on the behalf of the applicant after the application is submitted.

English Proficiency: Courses at the University of Guelph are completed in approximately 12 weeks. Students therefore must be proficient in the use of English, both written and oral, when they begin their studies at Guelph. The university requires that certification of such proficiency be provided by applicants whose first language is not English.

Examples of acceptable assessment of proficiency include official scores or results from the Test of English as a Foreign Language (TOEFL) of the Educational Testing Service, the International English Language Testing System (IELTS), the Michigan English Language Assessment Battery (MELAB), Pearson Test of English Academic (PTE-A) and the Canadian Academic English Language (CAEL) assessment. The minimum overall scores are 89 with no individual component below 21 for Internet Based TOEFL, 6.5 for IELTS, 85 for MELAB, an overall score of 60 with a minimum score of 60 in each of the 4 categories for PTE-A and 60 70 for CAEL (these minimum acceptable scores are subject to change). Applicants should make arrangements to take one of these tests at least nine months before the first day of the semester. Other forms of proficiency assessment may apply in individual cases; please contact the admitting department or program for additional information.

Applicants may choose to enrol in the University of Guelph's English Language Certificate Program (ELCP) which is offered through the University of Guelph's Open Learning and Educational Support. Applicants who complete the advanced level of this program are considered to have fulfilled the English language requirements and are eligible to apply to a graduate program at the University of Guelph. Information on the "advanced level" of the program is found on-line at http://www.eslguelph.ca/

Applicants may also choose to enroll in the University of Guelph’s Graduate Preparation Program (GPP) which is offered through Open Learning and Educational Support. Applicants may be offered admission based on the provision that they complete the GPP, which includes completion of advanced level English (level 9 and 10 of the ELCP) as well as graduate preparatory work. The expected duration of the GPP is two semesters. Upon successful completion applicants may continue on to the graduate program identified in their offer of admission. Details about the GPP may be found at http://www.eslguelph.ca/
Other Documents and/or Examinations: In some departments, a Statement of Research/Interest that outlines the applicant's major research interests and objectives in undertaking graduate study, and/or additional supplementary documents such as a CV/resume, or a writing sample, may be required for admission. Applicants are advised to review the department's website for specific program admission requirements.

Some departments require applicants to complete and submit the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT) to determine admissibility to some programs. If so, this requirement will be noted with the program-specific admissions application information on the departmental website. The applicant’s official test results must be forwarded directly to the graduate program in the department to which application has been made. It is the responsibility of the applicant to ensure that test results are submitted to the department by the application deadline.
To: Members of Senate  
From: Andrew Papadopoulos, Chair, Board of Graduate Studies  
Subject: 8. Board of Graduate Studies Report  
Meeting: October 2, 2018  

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c) Graduate Curriculum: Course Changes, Deletions, Additions  

At its meeting September 13, 2018, and on the recommendation of the Graduate Programs and Policies Committee, the Board of Graduate Studies approved the changes as indicated on the enclosed summary chart.  

Detailed information pertaining to the changes can be viewed on-line in the September 13th Board of Graduate Studies meeting package.

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d) BGS Subcommittees Membership: 2018-19  

Graduate Programs and Policies Committee  

<table>
<thead>
<tr>
<th>Chair</th>
<th>Andrew Papadopoulos (Chair, BGS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVP Graduate Studies</td>
<td>Ben Bradshaw (Member, BGS)</td>
</tr>
<tr>
<td>Faculty</td>
<td>Scott Colwell (Member, BGS)</td>
</tr>
<tr>
<td></td>
<td>Leanne Son Hing (Member, BGS)</td>
</tr>
<tr>
<td></td>
<td>Lisa Duizer (Member, BGS)</td>
</tr>
<tr>
<td></td>
<td>Stephen Seah (Member, BGS)</td>
</tr>
<tr>
<td>Librarian</td>
<td>Karen Nicholson</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>Keely Kavcic</td>
</tr>
<tr>
<td>Recording Secretary</td>
<td>Laurie Winn, Office of Graduate Studies (non-voting)</td>
</tr>
</tbody>
</table>

Committee on Admissions and Progress  

<table>
<thead>
<tr>
<th>Chair (Assoc Dean, Grad Studies)</th>
<th>Teresa Crease (Member, BGS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>France-Isabelle Auzanneau (Member, BGS)</td>
</tr>
<tr>
<td></td>
<td>Julie Cairnie (Member, BGS)</td>
</tr>
<tr>
<td></td>
<td>David MacDonald</td>
</tr>
<tr>
<td>Office of Student Affairs</td>
<td>Malcolm McLeod (SAS)</td>
</tr>
</tbody>
</table>

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1 URL: https://uoguelph.civicweb.net/filepro/documents/154791
Graduate Students
Jingen (Lena) Liange
Shannon French
Danyelle Liddle (GSA President; Member, BGS)

Office of Graduate Studies
Petrina Aberdeen (non-voting)
Callie Morris (non-voting)
Nick Pankerichan (non-voting)

Joint Editorial Awards Committee (JEAC): 2018-19 Membership

Chair
Ann Wilson (Director, School of English and Theatre Studies)

Student Financial Services
Manuela Sheehy (Associate Registrar, SFS)
Brenda Nicholson (Recording Secretary; non-voting)

Office of Graduate Studies
Pauline Sinclair
Donna Drohan Jennings (designate)
Kristen Campbell (designate)

Alumni Affairs & Development
Vacant

Resources to the Committee
Monica Bertolo (Manager Student Awards, SFS)
Gen Gauthier-Chalifour (University Secretary)

e) Graduate Faculty Appointments

Appointments to the Faculty of Graduate Studies were presented to the Board of Graduate Studies for information and are available in the on-line Senate Supporting Documents folder.

2 URL: https://uoguelph.civicweb.net/filepro/documents/156612
Ontario Veterinary College

Course Addition

• CLIN *6970 Neurology II
To: Members of Senate
From: Ann Wilson, Chair, Committee on Bylaws and Membership
Subject: 9. Committee on Bylaws and Membership Report
Meeting: October 2, 2018

a) Results of Senate By-elections

Senate by-elections will conclude on Friday, September 28, 2018. Results will be provided to Senators subsequent to the meeting package being sent out.
To: Members of Senate  
From: Scott McEwen, Chair, Senate Committee on Quality Assurance  
Subject: 10. Committee on Quality Assurance Report  
Meeting: October 2, 2018  


In accordance with its bylaws, the Senate Committee on Quality Assurance (SCQA) provides an annual report to Senate, for information, summarizing the previous year's quality assurance activities. The report is also provided to the Board of Governors for information, and then submitted to the Ontario Universities Council on Quality Assurance (OUCQA).  

The Annual Report is intended to be a summary of quality review reports received and reviewed by the committee in the previous Senate session, and includes the following elements:  

- The general principles, guidelines, and methodology used by the committee in review of programs, departments and schools  
- A status report on the reviews scheduled to be undertaken and subsequently reported, in accordance with the approved schedule of reviews  
- A summary of key outcomes of the reviews, highlighting trends, issues, and recommendations  
- A list of one-year follow-up reports expected during the previous Senate session and their status  
- A list of quality reviews scheduled for the upcoming year.  

This report also includes the Annual Report on Major Modifications (a separate report submitted to OUCQA in July of each year).  

The 2017-18 Annual Report on Quality Assurance was reviewed by the SCQA at its meeting September 13, 2018; and, as a way of enhancing connectivity amongst Senate standing committees with responsibility for oversight of educational policy, the report was also provided to the Board of Graduate Studies and the Board of Undergraduate Studies, at their most recent meetings. At the time of preparation, members of SCQA were voting by sign-back on the enclosed report, which includes editorial changes and corrections to more accurately capture the 2017-18 reporting year.  

The report is enclosed for the information of Senate.
Overview of Reporting Principles

The most recent update to the University of Guelph’s Institutional Quality Assurance Process (IQAP) was approved by Senate on May 23, 2017, and ratified by the Ontario Universities Council on Quality Assurance (Quality Council) on June 23, 2017. The IQAP is available on-line from the University Secretariat website.

The Senate Committee on Quality Assurance (SCQA) is vested with responsibility for institutional quality assurance insofar as it:

[...] Recommends to Senate, for its approval, institutional policies and procedures related to quality assurance. The Committee receives and reviews the Final Assessment Report to ensure that it is complete and complies with the Quality Council’s protocols, as outlined in the Quality Assurance Framework approved by the Council of Ontario Universities. SCQA presents the Final Assessment Reports to Senate as items of information [...]  

Additionally, SCQA’s Bylaws stipulate that in fulfilment of its role, it shall prepare an annual report:

2d) Provide an annual report to Senate that includes:
   i. A presentation of the general principles, guidelines, and methodology used by the committee in the review of the university’s programs, departments and schools.
   ii. A status report on the reviews performed during the year in question.
   iii. A summary of the key outcomes of the reviews, highlighting trends, issues, or recommendations.
   iv. A list of academic programs, departments and schools scheduled for review in the upcoming year.

Subsequently, this report will be provided to the Board of Governors for information.

Activities of SCQA in 2017-18

It is important to note that reviews received by the Committee in 2017-18 were conducted in the previous cycle (i.e., the 2016-17 review cycle, in accordance with the Cyclical Program Review Schedule). The Committee provides regular reports to Senate on the outcome of reviews received throughout the year, as well as on one-year follow-up reports from past reviews.

Each Ontario University’s IQAP is reviewed on an eight-year cycle, and the University of Guelph’s IQAP was reviewed by the Quality Council in 2017-18. In February 2018, members of SCQA, along with the Chairs and/or Vice-Chairs of the Board of Undergraduate Studies (BUGS) and Board of Graduate Studies (BGS) participated in a...
meeting with the auditors during the site visit. At the time of writing of this report, a draft confidential audit report has been received by the Provost’s Office for review of factual errors and omission. Relevant Senate Sub-Committees will have an opportunity to review and discuss recommendations over the coming year once the report is endorsed by the Quality Council.

2016-17 Cyclical Program Review Cycle

Over the past year the Committee received and reviewed six of the review reports from the 2016-17 review cycle and one review for the 2014-15 cycle. One review from the 2016-17 cycle (Chemistry) was outstanding at end of the cycle and two reviews scheduled for the 2016-17 year were granted extensions until the 2017-18 year, namely the School of English and Theatres Studies (SETS) and International Development Studies (supported through the CSAHS Dean’s Office). The Office of Quality Assurance continues to consult and support units whose reviews remain outstanding and SCQA will provide leadership on this issue as required.

<table>
<thead>
<tr>
<th>Scheduled Reviews</th>
<th>Status</th>
<th>Presentation to SCQA</th>
<th>Presentation to Senate</th>
<th>One-Year Follow-Up Report Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Biomedical Sciences</td>
<td>Complete</td>
<td>December 7, 2017</td>
<td>February 5, 2018</td>
<td>February 1, 2019</td>
</tr>
<tr>
<td>Guelph-Waterloo Centre for Chemistry and Biochemistry (GWC)</td>
<td>Complete</td>
<td>December 7, 2017</td>
<td>February 5, 2018</td>
<td>February 1, 2019</td>
</tr>
<tr>
<td>Department of Food, Agricultural and Resource Economics</td>
<td>Complete</td>
<td>January 17, 2018</td>
<td>February 5, 2018</td>
<td>February 1, 2019</td>
</tr>
<tr>
<td>Department of Food Science</td>
<td>Complete</td>
<td>December 7, 2017</td>
<td>February 5, 2018</td>
<td>February 1, 2019</td>
</tr>
<tr>
<td>School of Environmental Sciences</td>
<td>Complete</td>
<td>January 17, 2018</td>
<td>February 5, 2018</td>
<td>February 1, 2019</td>
</tr>
<tr>
<td>Collaborative Toxicology Program</td>
<td>Complete</td>
<td>January 17, 2018</td>
<td>February 5, 2018</td>
<td>February 1, 2019</td>
</tr>
<tr>
<td>Bachelor of Science Agriculture, Honours</td>
<td>Complete</td>
<td>January 17, 2018</td>
<td>February 5, 2018</td>
<td>February 1, 2019</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Pending</td>
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<td></td>
</tr>
</tbody>
</table>

6 Completed Quality Review Reports (including Final Assessment Report and Executive Summary) are posted on the University Secretariat website: [http://bit.ly/1XGhXw](http://bit.ly/1XGhXw)
The current cyclical program review process effectively run year round and typically fall within the following timelines:

- **September 1**: Draft self-study report submitted to the Office of Quality Assurance and College Dean.
- **December – May**: Site visit conducted.
- **February – June**: Assessment report forwarded to Dean and Chair for response and Implementation Plan.
- **June – November**: Final Assessment Report, including Implementation Plan submitted for review, comment and endorsement by SCQA and provided for information to the Senate. An Executive Summary is posted online.
- **one year later**: Follow-up report submitted to the Committee and Senate.

Senate and standing committees do not meet between June and August. Therefore, reports submitted after the last meeting of the Committee and Senate are brought forward to the next Session of Senate, and reviewed by SCQA during the fall term.

### One-Year Follow-Up Reporting

The SCQA received a total of six (6) one-year follow-up reports, two (2) of which were outstanding from the 2014-15 review cycle. Although additional information was requested by the committee in one case, all one-year follow-up reports received were to the satisfaction of the SCQA.

#### 2014-15 Review Cycle

<table>
<thead>
<tr>
<th>Department of Biomedical Sciences</th>
<th>Review Report Received by Senate</th>
<th>Follow-Up Report Due</th>
<th>Follow-Up Report Received by SCQA</th>
<th>Follow-Up Report Received by Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Family Relations &amp; Applied Nutrition</td>
<td>February 5, 2018</td>
<td>February 1, 2019</td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>May 30, 2016</td>
<td>June 1, 2017</td>
<td>October 2, 2017</td>
<td>October 16, 2017</td>
<td></td>
</tr>
</tbody>
</table>

#### 2015-16 Review Cycle

<table>
<thead>
<tr>
<th>Department of Psychology</th>
<th>Review Report Received by Senate</th>
<th>Follow-Up Report Due</th>
<th>Follow-Up Report Received by SCQA</th>
<th>Follow-Up Report Received by Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Animal Biosciences</td>
<td>February 6, 2017</td>
<td>February 1, 2018</td>
<td>March 21, 2018</td>
<td>April 9, 2018</td>
</tr>
<tr>
<td>December 15, 2016</td>
<td>December 1, 2017</td>
<td>March 21, 2018</td>
<td>April 9, 2018</td>
<td></td>
</tr>
<tr>
<td>Department of Plant Agriculture</td>
<td>February 6, 2017</td>
<td>February 1, 2018</td>
<td>March 21, 2018</td>
<td>April 9, 2018</td>
</tr>
<tr>
<td>Biophysics Interdepartmental Group</td>
<td>April 4, 2017</td>
<td>April 1, 2018</td>
<td>May 2, 2018</td>
<td>May 28, 2018</td>
</tr>
<tr>
<td>School of Environmental Design and Rural Development</td>
<td>April 4, 2017</td>
<td>April 1, 2018</td>
<td>May 2, 2018</td>
<td>May 28, 2018</td>
</tr>
</tbody>
</table>
Committee Principles, Guidelines and Methodology for Review of Reports

Reviews conducted in the 2017-18 cycle were conducted in accordance with the new IQAP document, approved by the Quality Council on June 23, 2017.

The 2017-18 reviews continued to be conducted under the auspices of the Office of Quality Assurance. This office has undertaken a review of its activities that has resulted in a number of improvements to the review process. The committee particularly notes the efforts of the Office of Quality Assurance to develop templates for the Final Assessment Reports and Implementation Plans, providing regular updates to the Committee and supporting the audit by the Quality Council.

The Committee adopted the new practice of focusing in more detail on the final assessment reports and implementation plans, while using the self-study reports as important supporting documentation. This was a departure from the first reader/second reader approach used in previous years and concentrated on the appropriateness of the recommendations from the external reviewers, department / program plans to address the recommendations, sustainability of programs, and integration of learning outcomes in undergraduate and graduate programs.

Quality Review Outcomes, Issues and Trends

There continues to be improvement in the timely completion of reporting by units since the IQAP began in 2011, with some exceptions. The committee has also noted that, as the quality assurance process has matured and more supports have been implemented, reviews have become more consistent in form and more closely aligned to the mandate of the quality review process.

Overall, the reports received by the committee over the past year were well done. Accordingly, all the quality review and one-year follow-up reports submitted to the committee in the past year were accepted and the programs were provided with feedback based on the Committee’s discussions.

In the course of its work the committee has noted the following trends and emerging issues:

- The Committee found that strong final assessment reports and implementation plans often included collaboration on responses to the recommendations by the Chair and Dean. The Committee noted the thoroughness and reasonableness of the responses in these cases, both in response to the reviewers’ recommendations but also in plans for the future.
- The Committee made recommendations with regards to the templates associated with the review process. In particular, the Committee valued the changes to the final assessment report and implementation plan templates and encouraged the implementation of a follow-up reporting template.
- For some programs and recommendations, 1-year follow-up reporting may not be optimal or feasible, particularly involving recommendations for medium-longer term implementation.
- Continued improvement is noted in the incorporation of learning outcomes, curriculum mapping and assessment of outcomes, particularly in undergraduate programming.
Multiple reviewers pointed toward the need for more training in “soft skills”, including professionalism, communication, entrepreneurship, leadership.

Interdisciplinary programs appear to face added challenges (e.g. acquiring data from multiple participating units, lack of program champion) that can impact the review process as well as the recommendations.

The Committee was impressed with the quality of external reviewers’ reports and recommendations. A few recommendations were not selected for follow-up, for example where it was found they were addressed by other university initiatives, outside of the scope of the review, etc.

Increasingly, selected reviewers have expertise in curriculum development, curriculum renewal, and/or academic program management and the committee believes this improves the quality of reviews.

Reviewers of multiple departments/programs pointed to the need for better quality data to support program improvement, e.g. student numbers in classes and programs, student graduation rates, tracking of employment and other outcomes post-graduation.

General Recommendations Emerging from the Quality Review Process

The Committee continues to evaluate the review process and make recommendations on best practices where appropriate. In particular:

- The Committee plans to examine the merits and practicalities of departing from the 1-year interval for follow-up reporting when appropriate, for example, 2-3 year follow-up when it can be expected that implementation will take more time.
- Other issues warranting attention include the role of the review in relation to accredited programs and the results of the quality audit.
- The Committee continued to focus on the development of learning outcomes and would reiterated the importance to programs as appropriate, particularly in graduate programming.

Schedule for 2017-18 Review Cycle

Reviews scheduled to be conducted in 2017-18 are listed below.

<table>
<thead>
<tr>
<th>Department/School</th>
<th>Program for Review</th>
<th>Degree Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of English and Theatre Studies</td>
<td>English, Theatre Studies, Creative Writing, English, Theatre Studies, Literary Studies/Theatre Studies in English</td>
<td>BA, BA, MFA, MA, MA, PhD</td>
</tr>
<tr>
<td>(extended from 2016-17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Development</td>
<td>CSAHS Dean’s Office (extended from 2016-17)</td>
<td>International Development International Development Studies</td>
</tr>
<tr>
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</tbody>
</table>
Extensions to the published schedule are to be granted only under extraordinary circumstances. In such circumstances, the unit must apply to the Provost via the Office of Quality Assurance with the rationale for the request. Extensions are reported to the SCQA so that the official review schedule may be amended, with subsequent notification to Senate and the Quality Council.

New Program Submissions

The following new programs were approved by Senate during the 2017-18 session:

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBRM</td>
<td>Food Industry Management, regular and Co-Op</td>
</tr>
<tr>
<td>MA, PhD</td>
<td>Critical Studies in Improvisation</td>
</tr>
</tbody>
</table>

Annual Report to the Quality Council on Major Modifications to Programs

Enclosed is the University’s Annual Report to the Quality Council on Major Modifications for Programs for 2017-18, also required as part of the IQAP reporting obligations. The Major Modifications Annual Report is submitted on a standard template received each year from the Quality Council. The major modification categories are defined in the University’s IQAP, based on the Quality Assurance Framework (QAF).
Professor Hugh Earl  
Chair, Department of Plant Agriculture  
Ontario Agricultural College

Professor James Squires  
Chair, Department of Animal Biosciences  
Ontario Agricultural College

Dear Professor Earl and Professor Squires:

At its meeting on January 17, 2018 the Senate Committee on Quality Assurance (SCQA) reviewed the periodic Quality Review Report of the Bachelor of Science Agriculture, Honours program including the Final Assessment Report, Implementation Plan, External Reviewer’s Assessment Report, Chair’s Response to the Reviewers’ Assessment, Dean’s Response to the Chair and Reviewer’s Assessment and Self-Study.

I am pleased to advise that the SCQA found the final assessment report and implementation plan satisfactory. The Committee noted with appreciation the combined Chair and Decanal response, and the responsible units should be commended for thoroughly addressing learning outcomes in the self-study.

The Final Assessment Report and revised Implementation Plan will be presented to Senate for information on February 5, 2018. The SCQA thanks the faculty, staff and students in the Bachelor of Science Agriculture, Honours program as well as the external examiners and internal facilitator, for their work on the review.

The SCQA looks forward to receiving the Bachelor of Science Agriculture, Honours program’s one-year follow up report, which is due on February 1, 2019.

Yours truly,

Scott McEwen  
Chair, Senate Committee on Quality Assurance

January 26, 2018
CC: Charlotte Yates, Provost and Vice-President (Academic)
    Patricia Tersigni, Director, Academic Programs and Policy
    Rene Van Acker, Dean, Ontario Agricultural College

N:\Senate\Standing Committees and Boards\7. Senate Committee on Quality Assurance (SCQA)\Cyclical Review Reports\Reports\2016-17_Agriculture\SCQA Response Letter_Agriculture_2018Jan.docx
Professor Tarek Saleh  
Chair, Department of Biomedical Sciences  
Ontario Veterinary College  

Dear Professor Saleh:  

At its meeting on December 7, 2017 the Senate Committee on Quality Assurance (SCQA) reviewed the periodic Quality Review Report of the Department of Biomedical Sciences including the Final Assessment Report, Implementation Plan, External Reviewer’s Assessment Report, Chair’s Response to the Reviewers’ Assessment, Dean’s Response to the Chair and Reviewer’s Assessment and Self-Study.  

I am pleased to advise that the SCQA found the final assessment report and implementation plan satisfactory, and accepts the report with an amendment. The SCQA members remarked on the quality of the report and the consistency of responses to the reviewers’ recommendations. In particular, the SCQA noted differences between the responses of the reviewers, Chair and Dean with respect to program growth, but heard that the program had received some resources to accommodate increased experiential learning. The Committee agreed to strike recommendation 4 from the Implementation Plan, given the misunderstanding around time to completion requirements, and therefore does not require follow up on the recommendation.  

The Final Assessment Report and revised Implementation Plan will be presented to Senate for information on February 5, 2018. The SCQA thanks the faculty, staff and students in the Department of Biomedical Sciences, as well as the external examiners and internal facilitator, for their work on the review.  

The SCQA looks forward to receiving the Department of Biomedical Sciences’ one-year follow up report, which is due on February 1, 2019.  

Yours truly,  

Scott McEwen  
Chair, Senate Committee on Quality Assurance
Cc: Charlotte Yates, Provost and Vice-President (Academic)  
Patricia Tersigni, Director, Academic Programs and Policy  
Jeffrey Wichtel, Dean, Ontario Veterinary College  

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Professor Jon Warland  
Director, School of Environmental Sciences  
Ontario Agricultural College

Dear Professor Warland:

At its meeting on January 17, 2018 the Senate Committee on Quality Assurance (SCQA) reviewed the periodic Quality Review Report of the School of Environmental Sciences including the Final Assessment Report, Implementation Plan, External Reviewer’s Assessment Report, Chair’s Response to the Reviewers’ Assessment, Dean’s Response to the Chair and Reviewer’s Assessment and Self-Study.

I am pleased to advise that the SCQA found the final assessment report and implementation plan satisfactory, and accepts the report. The Committee noted that major challenges were addressed in the report, including differentiating the BSc from other similar programs.

The Final Assessment Report and revised Implementation Plan will be presented to Senate for information on February 5, 2018. The SCQA thanks the faculty, staff and students in the School of Environmental Sciences, as well as the external examiners and internal facilitator, for their work on the review.

The SCQA looks forward to receiving the School of Environmental Sciences’ one-year follow up report, which is due on February 1, 2019.

Yours truly,

Scott McEwen  
Chair, Senate Committee on Quality Assurance

Cc: Charlotte Yates, Provost and Vice-President (Academic)  
   Patricia Tersigni, Director, Academic Programs and Policy  
   Rene Van Acker, Dean, Ontario Agricultural College

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January 10, 2018

Professor Art Hill
Chair, Department of Food Science
Ontario Agricultural College

Dear Professor Hill:

At its meeting on December 7, 2017 the Senate Committee on Quality Assurance (SCQA) reviewed the periodic Quality Review Report of the Department of Food Science including the Final Assessment Report, Implementation Plan, External Reviewer’s Assessment Report, Chair’s Response to the Reviewers’ Assessment, Dean’s Response to the Chair and Reviewer’s Assessment and Self-Study.

I am pleased to advise that the SCQA found the final assessment report and implementation plan satisfactory, and accepts the report with an amendment. The Committee discussed recommendation 6 and noted that University policy regarding program transfer is described in the graduate calendar. Secondly, the Committee noted recommendation 19, and pointed out that progress reporting is no longer required for students in programs with research projects taking place within one term, and agreed to strike the recommendation from the implementation plan.

The Final Assessment Report and revised Implementation Plan will be presented to Senate for information on February 5, 2018. The SCQA thanks the faculty, staff and students in the Department of Food Science, as well as the external examiners and internal facilitator, for their work on the review.

The SCQA looks forward to receiving the Department of Food Science one-year follow up report, which is due on February 1, 2019.

Yours truly,

Scott McEwen
Chair, Senate Committee on Quality Assurance
Professor John Cranfield  
Chair, Department of Food, Agricultural and Resource Economics  
Ontario Agricultural College  

Dear Professor Cranfield:

At its meeting on January 17, 2018 the Senate Committee on Quality Assurance (SCQA) reviewed the periodic Quality Review Report of the Department of Food, Agricultural and Resource Economics, including the Final Assessment Report, Implementation Plan, External Reviewer’s Assessment Report, Chair’s Response to the Reviewers’ Assessment, Dean’s Response to the Chair and Reviewer’s Assessment and Self-Study.

I am pleased to advise that the SCQA found the final assessment report and implementation plan satisfactory, and accepts the report. The Committee noted with support the Department’s commitment to ongoing curriculum review and encourages the further development of its graduate level learning outcomes.

The Final Assessment Report and revised Implementation Plan will be presented to Senate for information on February 5, 2018. The SCQA thanks the faculty, staff and students in the Department of Food, Agricultural and Resource Economics, as well as the external examiners and internal facilitator, for their work on the review.

The SCQA looks forward to receiving the Department of Food, Agricultural and Resource Economics’ one-year follow up report, which is due on **February 1, 2019**.

Yours truly,

Scott McEwen  
Chair, Senate Committee on Quality Assurance  

Cc: Charlotte Yates, Provost and Vice-President (Academic)  
Patricia Tersigni, Director, Academic Programs and Policy  
Rene Van Acker, Dean, Ontario Agricultural College
January 10, 2018

Professor France-Isabelle Auzanneau  
Director, (GWC)
College of Engineering and Physical Sciences  

Dear Professor Auzanneau:

At its meeting on December 7, 2017 the Senate Committee on Quality Assurance (SCQA) reviewed the periodic Quality Review Report of the Guelph-Waterloo Centre for Graduate Work in Chemistry and Biochemistry (GWC) including the Final Assessment Report, Implementation Plan, External Reviewer’s Assessment Report, Chair’s Response to the Reviewers’ Assessment, Dean’s Response to the Chair and Reviewer’s Assessment and Self-Study.

I am pleased to advise that the SCQA found the final assessment report and implementation plan satisfactory, and accepts the report. The Committee encouraged the program to continue to focus on learning outcomes. The Committee also noted the recommendations relating to resourcing, appreciating their removal from the implementation plan but relevance to the context of the review.

The Final Assessment Report and revised Implementation Plan will be presented to Senate for information on February 5, 2018. The SCQA thanks the faculty, staff and students in the Department of Chemistry, the GWC program, and the University of Waterloo, as well as the external examiners and internal facilitator, including the external examiners, for their work on the review.

The SCQA looks forward to receiving the GWC one-year follow up report, which is due on February 1, 2019.

Yours truly,

Scott McEwen  
Chair, Senate Committee on Quality Assurance
Professor Richard Manderville  
Director, Collaborative Toxicology Program  

Dear Professor Manderville:  

At its meeting on January 17, 2018, the Senate Committee on Quality Assurance (SCQA) reviewed the periodic Quality Review Report of the Collaborative Toxicology Program including the Final Assessment Report, Implementation Plan, External Reviewer’s Assessment Report, Chair’s Response to the Reviewers’ Assessment, Dean’s Response to the Chair and Reviewer’s Assessment and Self-Study.  

I am pleased to advise that the SCQA found the final assessment report and implementation plan satisfactory, and accepts the report. The committee noted with concern the need for additional development around learning outcomes, and would encourage the program to make this a priority. The Committee also recognized that there are challenges associated with the administration of a joint program.  

The Final Assessment Report and revised Implementation Plan will be presented to Senate for information on February 5, 2018. The SCQA thanks the faculty, staff and students in the Collaborative Toxicology program, as well as the external examiners and internal facilitator, for their work on the review.  

The SCQA looks forward to receiving the Collaborative Toxicology program’s one-year follow up report, which is due on February 1, 2019.  

Yours truly,  

Scott McEwen  
Chair, Senate Committee on Quality Assurance
Cc: Charlotte Yates, Provost and Vice-President (Academic)
    Patricia Tersigni, Director, Academic Programs and Policy
    Mary Wells, Dean, College of Engineering & Physical Sciences
    Jonathan Newman, Dean, College of Biological Science
    Rene Van Acker, Dean, Ontario Agricultural College
    Jeffrey Wichtel, Dean, Ontario Veterinary College

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<table>
<thead>
<tr>
<th>Name of Program Modified</th>
<th>Degree Designation</th>
<th>Classification of Major Modification</th>
<th>Type of Major Modification</th>
<th>Brief Description of the Major Modification</th>
<th>Date of Internal Approval (MM/DD/YYYY)</th>
<th>Date the Major Modification becomes Effective (MM/DD/YYYY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Admission Pathway and English Language Requirements</td>
<td>Undergraduate</td>
<td>change admission requirements</td>
<td>Add co-op option</td>
<td>Allows academically qualified international students, who meet the University's undergraduate admission requirements but have not yet achieved English language proficiency to complete degree credit courses through the University's Open Learning program while studying English language courses to achieve the Certificate of English proficiency granted by OpenEd. 5/28/2018 9/1/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>B.A.</td>
<td>Add co-op option</td>
<td></td>
<td>Add co-op option to the Political Science major</td>
<td>5/28/2018</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>Family and Community Social Services</td>
<td>B.A.Sc.</td>
<td>Add new pathway for college students</td>
<td></td>
<td>New transfer pathway from Durham College Social Service Worker, Developmental Service Worker, and Child &amp; Youth Care 2 year Diploma programs into the B.A.Sc. degree in Family and Community Social Services. 4/9/2018 9/1/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership and Organizational Management</td>
<td>B.Comm.</td>
<td>Add co-op option</td>
<td></td>
<td>Program name change for the major in Leadership and Organizational Management to Management</td>
<td>4/9/2018</td>
<td>9/1/2019</td>
</tr>
<tr>
<td>Human Resources</td>
<td>B.Comm.</td>
<td>Add new minor</td>
<td></td>
<td>Addition of minor to Human Resources</td>
<td>4/9/2018</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>Child, Youth and Family</td>
<td>B.A.Sc.</td>
<td>Deletion of articulation agreement</td>
<td></td>
<td>Deletion of articulation agreement that has been superseded by an approved pathway agreement in 2016-2017. 11/27/2017 9/1/2018</td>
<td></td>
<td></td>
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<tr>
<td>Biotechnology</td>
<td>MBiLD</td>
<td>Change admission requirements</td>
<td></td>
<td>Raising the English language requirement. Reducing the number of elections in science or business to 1; increasing the number of required courses by 2 10/16/2017 9/1/2018</td>
<td></td>
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</tr>
<tr>
<td>Philosophy</td>
<td>PhD</td>
<td>Change course/exam requirements</td>
<td></td>
<td>Philosophy deleted the following three PhD fields to better reflect current faculty complement: &quot;Continental, Social and Political Philosophy,&quot; &quot;History of Western Philosophy,&quot; and &quot;Philosophy of Science, Mind and Language.&quot; 11/27/2017 11/27/2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Studies (Neuroscience)</td>
<td>MSc</td>
<td>Closure of a field, option</td>
<td></td>
<td>Addition of the MSc Clinical Studies course work option to the Neuroscience collaborative specialization. 1/26/2018 1/26/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Studies</td>
<td>MSc</td>
<td>Add new unit to collaborative program</td>
<td></td>
<td>The Master of Clinical Studies (MSc) program was created in 2011. The program graduated only one student in 2013 and has not had any registrants since that time. 5/28/2018 5/28/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>MEng, MSc, PhD</td>
<td>Add new field, concentration, stream</td>
<td></td>
<td>Engineering added the &quot;Computer Engineering&quot; field to the MEng, MSc, and PhD in Engineering. This designation gives a clearer description of graduate course offerings and will resonate with prospective students and employers. 5/28/2018 5/28/2018</td>
<td></td>
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<tr>
<td>Physics</td>
<td>PhD</td>
<td>Change admission requirements</td>
<td></td>
<td>The number of required courses was changed from four to two to bring the PhD in Physics program at Guelph in line with other Canadian and International institutions. 2/5/2018 9/4/2018</td>
<td></td>
<td></td>
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<tr>
<td>Sociology</td>
<td>MA, PhD</td>
<td>Change course/exam requirements</td>
<td></td>
<td>Sociology updated the names of their five graduate fields to better reflect expertise in the faculty complement and more current terminology in the discipline. Changes were as follows: &quot;Global Agrifood Systems, Communities and Rural Change&quot; to &quot;Environment, Food and Communities,&quot; &quot;Work, Gender and Change in Global Context&quot; to &quot;Work and Organization,&quot; &quot;Sociology Criminology&quot; to &quot;Crime and Social Control,&quot; &quot;Civility and Social Inclusion&quot; to &quot;Identities and Social Inclusion,&quot; and &quot;Criminology and Criminal Justice&quot; to &quot;Crime and Social Control.&quot; The Department also changed its PhD Qualifying Exam requirements. Previously, QEs consisted of two exams (one in theory and methodology and the other in the student’s field), and students were required to develop both reading lists. Students now complete only one exam using one of three reading lists developed by the Department. This change will enable more efficient time to Candidacy for students. 2/5/2018 2/5/2018</td>
<td></td>
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<tr>
<td>Program</td>
<td>Level</td>
<td>Change</td>
<td>Details</td>
<td>Dates</td>
<td></td>
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<tr>
<td>Public Issues Anthropology MA</td>
<td>Graduate</td>
<td>Change course/exam requirements</td>
<td>A mandatory pass/fail pro-seminar course was added to the MA in Public Issues Anthropology program. This change was motivated by the recognition that these students need better professional development and professional skills building opportunities at the beginning of their program.</td>
<td>2/5/2018 9/4/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science PhD</td>
<td>Graduate</td>
<td>Add new field, concentration, stream</td>
<td>Political Science created the following four new PhD fields to better reflect faculty expertise: &quot;Canadian Politics&quot;; &quot;International Relations&quot;; &quot;Law and Politics&quot;; and &quot;Gender, Race, Indigeneity, and Sexuality.&quot;</td>
<td>10/16/2017 9/4/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science MA</td>
<td>Graduate</td>
<td>Add new field, concentration, stream</td>
<td>The MA in Political Science initiated a number of changes in response to past reviews to improve program coherence, better reflect faculty expertise, and distinguish itself from other nearby programs. These changes were: closure of Guelph-McMaster option; closure of &quot;Comparative Politics&quot; and &quot;Public Policy and Governance&quot; fields; addition of &quot;Rights, Justice, Citizenship, and Identity&quot; field; and addition of coursework-based option.</td>
<td>10/16/2017 9/4/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Relations and Applied Nutrition (International Development) MSc</td>
<td>Graduate</td>
<td>Add new unit to collaborative program</td>
<td>Addition of the MSc in Family Relations and Applied Nutrition to the International Development collaborative specialization.</td>
<td>4/23/2018 4/23/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management (International Development) MA</td>
<td>Graduate</td>
<td>Add new unit to collaborative program</td>
<td>Addition of the MA in Management to the International Development collaborative specialization.</td>
<td>4/23/2018 4/23/2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Development MA and MSc + Collaboration Specialization</td>
<td>Graduate</td>
<td>Change admission requirements</td>
<td>Admission requirements and program requirements were modified for both MA and MSc students participating in the International Development collaborative specialization. Admission requirements were changed as follows so that more students would be able to participate: one (as opposed to two) undergraduate course in economics; one other undergraduate course in a social science discipline; one course in social science research methods or equivalent. Also, disciplinary course requirements (in economics, political science, anthropology, and geography) were removed to emphasize the collaborative specialization as an opportunity to develop interdisciplinary understanding as a supplement to department-based programming.</td>
<td>11/27/2017 9/4/2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To: Members of Senate  
From: Scott McEwen, Chair, Senate Committee on Quality Assurance  
Subject: 10. Committee on Quality Assurance Report  
Meeting: October 2, 2018  

b) Quality Review Reports  

The Senate Committee on Quality Assurance (SCQA), at its meeting on September 13, 2018, considered and accepted the following quality review Final Assessment Report and Implementation Plan:

- International Development Studies (IDS) – Undergraduate and Graduate

The Committee’s responses to the reviews are enclosed for Senate’s information. For reference, the final reports can be viewed online in the supporting documents folder.

1 URL: https://uoguelph.civicweb.net/filepro/documents/156612
Professor Spencer Henson  
Director, Institute of Development Studies  

Dear Professor Henson:

At its meeting on September 13, 2018, the Senate Committee on Quality Assurance (SCQA) reviewed the periodic Quality Review Report of International Development Studies including the Final Assessment Report, Implementation Plan, External Reviewer’s Assessment Report, Chair’s Response to the Reviewers’ Assessment, Dean’s Response to the Chair and Reviewer’s Assessment and Self-Study.

I am pleased to advise that the SCQA found the final assessment report and implementation plan satisfactory, and accepts the report. The Committee recognized that the program has experienced considerable flux, but also noted the urgency associated with the implementation of the recommendations. The Committee also noted with concern that the PhD Collaborative Specialization received little attention during the review, but understands the graduate curriculum committee continues its work on this collaborative specialization.

The Final Assessment Report and revised Implementation Plan will be presented to Senate for information on October 2, 2018. The SCQA thanks the faculty, staff and students in International Development Studies, as well as the external examiners and internal facilitator, for their work on the review.

The SCQA looks forward to receiving the International Development Studies’ one-year follow up report, which is due on September 1, 2019.

Yours truly,

Scott McEwen  
Chair, Senate Committee on Quality Assurance
To: Members of Senate

From: Statia Elliot, Chair, Senate Committee on Honours and Awards

Subject: 11. Honours and Awards Committee Report

Meeting: October 2, 2018

a) Call for Nominations for 2019 University Awards

The Senate Honours and Awards Committee invite nominations for the following University awards, to be awarded at convocation ceremonies beginning in 2019:

- University Professor Emeritus/a
- Honorary Fellow
- John Bell Award
- Medal of Merit
- Lincoln Alexander Medal of Distinguished Service

The call for nominations is enclosed and can also be found on the University Secretariat website.
Call for Nominations – University Awards 2019

The Senate Honours and Awards Committee invites nominations for the following University awards and honours, to be awarded at Convocation ceremonies in 2019.

Second only to honorary degrees, the awards listed below are of the highest order the University may bestow, presented publicly to recognize recipients at convocation ceremonies throughout the year.

University Professor Emeritus
The honour of University Professor Emeritus/Emerita may be given to a retired faculty member from the University of Guelph. The prime criterion for nomination will be sustained, outstanding scholarship of such a level that it is recognized internationally. Recent recipients have included Alastair Summerlee, Janet Wood and Jacek Lipkowski.

Honorary Fellow
Honorary Fellowships of the University are special awards which may be granted by Senate to persons who have made a significant contribution to the life and development of the University. Recent recipients have included Richard Barham, Alan Meek and Ronald Anderson.

John Bell Award
The John Bell Award recognizes faculty members who have demonstrated outstanding educational leadership while at the University of Guelph. Normally, only one candidate will be recognized each year. Recent recipients have included Brian Husband, David Wolyn and Andrea Buchholz.

Lincoln Alexander Medal of Distinguished Service
The Medal of Distinguished Service honours an individual who has played a pivotal role in the functioning of the institution and who has influenced the quality of academic life at the University of Guelph. Recent recipients have included Michael Walsh, T.K. (Sandy) Warley and William Winegard.

Medal of Merit
The Medal of Merit is awarded to a professor who has retired from the University of Guelph, and who has made outstanding contributions to teaching, the functioning of the University, or other areas which have resulted in substantial improvement to the academic life and character of the University. Recent recipients have included Maurice Nelischer, Ian Duncan and Dana Paramkas.

Honorary Degrees
Honorary Degrees are the highest honour bestowed within the power of the University and honours individuals whose accomplishments demonstrate a standard of excellence we hope will inspire our graduates. Recent recipients have included Larry McDermott, Emmanuelle Gattuso and Barb and Doug Minett.

In order to be considered for presentation at Convocation ceremonies in 2019, nominations must be received by January 15, 2019.

Complete details regarding the nomination process and criteria can be found in respective award guidelines and through the links provided above.
Questions and Submission of Nominations

Questions regarding the nomination process or criteria may be directed to: Sarah Willey-Thomas, Associate University Secretary (s.willey-thomas@exec.uoguelph.ca or ext. 56758)

Nominations may be submitted in confidence to the University Secretariat at univsec@uoguelph.ca (electronic submissions preferred), or to:

Senate Honours and Awards Committee
c/o University Secretariat
University Centre, 4th Floor
University of Guelph
Guelph, Ontario N1G 2W1
To: Members of Senate  
From: Ian Newby-Clark, Chair, Priorities and Planning Committee  
Subject: 12. Deliberative Discussion  
Meeting: October 2, 2018  

a) Policy on Freedom of Expression

Deliberative Discussion Topic: Policy on Freedom of Expression

On August 30, 2018 the Office of the Premier issued a news release to announce that all publicly assisted colleges and universities must develop and publicly post its own free speech policy by January 1, 2019, and that non-compliance may result in reductions in operating grants:


As the release outlines, the policy must meet the minimum standard specified by the government and, among other requirements, reflect the principles outlined in the University of Chicago’s Statement on Principles of Free Expression.

A preliminary working group has undertaken a review of existing University policies that address some of the requirements outlined by government as well as an environmental scan of similar policies at other institutions, with a view to providing Senate principles and language options to frame and inform the deliberative discussion at the October 2nd meeting.

A special meeting of the Senate Priorities and Planning Committee has been convened for September 28, 2018 to receive an update of the preliminary scan and proposed next steps for policy development and engagement with the University community. The final draft policy will be presented to both Senate and the Board of Governors for approval during Fall 2018, in advance of the January 1 deadline.

Information to support the Deliberative Discussion on this topic will be circulated to Senators by end of day on September 28, 2018, upon further review and reflection by the Senate Priorities and Planning Committee.
About Deliberative Discussions

“Deliberative discussions”\(^1\) are included regularly on the Senate agenda on topics of concern or interest to Senators, with the objective of providing feedback to senior administration for consideration. These discussions are an opportunity for Senators to engage in shared inquiry on areas of strategic importance to the University; and, to provide input to help shape decisions, policies or documents in advance of their presentation to a University governing body.

In 2014, the Senate Priorities and Planning Committee (SPPC) asked the Senate Committee on Bylaws and Membership to suggest a framework of principles to guide deliberative discussions. The following were developed, based on Senate bylaws and rules of order:

- a) Discussions will be limited to 30 minutes
- b) Discussions will be chaired by the Chair of SPPC
- c) The topic will be circulated in advance and advertised widely
- d) Written communications on the topic, no more than 300 words in length, will be accepted from Senators and visitors up to 48 hours prior to the meeting, and will be posted in the on-line “supporting materials” folder
- e) Note shall be made at Senate that such communications have been received
- f) The rules of order for the discussion will be guided by the current bylaws of Senate regarding the participation of visitors
- g) Priority for speaking in deliberative discussions will be given to Senators

Senators are reminded that in accordance with the Senate Rules of Order\(^2\) referenced above, Senators are encouraged not to repeat points raised, but to contribute new comments for consideration.

The points raised in this discussion will be summarized and added as addenda to the on-line materials for the October 2, 2018 Senate meeting.

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\(^1\) The use of “deliberative discussions” was recommended in the 2007 Report of the Review of the Senate Standing Committees, as one way of engaging the ‘wisdom of Senate’ and to provide an opportunity to bring an issue or tentative recommendation to the floor of Senate for general discussion and debate, before bringing a recommendation for action (i.e. in the form of a formal motion) to a subsequent meeting.

To: Members of Senate  
From: Gen Gauthier-Chalifour, University Secretary  
Subject: 13. Other Business  
14. Move to Closed Session  
Meeting: October 2, 2018  

13. Other Business  
14. Move to Closed Session  
a) Adjourn Open Session and Move into Closed Session [Motion]  

Senate is asked to,  
RESOLVE, that Senate move to the closed session of the meeting for the Senate Honours and Awards Committee Report.
To: Members of Senate
From: Gen Gauthier-Chalifour, University Secretary
Subject: Addenda Items
Meeting: October 2, 2018

Material in support of the following items was circulated under separate cover in advance of the meeting:

9a) Results of Senate By-elections

Senate by-elections concluded on Friday, September 28, 2018. Preliminary results are enclosed for information.

12a) Deliberative Discussion: Policy on Freedom of Expression

Material is enclosed to supplement that originally provided in the meeting package, and to provide a foundation for the deliberative discussion on this topic.

13a) Other Business: University of Guelph and the University of Guelph-Humber 2019-20 Schedule of Dates

The 2019-20 academic Schedule of Dates for the University of Guelph and the University of Guelph-Humber are enclosed for information.

The dates are prepared each year using the Senate-approved policy on Establishment of the Academic Schedule of Dates. It should be noted that the policy is currently under review and will be amended in response to changes to the Fall Study Break in the 2018-19 academic year and in accordance with regular five-year review process required by the Policy on Establishing University Policies and Procedures.

1 URL http://bit.ly/2fb6cFf
Results of Senate By-elections

The 2018-19 Senate by-elections concluded on September 28, 2018, and the preliminary results are as follows:

Faculty

Acclaimed
- College of Social and Applied Human Sciences - John Lindsay

Graduate Students

Elected
- Ontario Agricultural College - Dillon Muldoon

Undergraduate Students

Acclaimed
- Bachelor of Arts and Science – Anna Rosen
- Bachelor of Commerce – Derek Gartshore and Steven McCarty
- Bachelor of Computing – Sooraj Modi
- Bachelor of Engineering – Adam Lee
- Bachelor of Science in Environmental Sciences – Joshua Mosiondz

Elected
- Guelph-Humber – Kayla Terceira

Elections to fill vacancies for the 2019-20 session of Senate will take place in the Winter semester, as follows:

- Nomination period: Monday, January 21, 2019 – Friday, February 1, 2019
- Voting period: February 11 – 15, 2019
To: Members of Senate
From: Ian Newby-Clark, Chair, Priorities and Planning Committee
Subject: 12. Deliberative Discussion
Meeting: October 2, 2018

a) Policy on Freedom of Expression

Deliberative Discussion Topic: Policy on Freedom of Expression

On August 30, 2018 the Office of the Premier issued a news release to announce that all publicly assisted colleges and universities must develop and publicly post its own free speech policy by January 1, 2019, and that non-compliance may result in reductions in operating grants:


As the release outlines, the policy must meet the minimum standard specified by the government and, among other requirements, reflect the principles outlined in the University of Chicago’s Statement on Principles of Free Expression.

A preliminary working group has undertaken a review of existing University policies that address some of the requirements outlined by government as well as an environmental scan of similar policies at other institutions, with a view to providing Senate principles and language options to frame and inform the deliberative discussion at the October 2nd meeting.

The enclosed document has been produced by the working group for Senators’ review and reflection in advance of the deliberative discussion.

Enclosed for review is a document titled “Senate Deliberative Discussion: Freedom of Expression Policy Development”, produced by the working group to provide a foundation for the discussion at Senate, and to outline initial principles and possible language options for consideration when drafting a policy.

Also enclosed as supplementary background is a chart outlining policy requirements and mapping those requirements to existing language identified through a scan of University of Guelph foundational, framework and policy documents; language from similar documents at external institutions is also excerpted for consideration.

The Senate Priorities and Planning Committee reviewed and offered feedback on the enclosed documents at a special meeting held September 28, 2018.
The final draft policy will be presented to both Senate and the Board of Governors during Fall 2018, in advance of the January 1 deadline.

About Deliberative Discussions

“Deliberative discussions” are included regularly on the Senate agenda on topics of concern or interest to Senators, with the objective of providing feedback to senior administration for consideration. These discussions are an opportunity for Senators to engage in shared inquiry on areas of strategic importance to the University; and, to provide input to help shape decisions, policies or documents in advance of their presentation to a University governing body.

In 2014, the Senate Priorities and Planning Committee (SPPC) asked the Senate Committee on Bylaws and Membership to suggest a framework of principles to guide deliberative discussions. The following were developed, based on Senate bylaws and rules of order:

a) Discussions will be limited to 30 minutes  
b) Discussions will be chaired by the Chair of SPPC  
c) The topic will be circulated in advance and advertised widely  
d) Written communications on the topic, no more than 300 words in length, will be accepted from Senators and visitors up to 48 hours prior to the meeting, and will be posted in the on-line “supporting materials” folder  
e) Note shall be made at Senate that such communications have been received  
f) The rules of order for the discussion will be guided by the current bylaws of Senate regarding the participation of visitors  
g) Priority for speaking in deliberative discussions will be given to Senators

Senators are reminded that in accordance with the Senate Rules of Order referenced above, Senators are encouraged not to repeat points raised, but to contribute new comments for consideration.

The points raised in this discussion will be summarized and added as addenda to the on-line materials for the October 2, 2018 Senate meeting.

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1 The use of “deliberative discussions” was recommended in the 2007 Report of the Review of the Senate Standing Committees, as one way of engaging the ‘wisdom of Senate’ and to provide an opportunity to bring an issue or tentative recommendation to the floor of Senate for general discussion and debate, before bringing a recommendation for action (i.e. in the form of a formal motion) to a subsequent meeting.

Preamble

On August 30, 2018 the Office of the Premier issued a media release to announce that all publicly assisted colleges and universities must develop and publicly post their own free speech policy by January 1, 2019, and that non-compliance may result in reductions to operating grants.

The University of Guelph has long demonstrated its commitment to the principles of free and open enquiry, and the pursuit of truth. These principles are well articulated in our foundational documents and throughout many – if not all – of our institutional guiding documents including the Strategic Framework.

Recognizing the evolving external environment and the importance of articulating the University’s commitment to freedom of expression, initial discussions on this topic were activated during the 2017-18 academic year. The intent was to continue engagement in 2018-19 through Senate and with the broader campus communities, culminating in a statement on freedom of expression appropriate to the University of Guelph.

The recent government requirement has accelerated the need to formalize a policy, which will represent one step in continuing the conversation and progress.

A working group has undertaken a review of existing University policies that address some of the requirements outlined by government as well as an environmental scan of similar policies at some other institutions. What follows below is a preliminary synthesis of language – much of which exists in current institutional documents – that addresses the provincial government’s directive and may form the basis for a Deliberative Discussion at Senate on October 2, 2018.

Required Policy Elements

Policy requirements articulated by the Office of the Premier include the following:

1) A definition of freedom of speech
2) Principles based on the University of Chicago Statement on Principles of Free Expression:
   a) Universities and colleges should be places for open discussion and free inquiry.
   b) The university/college should not attempt to shield students from ideas or opinions that they disagree with or find offensive.
   c) While members of the university/college are free to criticize and contest views expressed on campus, they may not obstruct or interfere with the freedom of others to express their views.
   d) Speech that violates the law is not allowed.
3) That existing student discipline measures apply to students whose actions are contrary to the policy (e.g., ongoing disruptive protesting that significantly interferes with the ability of an event to proceed).
4) That institutions consider official student groups’ compliance with the policy as condition for ongoing financial support or recognition, and encourage student unions to adopt policies that align with the free speech policy.
5) That the college/university uses existing mechanisms to handle complaints and ensure compliance. Complaints against an institution that remain unresolved may be referred to the Ontario Ombudsman.
Principles and Possible Language Options for Consideration

1) Definition of freedom of speech:
   Freedom of speech and expression means the right to examine, question, investigate, enquire, speculate and communicate on any issue without reference to prescribed doctrine, as well as the right to criticize society at large and institutions therein. (Adapted from University of Toronto Statement on Freedom of Speech)

2) Universities should be places for open discussion and free inquiry (Government Backgrounder: Upholding Free Speech on Ontario’s University and College Campuses)

3) The objects and purposes of the University are the advancement of learning and the dissemination of knowledge; and, the intellectual, social, moral and physical development of its members and the betterment of society. (University of Guelph Act, 1964)

4) The University’s core value is the pursuit of truth, and its aim is to serve society and enhance the quality of life through scholarship. The University is animated by a spirit of free and open enquiry, collaboration and mutual respect, and asserts the fundamental equality of all human beings and the creation of an environment that is safe, supportive, equitable and above all, intellectually challenging. (University of Guelph Mission Statement)

5) The primary function of a university is to discover and disseminate knowledge by means of research and teaching. To fulfill this function a free interchange of ideas is necessary not only within its walls but with the world beyond as well. It follows that the university must do everything possible to ensure within it the fullest degree of intellectual freedom. (Report of the Committee on Freedom of Expression at Yale)

6) To achieve its purpose and fulfill its mission, all members of the University must have as a prerequisite freedom of speech and expression, which means the right to examine, question, investigate, enquire, speculate and communicate on any issue without reference to prescribed doctrine, as well as the right to criticize society at large and institutions therein. (Adapted from University of Toronto Statement on Freedom of Speech)

7) An inclusive campus is an environment where every member is a valued contributor. It is a campus that anticipates and encourages diverse perspectives and leverages them to drive creativity and innovation (University of Guelph Inclusion Framework)

8) The University must allow the fullest range of debate. It should not limit that debate by preordaining conclusions, or punishing or inhibiting the reasonable exercise of free speech. (Adapted from University of Toronto Statement on Freedom of Speech; University of Guelph Controversial Student Events Protocol)

9) Civil discourse is fundamental to learning and an essential aspect of a university education. Topics deemed controversial, those that give rise or are likely to give rise to disagreement, are often introduced, debated, and analyzed in multiple settings during the course of one’s academic career. In such instances, we strive to strike a balance between the principles of free inquiry, our commitment to diversity and inclusion, and the protection of human rights. (University of Guelph Controversial Student Events Protocol)

10) The University is committed to a campus free of discrimination and harassment and is dedicated to the highest standards of human equality and academic freedom. (University of Guelph Human Rights Policy)
11) Of necessity, there are limits to the right of free speech for example, when members of the University use speech as a direct attack that has the effect of preventing the lawful exercise of speech by members or invited guests, or interfering with the conduct of authorized University business, the University may intervene. *(University of Toronto Statement on Freedom of Speech)*

12) This is not to say that this freedom is absolute. In narrowly-defined circumstances, the University may properly restrict expression, for example, that violates the law, is threatening, harassing, or defamatory, or invades substantial privacy or confidentiality interests. Moreover, the University may reasonably regulate the time, place and manner of expression to ensure that it does not disrupt the ordinary activities of the University. *(University of Chicago Statement on Principles of Free Expression.)*

13) [The University community has] a responsibility to help create and uphold an environment that respects the diversity and differences of members of our campus, and allows all members to be treated with dignity, worth and respect. An example of this type of responsibility is the requirement to abide by the University’s commitment to the Ontario Human Rights Code and the Human Rights at the University of Guelph Policy, including but not limited to refraining from engaging in activities that express intolerance on grounds prohibited by the Human Rights at the University of Guelph Policy. *(University of Guelph Policy on Non-Academic Misconduct)*

14) The University’s core mission is the pursuit of truth through free and open enquiry. To achieve this requires that members of the University have a right to question, hypothesize and investigate any issue without reference to prevailing truths, and to present the results of such investigations, including in the form of criticism, freely.

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**Working Group Membership:**

- Ben Bradshaw, Assistant Vice-President (Graduate and Postdoctoral Studies)
- Samantha Brennan, Dean, College of Arts
- Carrie Chassels, Vice-Provost Student Affairs
- Cate Dewey, Associate Vice-President Academic
- Gen Gauthier-Chalifour, University Secretary
- Martha Harley, Associate Vice-President (Human Resources)
- Audrey Jamal, Chief of Staff
- Tracey Jandrisits, Assistant Vice-President (Faculty and Academic Staff Relations)
- Mellissa McDonald, Director, Government and Community Relations
- Karen Menard, Assistant Vice-President (Institutional Analysis and Research)
- Mary Murphy, University Counsel
- Jane Ngobia, Assistant Vice-President (Diversity and Human Rights)
- Charlotte Yates, Provost and Vice-President (Academic)
Policy on Freedom of Expression: Required Elements and Possible Language Options

As of 30 September 2018

Colleges' and universities' policies must apply to faculty, students, staff, management and guests, and as a minimum standard must include the items listed in the first column of the table below:

<table>
<thead>
<tr>
<th>A. Requirement as per Government press release issued August 2018</th>
<th>B. Language from existing U of G documents</th>
<th>C. Language from external documents/comparator institutions</th>
<th>D. Possible proposed principles/language</th>
</tr>
</thead>
<tbody>
<tr>
<td>A definition of freedom of speech.</td>
<td>None found</td>
<td>...“freedom of speech and expression, which means the right to examine, question, investigate, speculate, and comment on any issue without reference to prescribed doctrine, as well as the right to criticize the University and society at large.” (University of Toronto Statement on Freedom of Speech)</td>
<td>To achieve its purpose and fulfill its mission, all members of the University must have as a prerequisite freedom of speech and expression, which means the right to examine, question, investi... (University of Toronto Statement on Freedom of Speech)</td>
</tr>
</tbody>
</table>

Principles based on the University of Chicago Statement on Principles of Free Expression:

- Universities and colleges should be places for open discussion and free inquiry.
- The university/college should not attempt to shield students from ideas or opinions that they disagree with or find offensive.
- While members of the university/college are free to criticize and contest views expressed on campus, they may not interfere with the freedom of others to express their views.
- Speech that violates the law is not allowed.

University of Guelph Act, 1964

3. The objects and purposes of the University are, (a) the advancement of learning and the dissemination of knowledge, including, without limiting the generality of the foregoing, the advancement of learning and the dissemination of knowledge respecting agriculture; and (b) the intellectual, social, moral and physical development of its members and the betterment of society.

Mission Statement

The University of Guelph is a research-intensive, learner-centered university. Its core value is the pursuit of truth. Its aim is to serve society and to enhance the quality of life through scholarship. Both in its research and in its teaching programs, the University is committed to a global perspective.

The University attracts students, faculty, and staff of the highest quality. It is animated by a spirit of free and open enquiry, collaboration, and mutual respect. It asserts the fundamental equality of all human beings and is committed to creating for all members of its community, an environment that is hospitable, safe, supportive, equitable, pleasurable, and above all, intellectually challenging.

University Mission: Rerum Cognoscere Causas – “to learn the meaning of reality”

Strategic Framework: Our Path Forward

Provide vibrant campuses that are inclusive and respectful, where everyone is valued
Address complex questions using our comprehensive strengths
Work together openly, respectfully and inclusively
Inspire each other to excel, remain curious and take informed risks

Policy on Non-Academic Misconduct

University Community Values 7. The University of Guelph’s core value is the pursuit of truth. It is animated by a spirit of free and open enquiry, collaboration, and mutual respect. It asserts the fundamental equality of all human beings and is committed to creating for all members of its community, an environment that is hospitable, safe, supportive, equitable, pleasurable, and above all, intellectually challenging.

University of Toronto Statement on Freedom of Speech

...the essential purpose of the University is to engage in the pursuit of truth, the advancement of learning and the dissemination of knowledge. To achieve this purpose, all members of the University must have as a prerequisite freedom of speech and expression, which means the right to examine, question, investigate, speculate and comment on any issue without reference to prescribed doctrine, as well as the right to criticize the University and society at large. (University of Toronto Statement on Freedom of Speech)

Required Policy Principle 1: Universities should be places for open discussion and free inquiry

- The objects and purposes of the University are the advancement of learning and the dissemination of knowledge; and, the intellectual, social, moral and physical development of its members and the betterment of society. (UG Act)
- The University’s core value is the pursuit of truth, and its aim is to serve society and enhance the quality of life through scholarship. The University is animated by a spirit of free and open enquiry, collaboration and mutual respect, and asserts the fundamental equality of all human beings and the creation of an environment that is safe, supportive, equitable and above all, intellectually challenging. (UG Mission)
- To achieve its purpose and fulfill its mission, all members of the University must have as a prerequisite freedom of speech and expression, which means the right to examine, question, investigate, speculate and comment on any issue without reference to prescribed doctrine, as well as the right to criticize the University and society at large. (U of T Statement on Freedom of Speech)
- Our path forward requires that we provide vibrant campuses that are inclusive and respectful, and that we address complex questions by using our comprehensive strengths and by working together openly, respectfully and inclusively. (UG Strategic Framework)
- It is expected that all members of the University community will support and enrich these values by interacting with each other in a manner that is respectful, civil and consistent with the following responsibilities. (UG Policy on Non-Academic Misconduct)
- As a community we have a responsibility to help create and uphold an environment that respects the diversity and differences of members of our campus, and allows all members to be treated with dignity, worth and respect. (Policy on Non-Academic Misconduct)
- An inclusive campus is an environment where every member is a valued contributor. It is a campus that anticipates and encourages diverse perspectives and leverages them to drive creativity and innovation (UG Inclusion Framework)
- The common good of society depends upon the search for knowledge and its free exposition (USFA Collective Agreement)
University community will support and enrich these values by interacting with each other in a manner that is respectful, civil and consistent with the following responsibilities. Failure to abide by these responsibilities, or assisting or conspiring with another individual to act contrary to these responsibilities may result in penalties.

- **Diversity 8.** Students have a responsibility to help create and uphold an environment that respects the diversity and differences of members of our campus, and allows all members to be treated with dignity, worth and respect. An example of this type of responsibility is the requirement to abide by the University’s commitment to the Ontario Human Rights Code and the Human Rights at the University of Guelph (UG Human Rights Policy), including but not limited to refraining from engaging in activities that express intolerance on grounds prohibited by the Human Rights at the University of Guelph Policy.

- **Safety 11.** Students have a responsibility to support an environment that enables students to be safe and free from harm. a) Harassment - to treat all members of the University community with respect and without harassment. Harassment is defined as any attention or conduct (oral, written, visual, verbal, or physical) by an individual or group who knows, or ought reasonably to know, that such attention or conduct is unwelcome/unwanted, offensive or intimidating. Examples include but are not limited to bullying, and hazing.

**Controversial Student Events Protocol**

- **Civil discourse is fundamental to learning and an essential aspect of a university education.** Topics deemed controversial, those that give rise to disruption, to not interfere with the normal functioning of the University, or to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

- **Safeguard human rights and respect.** An example of this type of responsibility is the requirement to uphold an environment that respects the diversity and differences of members of our campus, and allows all members to be treated with dignity, worth and respect. An example of this type of responsibility is the requirement to abide by the University’s commitment to the Ontario Human Rights Code and the Human Rights at the University of Guelph (UG Human Rights Policy), including but not limited to refraining from engaging in activities that express intolerance on grounds prohibited by the Human Rights at the University of Guelph Policy.

**Required Policy Principle 2:**

The University must allow the fullest range of debate (U of T)

**Required Policy Principle 3:**

While members of the university/college are free to criticize and contest views expressed on campus, they may not interfere with the freedom of others to express their views.

- **To curtail free expression strikes twice at intellectual freedom, for whoever deprives another of the right to state unpopular views necessarily also deprives others of the right to listen to those views.** (York University Statement on Freedom of Expression)

**Required Policy Principle 4:**

Speech that violates the law is not allowed.

- **[The University community had] a responsibility to help create and uphold an environment that respects the diversity and differences of members of our campus, and allows all members to be treated with dignity, worth and respect.** An example of this type of responsibility is the requirement to abide by the University’s commitment to the Ontario Human Rights Code and the Human Rights at the University of Guelph Policy, including but not limited to refraining from engaging in activities that express intolerance on grounds prohibited by the Human Rights at the University of Guelph Policy. (UG Policy on Non-Academic Misconduct)

An act of intolerance is any action that fosters or expresses hate or prejudice towards an individual or group based on actual or perceived social identities, including those protected in the Ontario Human Rights Code (U of T)

- **Acts of intolerance can include criminal and otherwise illegal conduct and violations of university policies and protocols.**

**Inclusion Framework**

**An inclusive campus is an environment where every member is a valued contributor.** It is a campus that anticipates and encourages diverse perspectives and leverages them to drive creativity and innovation.

- **The University of Guelph’s emphasis on student centeredness and our commitment to the education and wellbeing of the whole person, and our aim to conduct research with global impact operates within the context of increasingly diverse campus communities.**

- **University community will support and enrich these values by interacting with each other in a manner that is respectful, civil and consistent with the following responsibilities. Failure to abide by these responsibilities, or assisting or conspiring with another individual to act contrary to these responsibilities may result in penalties.**

- **Diversity 8.** Students have a responsibility to help create and uphold an environment that respects the diversity and differences of members of our campus, and allows all members to be treated with dignity, worth and respect. An example of this type of responsibility is the requirement to abide by the University’s commitment to the Ontario Human Rights Code and the Human Rights at the University of Guelph Policy, including but not limited to refraining from engaging in activities that express intolerance on grounds prohibited by the Human Rights at the University of Guelph Policy.

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- **Civil discourse is fundamental to learning and an essential aspect of a university education.** Topics deemed controversial, those that give rise to disruption, to not interfere with the normal functioning of the University, or to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

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**Required Policy Principle 2:**

The University must allow the fullest range of debate (U of T)

**Required Policy Principle 3:**

While members of the university/college are free to criticize and contest views expressed on campus, they may not interfere with the freedom of others to express their views.

- **To curtail free expression strikes twice at intellectual freedom, for whoever deprives another of the right to state unpopular views necessarily also deprives others of the right to listen to those views.** (York University Statement on Freedom of Expression)

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An act of intolerance is any action that fosters or expresses hate or prejudice towards an individual or group based on actual or perceived social identities, including those protected in the Ontario Human Rights Code (U of T)
Policy on Freedom of Expression: Required Elements and Possible Language Options

As of 30 September 2018

Policy on Scholarship as a University Function
- The purpose of this policy is to provide a definition of scholarship, particularly in relation to the University’s Mission Statement and strategic directions; and to uphold principles of intellectual freedom and academic integrity as core values of the University’s scholarly initiatives.
- The University is committed to serving society and to enhancing the quality of life through scholarship, and is committed to a global perspective, including in its scholarly initiatives.
- Scholarship includes all individual and group activities which advance scholarship through modes of research and through creative activity.
- Scholarship, in advancing knowledge, enhances the educational function of the University.
- The common good of society depends, in part, on the pursuit of knowledge and on the free dissemination of that knowledge.

Human Rights Policy
- The University is committed to a campus free of discrimination and harassment and is dedicated to the highest standards of human equality and academic freedom.
- It is the position of the University that discussion of controversial issues in or out of the classroom is not a violation of this Policy.
- S.4 Academic Freedom and Human Rights: Academic Freedom — the right to examine, to question, to teach and to learn freely — is a basic tenet of university life. The practice of academic freedom is supported by the provisions of the Canadian Charter of Rights and Freedoms, which in Canada guarantees freedom of thought, belief, opinion and expression. The University believes that the faculty or the ability to investigate, to speculate, to comment and to criticize without deference to prescribed doctrine or authority is a precious freedom that must be protected and nurtured at all times. For the University to maintain its place as a center of excellence and to nurture its environment of creative and original research, it is crucial that academic and intellectual independence be strong and secure.
- The University acknowledges that situations arise in which there is a perceived conflict between academic freedom and human rights. A violation of either freedom is of grave concern to the University. With respect to the interplay of human rights protection and the practice of academic freedom, it is the position of the University that discussion of controversial issues in or out of the classroom is not a violation of this Policy. Academic freedom entails the right of all University community members to make statements that challenge and may even offend the sensibilities, ideas and beliefs of others. On the other hand, academic freedom does not entail a right to discriminate against or harass individuals on grounds protected by the Code and this Policy.

USFA Collective Agreement
- The common good of society depends upon the search for knowledge and its free exposition and its free interchange of ideas is necessary not only within its walls but with the world beyond as well.
- Because few other institutions in our society have the same central function, few assign such high priority to freedom of expression. Few are expected to. Because no other kind of institution combines the discovery and dissemination of basic knowledge with teaching, none confronts quite the same problems as a university.
- We value freedom of expression precisely because it provides a forum for the new, the provocative, the disturbing, and the unorthodox. Free speech and academic freedom are central tenets of university life. The practice of academic freedom is supported by the provisions of the Canadian Charter of Rights and Freedoms, which in Canada guarantees freedom of thought, belief, opinion and expression. The University believes that the faculty or the ability to investigate, to speculate, to comment and to criticize without deference to prescribed doctrine or authority is a precious freedom that must be protected and nurtured at all times. For the University to maintain its place as a center of excellence and to nurture its environment of creative and original research, it is crucial that academic and intellectual independence be strong and secure.
- The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. (Princeton)
- The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. (Princeton)

Possible Additional Principles:
- The primary function of a university is to discover and disseminate knowledge by means of research and teaching. To fulfill this function a free interchange of ideas is necessary not only within its walls but with the world beyond as well. It follows that the university must do everything possible to ensure within it the fullest degree of intellectual freedom. (Report of the Committee on Freedom of Expression at Yale)
- Freedom of speech and academic freedom are central tenets of university life. (Oxford)
- The freedom of speech is the free school of philosophy. It enables the pursuit of knowledge. It helps us master truth and individual rights, and makes us more acquainted with the variety of beliefs, opinions and the world. Realizing the vital importance of freedom of expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful. (University of Oxford Statement on the importance of freedom of Speech)
- The common good of society depends upon the search for knowledge and its free exposition and its free interchange of ideas is necessary not only within its walls but with the world beyond as well. It follows that the university must do everything possible to ensure within it the fullest degree of intellectual freedom. (Report of the Committee on Freedom of Expression at Yale)
- Freedom of speech and academic freedom are central tenets of university life. (Oxford)
- Consent is an important consideration in matters of free expression. Inside the classroom, the primary focus is teaching and learning, which must align with the fundamental principles of academic freedom as articulated in Justic, document. (WLU Statement on Freedom of Expression)
- The University’s core mission is the pursuit of truth through free and open inquiry. To achieve this requires that members of the University have a right to question, hypothesize and investigate any issue without reference to prevailing truths, and to present the results of such investigations, including in the form of criticism, freely.
<table>
<thead>
<tr>
<th><strong>Policy on Freedom of Expression: Required Elements and Possible Language Options</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As of 30 September 2018</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish.</td>
</tr>
<tr>
<td>• The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University</td>
</tr>
<tr>
<td>• University’s fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. [NB: this term used in WLU statement]</td>
</tr>
<tr>
<td>• It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose.</td>
</tr>
<tr>
<td>• Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University’s educational mission.</td>
</tr>
<tr>
<td>• Although members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe.</td>
</tr>
</tbody>
</table>

**University of Oxford Statement on the Importance of Freedom of Speech**

- Free speech is the lifeblood of a university. It enables the pursuit of knowledge. It helps us approach truth. It allows students, teachers and researchers to become better acquainted with the variety of beliefs, theories and opinions in the world. Recognising the vital importance of free expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful.
- Inevitably, this will mean that members of the University are confronted with views that some find unsettling, extreme or offensive. The University must therefore foster freedom of expression within a framework of robust civility. Not all theories deserve equal respect. A university values expertise and intellectual achievement as well as openness. But, within the bounds set by law, all voices or views which any member of our community considers relevant should be given the chance of a hearing. Wherever possible, they should also be exposed to evidence, questioning and argument.
- Wherever possible, they should also be exposed to evidence, questioning and argument. As an integral part of this commitment to freedom of expression, we will take steps to ensure that all such exchanges happen peacefully. With appropriate regulation of the time, place and manner of events, neither speakers nor listeners should have any reasonable grounds to feel intimidated or censored.
Policy on Freedom of Expression: Required Elements and Possible Language Options

As of 30 September 2018

University of Oxford Code of Practice on Meetings and Events

- Freedom of speech and academic freedom are central tenets of university life.
- The central importance of freedom of speech and academic freedom in a university underlies this code.
- ...a culture of free, open and robust discussion can be achieved only if all concerned engage critically but courteously with each other.
- The University does not tolerate any form of harassment or victimization and expects all members of the University community, its visitors and contractors to treat each other with respect, courtesy and consideration.
- The University is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all members of the University community are respected.

That existing student discipline measures apply to students whose actions are contrary to the policy (e.g., ongoing disruptive protesting that significantly interferes with the ability of an event to proceed).

Provisions currently exist in the Non-Academic Misconduct Policy (NB. policy does not apply to Guelph-Humber):
- 3. Except as noted in paragraphs 4, 5, and 6 this Policy applies to all student non-academic behaviour on campus and to students who are engaged in University programs off campus.
- 13. Students who do not comply with these responsibilities may be charged with a breach of this Policy in two ways: a. a Notice of Offence issued by Campus Community Police, or b. a charge laid by an individual or by the University.

That institutions shall consider official student groups’ compliance with the policy as a condition for ongoing financial support or recognition, and encourage student unions to adopt policies that align with the free speech policy.

Provisions currently exist in the Student Organization Policy (NB. policy does not apply to Guelph-Humber):
- Student organizations on campus are important members of the University of Guelph (the “University”) community. While these student-administered organizations have significant autonomy their actions reflect upon the University as a whole. Therefore, it is agreed that under this Policy, they are required to abide by all University policies and procedures. This policy does not apply to University administered student groups, such as varsity athletic teams, nor does it apply to Student Service Groups that have separate accountability agreements with the University.
- 6.1 RSOs that do not comply with the terms of this SOP may be deemed by the University as not in good standing or non-compliant.
- 7.0 Penalties to a RSO found not to be in compliance with the terms of this SOP may include but are not limited to the following: Loss of one or more benefits as defined in section 5. Loss of status Recognized Student Organizations. Downgrading to limited status. Re-direction of student fees to a purpose consistent with the original purpose as approved.

That by September 1, 2019, the institution shall prepare an annual report on implementation progress, publish it online and submit it to the Higher Education Quality Council of Ontario (HEQCO).
Policy on Freedom of Expression: Required Elements and Possible Language Options
As of 30 September 2018

University of Guelph documents considered:
- University of Guelph Act, 1964
- Strategic Framework
- Mission Statement
- Policy on Scholarship as a University Function
- Policy on Non-Academic Misconduct
- Inclusion Framework
- Human Rights Policy
- Controversial Student Events Protocol
- Student Organization Policy

External/comparator documents considered:
- Brock University Senate, Statement on Respectful Dialogue and Freedom of Expression
- McGill University, Statement of Principles Concerning Freedom of Expression and Freedom of Peaceful Assembly
- McMaster University, Report of ad hoc Committee on Protest and Freedom of Expression (February 2018)
- Princeton University, Statement on Freedom of Expression
- Queens University, Controversial Speech on Campus
- University of British Columbia, Freedom Matters
- University of Chicago, Report of the Committee of Freedom of Speech
- University of Toronto, Statement on Freedom of Speech
- Wilfrid Laurier University, Statement on Freedom of Expression
- Yale University, Report of the Committee on Freedom of Expression at Yale
- York University, Hate Propaganda: A Guide for Students, Faculty and Staff
- University of Oxford, Statement on the Importance of Freedom of Speech
III. Schedule of Dates – University of Guelph

The dates for the 2019-2020 academic year are listed by semester below:

Summer Semester 2019
Fall Semester 2019
Winter Semester 2020

Summer Semester 2019 (12 Week Format)

Wednesday, May 1
• Last day for applications for external and internal program transfer to Fall Semester 2019 for all programs except D.V.M.

Friday, May 3
• Last day to apply via hard copy to graduate at Summer 2019 Convocation (late application fee still in effect)

Thursday, May 9
• Classes commence

Friday, May 10
• Last day to submit co-op learning goals reflections for Winter Semester 2019

Wednesday, May 15
• Last day to submit co-op work semester reports for Winter Semester 2019

Friday, May 17
• Add period ends
• Last day to drop two-semester courses (W19/S19)
• Last day for clearance to graduate at Summer 2019 Convocation
• Last day to submit co-op learning goals for Summer Semester 2019

Monday, May 20
• Holiday--NO CLASSES SCHEDULED--classes rescheduled to Thursday, August 1

Friday, May 31
• Ridgetown Campus Convocation

Monday, June 10
• Summer 2019 Convocation ceremonies begin
• Deferred examinations for Winter 2019 courses commence

Friday, June 14
• Deferred examinations for Winter 2019 courses conclude

Saturday, June 15
• Summer 2019 Convocation ceremonies end

Monday, June 17
• Course selection period for Fall Semester 2019 begins
• Check https://www.uoguelph.ca/registrar/courseselectionwindow for updates

Thursday, June 20
• Last day to apply to graduate at Fall 2019 Convocation without late application fee

Monday, July 1
• Holiday--NO CLASSES SCHEDULED--classes rescheduled to Friday, August 2

Friday, July 5
• 40th class day--Last day to drop one-semester courses
• Last day to apply online to graduate at Fall 2019 Convocation (late application fee still in effect)

Wednesday, July 31
• Last day for regularly scheduled classes

Thursday, August 1
• Classes rescheduled from Monday, May 20, Monday schedule in effect

Friday, August 2
• Classes rescheduled from Monday, July 1, Monday schedule in effect
• Classes conclude

Monday, August 5
• Holiday

Thursday, August 8
• Examinations commence

Saturday, August 10
• Examinations scheduled

Friday, August 16
• Examinations conclude

Saturday, August 31
• Last day to submit co-op work performance evaluations for Summer Semester 2019

Summer Session 2019 (6 Week Format)

Thursday, May 9
• Classes commence

Monday, May 13
• Last day to add Summer Session courses

Monday, May 20
• Holiday--NO CLASSES SCHEDULED--classes rescheduled to Thursday, June 6

Thursday, June 6
• Last day to drop Summer Session courses

Wednesday, June 19
• Last day for regularly scheduled classes

Thursday, June 20

13) Other Business: University of Guelph and the University of
• Classes rescheduled from Monday, May 20, Monday schedule in effect  
• Classes conclude  
**Monday, June 24**  
• Summer Session I examinations commence  
**Friday, June 28**  
• Summer Session I examinations conclude

**Fall Semester 2019**  
**Monday, September 2**  
• Holiday  
**Thursday, September 5**  
• Classes commence  
**Friday, September 6**  
• Last day to submit co-op learning goals reflections for Summer Semester 2019  
• Last day to apply via hard copy to graduate at Fall 2019 Convocation (late application fee still in effect)  
**Wednesday, September 11**  
• Last day to submit co-op work semester reports for Summer Semester 2019  
**Friday, September 13**  
• Add period ends  
• Last day to drop two-semester courses (S19/F19)  
**Friday, September 20**  
• Last day for clearance to graduate at Fall 2019 Convocation  
• Last day to submit co-op learning goals for Fall Semester 2019  
**Monday, October 7**  
• Deferred examinations for Summer 2019 courses commence  
**Friday, October 11**  
• Deferred examinations for Summer 2019 courses conclude  
**Monday, October 14**  
• Holiday--NO CLASSES SCHEDULED -- classes rescheduled to Friday, November 29  
**Tuesday, October 15**  
• Fall Study Break Day - NO CLASSES SCHEDULED -- classes rescheduled to Thursday, November 28  
• Fall 2019 Convocation ceremonies  
**Mid-October TBA**  
• Course selection period for Winter Semester 2020 begins--In-course students  
**Friday, October 18**  
• Last day to apply to graduate at Winter 2020 Convocation without late application fee  
**Friday, November 1**  
• 40th class day--Last day to drop one-semester courses  
• Last day to apply online to graduate at Winter 2020 Convocation (late application fee still in effect)  
**Friday, November 15**  
• Last day for external and internal applications for admission to Winter Semester 2020 for all programs with Winter entry  
**Wednesday, November 27**  
• Last day for regularly scheduled classes  
**Thursday, November 28**  
• Classes rescheduled from Tuesday, October 15, Tuesday schedule in effect  
**Friday, November 29**  
• Classes rescheduled from Monday, October 14, Monday schedule in effect  
• Classes conclude  
• Last day for in-course students to apply for co-op programs that permit entry in Winter 2020  
**Sunday, December 1**  
• Last day for applications to D.V.M. for Fall 2020 (Canadian applicants)  
**Monday, December 2**  
• Examinations commence  
**Saturday, December 7**  
• Examinations scheduled  
**Friday, December 13**  
• Examinations conclude  
**Tuesday, December 31**  
• Last day to submit co-op work performance evaluations for Fall Semester 2019

**D.V.M. Fall Semester 2019**  
**Monday, September 2**  
• Holiday--NO CLASSES SCHEDULED (Phases 1, 2, 3)  
• Summer rotations with case-care responsibilities continue (Phase 4)  
**Tuesday, September 3**  
• Classes commence (Phases 1, 2, 3)  
• Rotations commence (Phase 4)  
**Monday, October 14**  
• Holiday--NO CLASSES SCHEDULED (Phases 1, 2, 3)  
• Rotations with case-care responsibilities continue (Phase 4)  
**Tuesday, October 15**  
• Fall Study Break Day - NO CLASSES SCHEDULED (Phases 1, 2, 3)  
• Rotations begin or continue as scheduled (Phase 4)
Friday, December 13
• Classes conclude (Phases 1, 2, 3)
• Rotations continue (Phase 4)
Friday, December 20
• Rotations conclude (Phase 4)

Winter Semester 2020
Friday, January 3
• Last day to apply via hard copy to graduate at Winter 2020 Convocation (late application fee still in effect)
Monday, January 6
• Classes commence
Tuesday, January 7
• Last day to submit co-op learning goals reflections for Fall Semester 2019
Friday, January 10
• Add period ends
• Last day to drop two-semester courses (F19/W20)
• Last day to submit co-op work semester reports for Fall Semester 2019
Friday, January 17
• Last day for clearance to graduate at Winter 2020 Convocation
• Last day to submit co-op learning goals for Winter Semester 2020
Friday, January 24
• Last day to apply for international exchange and field school programs occurring in Summer Semester 2020, Fall 2020 or Winter 2021
Monday, February 3
• Deferred examinations for Fall 2019 courses commence
Friday, February 7
• Deferred examinations for Fall 2019 courses conclude
Friday, February 14
• Last day to apply to graduate at Summer 2020 Convocation without late application fee
Monday, February 17
• Winter Break begins—NO CLASSES SCHEDULED THIS WEEK
• Holiday
Tuesday, February 18
• Winter 2020 Convocation ceremonies begin
Friday, February 21
• Winter Break ends
• Winter 2020 Convocation ceremonies end
Monday, February 24
• Classes resume
Monday, March 2
• Course selection period for Summer Semester 2020 begins
Friday, March 6
• 40th class day—Last day to drop one-semester courses
• Last day to apply online to graduate at Summer 2020 Convocation (late application fee still in effect)
Monday, March 16
• Last day for external and internal applications for admission to Summer Semester 2020 for all programs with Summer entry
Friday, April 3
• Classes conclude
• Last day for in-course students to apply for co-op programs that permit entry in Summer 2020
Monday, April 6
• Examinations commence
Friday, April 10
• Holiday – NO EXAMS SCHEDULED
Saturday, April 11
• NO EXAMS SCHEDULED
Monday, April 20
• Examinations conclude
Thursday, April 30
• Last day to submit co-op work performance evaluations for Winter Semester 2020

D.V.M. Winter Semester 2020
Monday, January 6
• Classes resume (Phases 1, 2, 3)
• Rotations resume (Phase 4)
Monday, February 17
• Winter Break begins – NO CLASSES SCHEDULED THIS WEEK (Phases 1, 2, 3)
• Holiday
• Rotations with case-care responsibilities continue (Phase 4)
Tuesday, February 18
• Rotations begin or continue as scheduled (Phase 4)
Friday, February 21
• Winter Break ends (Phases 1, 2, 3)
Monday, February 24
• Classes resume (Phases 1, 2, 3)
Friday, April 3
• Classes conclude (Phases 1, 2, 3)
Monday, April 6
• Laboratory evaluations commence (Phases 1, 2, 3)
Thursday, April 9
• Laboratory evaluations conclude (Phases 1, 2, 3)
• Rotations conclude (Phase 4)
Friday, April 10
• Holiday - NO EVALUATIONS SCHEDULED
Monday, April 13
• Final examinations commence (Phases 1, 2, 3)
• Summative examinations commence (Phase 4)
Friday, April 17
• Summative examinations conclude (Phase 4)
Friday, April 24
• Final examinations conclude (Phases 1, 2, 3)
Monday, May 11
• Externship begins (Phase 4)
III. Schedule of Dates - University of Guelph-Humber

The dates for the 2019-2020 academic year are listed by semester below as follows: Summer Semester 2019

Fall Semester 2019 Winter Semester 2020

Summer Semester 2019 (12 Week Format)

Monday, May 6
- Classes commence
- Deferred examinations for Winter 2019 courses commence

Friday, May 10
- Deferred examinations for Winter 2019 courses conclude

Tuesday, May 14
- Last day to add Summer 2019 courses

Monday, May 20
- Holiday--NO CLASSES SCHEDULED--Classes rescheduled to Wednesday July 31

Monday, June 17
- Convocation

Monday, July 1
- Holiday--NO CLASSES SCHEDULED-

Tuesday, July 2
- 40th class day--Last day to drop full semester course(s) without academic penalty

Wednesday, July 31
- Classes rescheduled from Monday, May 20. Monday schedule in effect
- Classes conclude

Monday, August 5
- Holiday-- NO EXAMS SCHEDULED

Tuesday, August 6
- Final Examinations commence
- Fall 2019 Convocation Application opens

Saturday, August 10
- No exams scheduled

Wednesday, August 14
- Final Examinations conclude

Friday, August 16
- Deferred Examinations Period B for Summer Session 2019 (12 week format)
Summer Semester 2019 - Session I - 6 week format

Monday, May 6
- Classes commence

Friday, May 10
- Last day to add Summer Session I course(s)

Monday, May 20
- Holiday -- NO CLASSES SCHEDULED -- Classes rescheduled to Monday, June 17

Monday, June 3
- Last day to drop Summer Session I course(s) without academic penalty

Monday, June 17
- Classes rescheduled from Monday, May 20 -- Monday schedule in effect
- Classes conclude Summer Session I
- Convocation

Thursday, June 20
- Final examinations commence - Summer Session I

Saturday, June 22
No exams scheduled

Thursday, June 27
- Final examinations conclude

Friday, June 28
- Deferred Examinations Period A for Summer Session I (6 week format)
Summer Semester 2019 - Session II - 6 week format

**Tuesday, July 2**
- Classes commence

**Friday, July 5**
- Last day to add Summer Session II course(s)

**Monday, July 29**
- Last day to drop Summer Session II course(s) without academic penalty

**Monday, August 5**
- Holiday--NO CLASSES SCHEDULED--Classes rescheduled to Wednesday, August 14

**Tuesday, August 6**
- Fall 2019 Convocation Application opens

**Wednesday, August 14**
- Classes rescheduled from Monday, August 5 - Monday schedule in effect
- Classes conclude Summer Session II

**Monday, August 19**
- Final Examinations commence - Summer Session II

**Friday, August 23**
- Final Examinations conclude

**Monday, August 26**
- Deferred Examinations Period C for Summer Session II (6 week format)
Fall Semester 2019

**Monday, September 2**
- Holiday -- NO CLASSES SCHEDULED

**Wednesday, September 4**
- Classes commence

**Monday, September 9**
- Deferred examinations Period D for Summer 2019 course(s) commence

**Thursday, September 12**
- Last day to add Fall 2018 course(s)
- Deferred examinations Period C for Summer 2019 course(s) conclude

**Friday, September 27**
- Last day for applications to graduate at Fall 2019 Convocation

**Monday, October 14**
- Fall Break (Reading Week) begins – NO CLASSES SCHEDULED THIS WEEK
- Holiday

**Friday, October 18**
- Fall Break (Reading Week) ends

**Monday, October 21**
- Classes resume

**Saturday, October 26**
- Fall 2019 Convocation - No Ceremony

**Tuesday, November 5**
- 40th class day -- last day to drop Fall 2019 course(s) without academic penalty

**Tuesday, December 3**
- Classes conclude

**Friday, December 6**
- Final Examinations commence

**Saturday, December 7**
- Final Examinations scheduled

**Sunday, December 8**
- Final Examinations scheduled

**Saturday, December 14**
- Final Examinations scheduled

**Sunday, December 15**
- Final Examinations scheduled

**Tuesday, December 17**
- Final Examinations conclude

**Wednesday, December 18**
- Deferred Examinations Period A for Fall 2019 courses
Winter Semester 2020

Monday, January 6
- Classes commence
- Summer 2020 Convocation Application opens

Friday, January 10
- Last day to add Winter 2020 course(s)
- Last day to drop two-semester course(s) (F/W) without academic penalty

Monday, January 13
- Deferred Examinations Period B for Fall 2019 courses commence

Friday, January 17
- Deferred Examinations Period B for Fall 2019 courses conclude

Monday, February 17
- Winter Break (Reading Week) begins – NO CLASSES SCHEDULED THIS WEEK
- Holiday

Friday, February 21
- Winter Break (Reading Week) ends

Monday, February 24
- Classes resume

Friday, February 28
- Last day for applications to graduate at Summer 2020 Convocation without application late fee

Friday, March 6
- 40th class day--Last day to drop Winter 2020 course(s) without academic penalty

Friday, March 13
- Last day to apply to graduate at Summer 2020 Convocation

Friday, April 3
- Classes conclude

Monday, April 6
- Final Examinations commence

Friday, April 10
- Holiday -- NO EXAMS SCHEDULED

Saturday, April 11
- NO EXAMS SCHEDULED

Monday, April 13
- Final Examinations scheduled

Saturday, April 18
- Final Examination conclude
To: Members of Senate  
From: Gen Gauthier-Chalifour, University Secretary  
Subject: Addenda Items  
Meeting: October 2, 2018  

Addenda Items  

Following the meeting, addenda items were added to the October 2, 2018 Senate materials related to items 6b) Update from the Vice-President (Research) and 12) Deliberative Discussion.

6b) Update from the Vice-President (Research)  
Attached for members’ information are the presentation slides from Dr. Malcolm Campbell, Vice-President (Research).

12) Deliberative Discussion: Policy on Freedom of Expression  
Attached for members’ information are the presentation slides from Dr. Charlotte Yates, Provost and Vice-President (Academic).
OUR RESEARCH VISION

Strategic Research Plan
University of Guelph
2017-2022
STRATEGIC RESEARCH PLAN
PRINCIPLE 2: CONNECTING OUR RESEARCH WITH THE WORLD

We mobilise our research to maximise its impact on and for communities by being thought-shapers within our disciplines by communicating our research within scientific, practice and academic communities, to help lead the thinking and scholarly directions within our disciplines.
RESEARCH INTERNATIONALISATION
PRINCIPLE 1: FOCUS ON WHERE WE ARE ALREADY
RESEARCH INTERNATIONALISATION

PRINCIPLE 1: FOCUS ON WHERE WE ARE ALREADY

Interactive Global Research Map

University of Guelph researchers are engaged in research activities in a number of countries worldwide. They are actively addressing global issues, whether it be food security, the environment, water resources, health, or critical social issues that impact communities around the globe. To find out more about our global research browse the interactive global map. Each map marker represents a research activity. While the map features a wide range of these activities it is not comprehensive, and is therefore updated periodically.

Google ZeeMaps

Accessible list of global research activities
RESEARCH INTERNATIONALISATION

PRINCIPLE 1: FOCUS ON WHERE WE ARE ALREADY

Interactive Global Research Map

University of Guelph researchers are engaged in research activities in a number of countries worldwide. They are actively addressing global issues, whether it be food security, the environment, water resources, health, or critical social issues that impact communities around the globe. To find out more about our global research browse the interactive global map. Each map marker represents a research activity. While the map features a wide range of these activities it is not comprehensive, and is therefore updated periodically.
Research Internationalisation
Principle 1: Focus on where we are already

Interactive Global Research Map

University of Guelph researchers are engaged in research activities in a number of countries worldwide. They are actively addressing global issues, whether it be food security, the environment, water resources, health, or critical social issues that impact communities around the globe. To find out more about our global research browse the interactive global map. Each map marker represents a research activity. While the map features a wide range of these activities it is not comprehensive, and is therefore updated periodically.

Use of Sensor Technology to Detect Rumen Acidosis and Other Health Challenges in the Periparturient Dairy Cow
United Kingdom

U of G Researchers: McBrind, Brian & Duffield, Todd
Learn more

Accessible list of global research activities

Last updated: Friday, August 3, 2018
RESEARCH INTERNATIONALISATION

PRINCIPLE 1: FOCUS ON WHERE WE ARE ALREADY

6b) Update from Vice-President (Research)
PRINCIPLE 3: CATALYSING AND STEWARDING RESEARCH PARTNERSHIPS

We promote and create opportunities for productive research collaborations that connect colleagues, disciplines, and a diversity of partners.
RESEARCH INTERNATIONALISATION
PRINCIPLE 2: FOCUS ON WHERE OUR GOVERNMENT FOCUSES

DOING BUSINESS IN VIETNAM Ontario Delegation to Ho Chi Minh City
December 4, 2017
To build upon our established research strengths, while forging new opportunities in emerging areas of scholarship, we enable individual researchers to realise their research potential by focussing on the primacy of individual researchers while also sustaining a diversity of research approaches – from discovery-based research and creative scholarship, to applied research and innovation.
RESEARCH INTERNATIONALISATION

PRINCIPLE 3: FOCUS ON WHERE THERE IS STRATEGIC ADVANTAGE

6b) Update from Vice-President (Research)

Page 138 of 150
RESEARCH INTERNATIONALISATION

PRINCIPLE 1: FOCUS ON WHERE WE ARE ALREADY

PRINCIPLE 2: FOCUS ON WHERE OUR GOVERNMENT FOCUSES

PRINCIPLE 3: FOCUS ON WHERE THERE IS STRATEGIC ADVANTAGE
Freedom of Expression
Policy Development
For Deliberative Discussion at Senate
October 2, 2018
Background

- **2017-18** – Discussions held at Senate Priorities & Planning Committee regarding freedom of expression on campus and plans for deliberative discussions

- **August 30, 2018** – News release issued from Office of the Premier

- **January 1, 2019** – all publicly assisted colleges and universities must develop and post publicly a freedom of speech

- **September 2019** – institutions must prepare and publish annual implementation/compliance reports, and submit to HEQCO

- Non-compliance may result in reductions to operating grants (monitored through HEQCO)
Policy Requirements

• Policy must apply to faculty, students, staff, management and guests

• At minimum, must include the following:
  1. Definition of freedom of speech
  2. Principles based on University of Chicago Statement of Principles of Free Expression
Policy Requirements

3. That existing student discipline measures apply to students whose actions are contrary to the policy.

4. That institutions consider official student groups' compliance with the policy as condition for ongoing financial support or recognition, and encourage student unions to adopt policies that align with the free speech policy.

5. That institutions use existing mechanisms to handle complaints and ensure compliance.
   - Complaints against an institution that remain unresolved may be referred to the Ontario Ombudsman.
University of Chicago Principles on Free Expression

• Universities and colleges should be places for open discussion and free inquiry.

• The university/college should not attempt to shield students from ideas or opinions that they disagree with or find offensive.

• While members of the university/college are free to criticize and contest views expressed on campus, they may not obstruct or interfere with the freedom of others to express their views.

• Speech that violates the law [is threatening, harassing, or defamatory, or invades substantial privacy or confidentiality interests] is not allowed.
Current Status

- Working Group formed to review existing U of G documents, and comparable documents at other institutions
- Possible language options identified for consideration, primarily rooted in current institutional documents
- Many of our current foundation, framework and policy documents address the Chicago principles
- Senate Priorities & Planning Committee engaged as lead Senate committee
Next Steps: Campus Engagement

• Senate Deliberative Discussion
• Student engagement through Vice-Provost Student Affairs
• Employee group engagement through President
• Sub-committees formed to address implementation considerations:
  1. On campus facilities and bookings
  2. On classroom implications
Next Steps: Governance

• October 2018
  • Continue to gather feedback and engagement
  • Draft policy developed
  • Working Group and Subcommittees continue to meet

• November 2018
  • Draft policy presented to Senate, through Priorities & Planning Committee

• December 2018
  • Draft policy presented to Board of Governors, through Governance & Human Resources Committee
Questions for Deliberative Discussion

1. What needs to be included in the definition of freedom of expression at the University of Guelph?

2. What are some of the issues or additional principles to consider as a policy on freedom of expression is drafted?
Continuing Feedback

• Comments, feedback and reflections on the proposed principles and language considerations is welcome and encouraged

• Send via email to the University Secretariat at univsec@uoguelph.ca

• Comments received will form part of the record of discussion and be used to inform development of the policy