



SENATE MEETING

WEDNESDAY DECEMBER 5, 2012
OVC Lifetime Learning Centre | Room 1714 | 5:30 p.m.

AGENDA

Page

1. Welcome and Approval of the Agenda

- a) Approval of the Agenda [Motion]

2. Approval of the Minutes

- a) Minutes of October 22, 2012 [Motion]
b) Business Arising

3. Remarks from the Chair

4. Question Period

5. Priorities and Planning Committee Report

- a) Council of Ontario Universities Report

6. Bylaws and Membership Committee Report

- a) Election of Members to the Presidential Selection Committee [Ballot]
b) Revisions to the Bylaws of the Senate Priorities and Planning Committee [Motion]
c) Revisions to the Regulations for the Selection of Chancellor [Motion]

7. Board of Undergraduate Studies Report

- a) Amendments/Regulations on Graduate Standing and General Degrees [Motion]
b) Learning Outcomes [Motion]
c) Guidelines on Undergraduate/Associate Diploma Research Projects
d) Schedule of Dates 2013-14

8. Joint Boards of Graduate and Undergraduate Studies Report

- a) Awarding of Degrees in Extraordinary Circumstances [Motion]

9. Board of Graduate Studies Report

- a) Graduate Students: Advising/Exam Committees or Instructors [Motion]
b) Graduate Faculty Nominations
c) Program Closures: Graduate Diploma in Bioinformatics; Graduate Diploma in Applied Statistics [Motion]
d) Program Addition: MA Public Issues in Anthropology [Motion]
e) Programs Committee Report: Course Changes and Deletions; Program Changes

Senate Meeting Agenda

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10. Committee on Student Petitions Report

165-169

- a) Annual Report 2011-12: Senate Committee on Student Petitions

11. Honours and Awards Committee Report

171-177

- a) Call for Nominations - Senate Awards

12. Other Business

13. Move to Closed Session

- a) Move into Closed Session [Motion]

14. Closed Session Honours and Awards Committee Report

Adjournment

Next Meeting:

Monday February 11, 2013 | 5:30 p.m. | OVC LLC Room 1714

UNIVERSITY SECRETARIAT



To: Members of Senate

From: Kate Revington, Associate University Secretary

Subject: 1. Welcome and Approval of Agenda
2. Approval of the Minutes

Meeting: December 5, 2012

1. Welcome and Approval of the Agenda
a) Approval of the Agenda

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

2. Approval of the Minutes
a) Minutes of October 22, 2012

Senate is asked to,
RESOLVE, that the minutes of the October 22, 2012 meeting be approved, as presented.

b) Business Arising

All matters of Business Arising are addressed elsewhere on the agenda.

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SENATE

Minutes of the Senate meeting held Monday, October 22, 2012

OVC Lifetime Learning Centre Room 1714 | 5:30 pm

The following were present:

David Mirvish (Chancellor)

Alastair Summerlee (President and Chair)

Kate Revington (Associate University Secretary | non-voting)

Eveline Adomiat
Joe Barth
Thomas Beckett
Aaron Berg
Olaf Berke
Elizabeth Boulding
Deanna Brockmann
Wayne Caldwell
Catherine Carstairs
Ed Carter
Sylvain Charlebois
Julia Christensen Hughes
Peter Conlon
Kerry Daly
Ashley DePaola
Serge Desmarais
Rumina Dhalla
Alison Duncan
Michelle D. Elleray
Michael Emes
Mary Ann Evans
Moiria Ferguson
Alan Filewod
John FitzSimons
Daniel Frank
Genevieve Gauthier (non-voting)
Bahram Gharabaghi
Carolyn Gibson

Peter Goddard
Kerry Godfrey
Kevin Hall
Rebecca Hallett
George Harauz
Richard Heck
Art Hill
Vicki Hodgkinson (non-voting)
Kent Hoeg
Tom Hsiang
R. Jack Hutchison
Vincent Iozzo
Towhid Islam
Robert Jacobs
Samantha Jones
Sarah Jorstad
Vinay Kanetkar
Carolyn Kerr
John Kissick
Jordan Kitchen
Stephen Kosempel
Stefan C. Kremer
Anne Laarman
Nathan Lachowsky
Vladimir Ladizhansky
Joseph Lam
Loong-Tak Lim
Sean Lyons
Janet MacInnes
Neil MacLusky

Clare MacMartin
Maureen Mancuso
Dominic Marner
Scott McEwen
Deaglan McManus
Paul McNicholas
Kelly Anne Meckling
Noel Moens
Yosra Mohamed
Coral Murrant
Ian Newby-Clark
Jonathan Newman
Michael Nightingale
Blair Nonnecke
Charlie Obimbo
Gard Otis
Cecelia Paine
Linda Parker
Patrick Parnaby
Omid Payrow Shabani
Rajesh Pereira
Sarah Plosker
Eric Poisson
Erin Preiss
Michèle Preyde
Fred Pries
Peggy Pritchard
Karen Racine
Janis Randall Simpson
Davar Rezanian

Byron Sheldrick
Jerrard Smith
John Smithers
Lawrence Spriet
Jessica Stark
Elizabeth Stone
Al Sullivan
Carl Svensson
Clive Thomson
Patricia Turner
Bill Van Heyst
Glen Van Der Kraak
George Van der Merwe
Anthony Vannelli
Mythri Viswanathan
John Walsh
Brenda Whiteside
Chris Whitfield
Ann Wilson
Lillian Wilson
Elton Wong
Wanhong Yang
Ted Young

Visitors:

Michelle Fach
Patricia Tersigni
Chuck Cunningham
John Miles

Administrative Support:

Joan Alexander
Jackée Colquhoun

1. Welcome and Approval of the Agenda

The Chair welcomed members to the first meeting of Senate for the 2012-13 year.

a) Approval of the Agenda [Motion]

On motion duly moved and seconded, it was

RESOLVED, That the October 22, 2012 meeting agenda be approved, as presented.

2. Approval of the Minutes

a) Minutes of June 4, 2012 [Motion]

On motion duly moved and seconded, it was

RESOLVED, That the minutes of the June 4, 2012 meeting be approved, as presented.

b) Business Arising

All matters of Business Arising were addressed in the meeting agenda.

2. Remarks from the Chair

President Alastair Summerlee welcomed new and returning members to Senate. He also provided the following remarks:

- With sadness, the President reported the death of Chancellor Emeritus Lincoln Alexander. A message of condolence has been sent to the family on behalf of the University. Chancellor Alexander's devotion to the University of Guelph and his dedicated service to the community were noted with deep gratitude. Details on the state funeral arrangements and for a memorial service to be held on the University campus will be posted on the University web-site.
- Current University of Guelph Chancellor David Mirvish was welcomed to Senate. He thanked Senators for their warm welcome and for their confidence in electing him as the eighth Chancellor of the University. He acknowledged the legacy of service left by Chancellor Emeritus Alexander, and expressed his desire to carry out his duties and responsibilities with the same grace and dedication.
- Members' attention was drawn to a number of articles regarding post-secondary education that have appeared lately in the media. Articles in the

Globe and Mail newspaper have focused on teaching and learning and have featured the Provost. As well, the Provost has launched a regular column in University Affairs (the magazine of the Association of Universities and Colleges of Canada).

- Mr. Brian Pettigrew, Assistant Vice President Institutional Analysis and Planning & Registrar, was asked to provide an update on fall enrolment. He noted that the University is on target with its recruiting and enrolment targets. The number of enrolments is up by 225 for undergraduates, up by 25 for graduate students, and up by 105 students for Guelph-Humber. He expressed thanks to all those who had assisted at the Ontario Universities Fair in September. The President extended his appreciation to all those who assisted with fall start-up activities this year, including Orientation
- The President was pleased to report on the success of the varsity teams this year. Every team is represented in the OUA play-offs this year. He also reported that, as part of the Better Planet Project, a fund-raising campaign to renovate the Mitchell Centre has been launched. Students are supporting this effort by contributing monies raised through a student referendum. With the new track and the stadium now complete, the Mitchell Centre is the next priority outlined in the Athletics and Recreation Master Plan.
- The University of Guelph United Way Campaign is underway. This year's goal is \$550,000. Appreciation was expressed to co-chairs Genevieve Gauthier, Stuart McCook, Jolène Labbé, Gavin Armstrong, and the team of more than 150 volunteers who serve as United Way canvassers, committee members and event organizers.
- The review of the Human Rights and Equity Office is now complete and the report is posted on the President's website. The search for a new director will get underway shortly. A survey on the desirable characteristics for a new director has been circulated, and Senators were encouraged to participate.

The President asked Provost Maureen Mancuso to update Senate on two recent reviews:

- Dr. Mancuso reminded members that last October, as part of the presentation of priorities in the Integrated Plan, she announced that a process would be launched this fall to review science teaching and research at the University of Guelph. Detailed information on the Science Review Panel, including the membership and mandate, is posted on the Provost's web site. Consultations will be undertaken in November, and it is anticipated that preliminary findings and recommendations will be released by spring 2013.

- Dr. Mancuso also announced that the final report on the University's academic and non-academic student appeals systems (known as the Riggs Review) has been received and posted on the Provost's web site. The report includes a series of recommendations, some of which relate to Senate policies and procedures. The recommendations will now be considered by the appropriate governance committees (e.g. Senate Petitions Committee, the Boards of Undergraduate and Graduate Studies, Senate Bylaws & Membership Committee; the Student Rights & Responsibilities Committee, etc.), and administrative offices (e.g. the Judicial Office). Senators were asked to provide any further feedback on the report or the recommendations to the University Secretariat. A plan for consideration of how the recommendations might be implemented is underway.

4. Question Period

There were no questions.

5. Student Senate Caucus Report

a) Update on Student Senate Caucus Activities

The Student Senate Caucus Report was not available.

6. Presentations

On a motion duly moved and seconded, it was

RESOLVED, That speaking privileges be approved for Assistant Vice President Finance and Integrated Planning Mr. John Miles.

a) President: Trends in Ontario Post-Secondary Education

To provide context for the work of Senate for the upcoming year, the President provided a brief overview of federal and provincial issues and trends that may impact the post-secondary education sector over the upcoming year. He reported on the following issues:

- Guelph, along with a number of other universities, has declined to sign the proposed new Association of Universities and Colleges of Canada (AUCC) copyright and access agreement. Instead, the University will rely on its own robust policies and processes. This approach has been vindicated by a recent Supreme Court decision. Significant work was undertaken by the Library and Information Services in order to support this action, and this is a positive

outcome for the University.

- There are impending issues related to Tri-council grants and funding which will require monitoring by the universities.
- On the provincial level, there are three trends that will impact Ontario universities over 2012-13:
 - Fiscal restraint – funding to universities is “flat-lined”, but given the inflationary costs year-over-year, the impact is as a funding cut.
 - “Transformative” change – The Ministry is pushing for “transformative changes” to undergraduate education and is willing to invest extra funding in those universities who can demonstrate “transformative change”.
 - Increased Productivity – it is unclear how this is defined.
- As well, the Ministry continues to push for student “pathways” through the post-secondary system, which is defined as a seamless system for college to university, university to university, and university to college transfers.
- All universities and colleges were required to submit a Strategic Mandate Agreement (SMA) in early fall. The Ministry provided a template and the deadlines were tight. All SMA's have been posted on the Higher Education Quality Council of Ontario (HEQCO) web site. Guelph's SMA was based on the priorities outlined in the Integrated Plan 2 (IP2). The Ministry will review each SMA and provide feedback at the end of November. So far, informal feedback has been received that indicates that Guelph has met the expectations well.
- The resignation of Premier McGuinty and the proroguing of the legislature has resulted in some uncertainty at the Ministry. However, the compensation freeze is anticipated to continue, and work is continuing on pensions-related issues. As well, the University will be proceeding with negotiations related to the last five years of the Ontario Ministry of Agriculture, Farming, and Rural Affairs (OMAFRA) contract.

There were no questions following the President's report.

b) Provost: Program Prioritization Process: An Overview

Dr. Maureen Mancuso, Provost and Vice President Academic, and Mr. John Miles, Assistant Vice President Finance and Integrated Planning, provided a presentation on the initiation of the University of Guelph's “Program Prioritization Process” (PPP or Triple P) (presentation slides enclosed).

The mechanics and the framework of the process were reviewed and in particular the following points were highlighted:

- Rankings will be based on both quantitative and qualitative data
- Training will be available for the authors of PPP submissions
- The process is intended to provide transparency on how final decisions will be made
- The process is aligned with government's priorities
- All programs will be included in the PPP process; nothing will be restricted
- Currently, the definition of a "program" is being refined
- The OMAFRA program is excluded; OMAFRA undertakes its own PPP
- PPP is grounded in the University's existing governance process; Senate has the jurisdiction over academic program openings and closings; any such recommendations will follow the normal governance channels
- The process will provide more information for administrators and Senate to inform decision-making
- The process will be integrated into the regular IP assessment processes; the program analysis will help with on-going program prioritization activities and the evaluation of new program initiatives
- The process is not just about cost-cutting; there is also scope for program enrichment and opportunity included in the templates

She invited Senators to review the PPP information and updates which are posted on the Provost's website at: <http://www.uoquelf.ca/vpacademic/>
[user name and password required]

Following the presentation, questions were invited.

- In response to a question, Dr. Mancuso reported that the University is working with Dr. Robert C. Dickeson, academic, consultant, and author of the book "Prioritizing Academic Programs and Services – Reallocating Resources to Achieve Strategic Balance" (Jossey-Bass: 2010). Copies of the book will be placed on reserve at the Library for those interested in reading more.
- Dr. Mancuso was asked about the statement "not all programs are equal" and whether this pre-supposes any particular outcomes. She responded that it does not; part of the exercise to help the University discern which programs contribute more directly to the University's mission.
- It was re-affirmed that academic program decisions are in the jurisdiction of Senate. In response to a question about how the proposed decisions will flow to Senate, Dr. Mancuso reported that managers have been given budget reduction targets that will involve tough decisions. The information from the PPP will provide data that allows them to prioritize the program against the budget reductions. Deans, Chairs, and Program Committees may make

recommendations to close or amalgamate programs and these recommendations will be presented to the Board of Undergraduate or Graduate Studies as appropriate and then to Senate for final decisions. Senate will be provided with the PPP data and will have the information and context to assess the process and consider the decision.

- The role of the Dean in the process is to review the PPP submissions for accuracy. The Dean may have information that provides additional context for the submission.
- It was confirmed that a rubric for scoring programs will be available and posted on the Provost's website for viewing.
- Provost Mancuso confirmed that as part of the process, she will provide updates on the process to Senate at each of its meetings throughout the year.
- In response to a question, it was confirmed that the proposed budget cuts are in additions to savings realized through retirements and buy-outs.
- A Senator observed that given that the biggest portion of the budget is for salaries and benefits, the potential impact will be on jobs. She asked how the University community can work together to prepare for that eventuality. Dr. Mancuso responded that, with regret, the changes may indeed result in job losses and that is why the decisions must be made carefully, and thoughtfully, and on the basis of the best information available. The cuts will be achieved either through eliminating certain activities and programs, or through transforming them. The PPP will require the participation and collaboration of the entire University community.

[Following the meeting, information about the book by Dr. Dickeson was circulated to members, and Senators were advised that copies of the book are available on reserve at the Library under "Provost".]

7. Priorities and Planning Committee Report

Professor Coral Murrant, Chair of the Committee, presented the report.

a) Development of the 2012-13 Senate Priorities [Motion]

Referring to the information included on pages 19 to 23 in the meeting materials, Professor Murrant briefly reviewed the process for developing proposed annual priorities for Senate. She also reported that SPPC had been provided with the presentations by the President and Provost that Senate received at today's meeting, including the information regarding the Program Prioritization Process (PPP). SPPC suggests that Senate should continue to uphold the values expressed in last year's

priorities, but this year should amend or streamline them to free up the time and energy of the community to participate in the PPP.

Using the feedback received from each Senate Standing Committee, including consideration of each committee's proposed priorities for 2012-13 (see charts enclosed), SPPC recommended priorities for Senate over the 2012-13 session:

On a motion duly moved and seconded, it was

RESOLVED, That Senate approve the following priorities for its work over the 2012-13 session:

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.

Building from the University's 2012-17 Integrated Plan, the President has announced that the Provost will lead a Program Prioritization Process (PPP) during 2012-13 with the goal of assessing and prioritizing all programs and services offered through the University of Guelph.

Given that this is an extraordinary process that will call on the attention of the entire University community and necessitate some adjustments in ordinary operational routines, including those of Senate, Senate's priorities over 2012-13 will be focused on a specific set of critical activities that are supportive of the PPP and link to the priority areas that guided its work in 2011-12:

- **Support for the Program Prioritization Process (PPP); ensure that the essential governance tasks and activities for the functioning of Senate and the University are addressed over the upcoming year**
- **Continued support for curricular renewal and innovation, including the integration of learning outcomes and internationalization**
- **Continued support for student accessibility, opportunity, and choice in post-secondary learning pathways**
- **Continued support for the research mission, including the advancement of the interconnection of teaching and research**
- **Continued attention to the assurance of academic program quality**

b) Council of Ontario Universities Report

Professor Murrant drew members' attention to the report included in the meeting materials.

There were no questions.

8. Bylaws and Membership Committee Report

Professor Catherine Carstairs, Chair of the Committee, presented the report

a) Senate By-Elections

Referring to the information included in the meeting materials, Dr. Carstairs gave an update on the results of the fall by-elections for Senate.

As well, on behalf of Senate, she extended congratulations to Professor Evie Adomait and Professor Fred Pries who have been elected to the vacant faculty seats for the College of Management and Economics.

9. Board of Undergraduate Studies Report

Professor Kerry Godfrey, Chair of the Board, was in attendance to speak to the report.

a) Membership of 2012-13 Program Committees

Program Committee memberships for the 2012-13 session were presented for information. There were no questions.

b) Update from the 5:30 - 7:00 p.m. Working Group

Professor Godfrey reported that the consultations regarding the 5:30 to 7 p.m. time slot are still underway, and it is anticipated a report with recommendations will come forward to Senate this session.

10. Board of Graduate Studies Report

Professor Scott McEwen, Chair of the Board, presented the report.

a) New Graduate Field in MBA: Sustainable Commerce [Motion]

Information on the proposed new graduate field in "Sustainable Commerce" for the MBA program was presented. There were no questions.

On a motion duly moved and seconded, it was

RESOLVED, That, on the recommendation of the Board of Graduate Studies, Senate approve the addition of the field “Sustainable Commerce” to the MBA program.

b) Programs Committee Report: Course Additions, Deletions and Changes

The Report from the Programs Committee, including course additions, deletions and changes, was presented for information. There were no questions.

c) Graduate Faculty Nominations

The Graduate Faculty Nomination lists (June, July, September 2012) were presented for information. There were no questions.

11. Research Board Report

Professor Ann Wilson, Chair of the Board, was in attendance to speak to the report.

a) Inventory of Centres & Institutes (as of September 1, 2012)

The inventory of University centres & institutes (as of September 1, 2012) was presented for information, as required by the Senate-approved “Policy on Centres, Institutes, and Scholarly Chairs”. It was requested that any errors or omissions to this year’s inventory be reported to the Secretariat.

There were no questions.

b) Annual Reports 2011-12: Research-related Committees

The annual reports for 2011-12 from the research-related committees were presented for information, as required by the bylaws of the Senate Research Board.

There were no questions.

12. Committee on Quality Assurance Report

Professor Ian Newby-Clark, Chair of the Committee, presented the report.

President Summerlee reminded Senate that quality assurance processes are mandated by the government, and that it is essential for the University meet these obligations.

a) Review Report: Department of Pathobiology

b) Review Report: Department of Clinical Studies

Items 12. a) and b) were presented together.

Professor Newby-Clark directed members' attention to the review reports for the Departments of Pathobiology and Clinical Studies that were included in the meeting materials. He noted that SCQA has reviewed and accepted both reports, and has provided a response for consideration by the units.

He further noted that the quality review report from the School of Engineering remains overdue from last year.

SCQA is in regular communication with those units and programs scheduled for review over 2012-13 in order to monitor the process and timelines.

There were no questions.

c) SCQA Annual Report to Senate for 2011-12

The SCQA Annual Report to Senate for 2011-12 was presented for information.

The presentation of this report to Senate fulfills the University's obligations according to the requirements of the Senate-approved Institutional Quality Assurance Process (IQAP). The report will also be presented to the Board of Governors and the Higher Education Quality Council of Ontario (HEQCO).

SCQA has noted in the report that all units and programs must be attentive to the development of learning outcomes (as referenced in the IQAP).

There were no questions.

13. Other Business

There was none.

14. Adjournment

With the business concluded, the meeting was adjourned at 6:45 p.m.

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PROGRAM PRIORITIZATION PROCESS (PPP)

An Overview

Senate
Oct 22, 2012

Facing Change and Challenges

- Stakeholder expectations becoming demands
 - Improved “quality”
 - Improved “efficiencies”
 - Improved “accountability”
- Fiscal Landscape – new funding reality
 - Sustained economic low growth (if any)
 - Revenues continuing flat – costs continue to increase
 - Capital demands and post-employment liabilities
- Demographics:
 - Declining numbers of traditional learners (101’s)
 - Increasing competition
- Technology- impact and application
 - News ways to teach/learn

Act or React

- We can be told what to do or.....
We can develop “made in Guelph” change
- Our Integrated Plan defined:
 - Directions:
 - Student success,
 - Engagement
 - Knowledge Creation
 - Program Innovation
 - Capacity/Sustainability
 - Need for continuous Assessment in all things we do
 - What we need to do well
 - What we can do well

The Case for Prioritization

- Academic programs are the main drivers of cost
 - And the most important in delivering on our stated goals
- Across the Board actions mean
 - reduced quality across the board (all programs)
- Growth in programs
 - Trying to be all things to all people
 - Without evaluation of importance to our mission
 - Not all programs are equal
- Need to focus on our strengths being....
 - Objective (base decisions sound information)
 - Transparent (input from and about all programs and services)

Timing- Why Now

- Government policy:
 - Assessment of what we do
 - Meeting a “Mandate”
 - More to come...
- Over the past five years:
 - We found \$46 million
 - Still delivering most programs/services
- We have to:
 - Maintain our fiscal stability
 - Projections show a \$32 million gap in four years.
 - The most likely source of funds is from inside
 - Government deficits
 - Tuition fee increases must slow
 - Past rate of enrolment growth is not sustainable

What is Program Prioritization?

- Structured assessment of all “programs and services”
 - Not departments
- Uses pre-selected criteria
 - The same for all programs
- Focus on centrality to mission
 - Contribution to meeting goals
- Effectiveness of use of resources
 - Using metrics as much as possible
- Identification of opportunities to
 - Save expenses
 - Increase revenues
 - Improve quality
 - Strengthen reputation

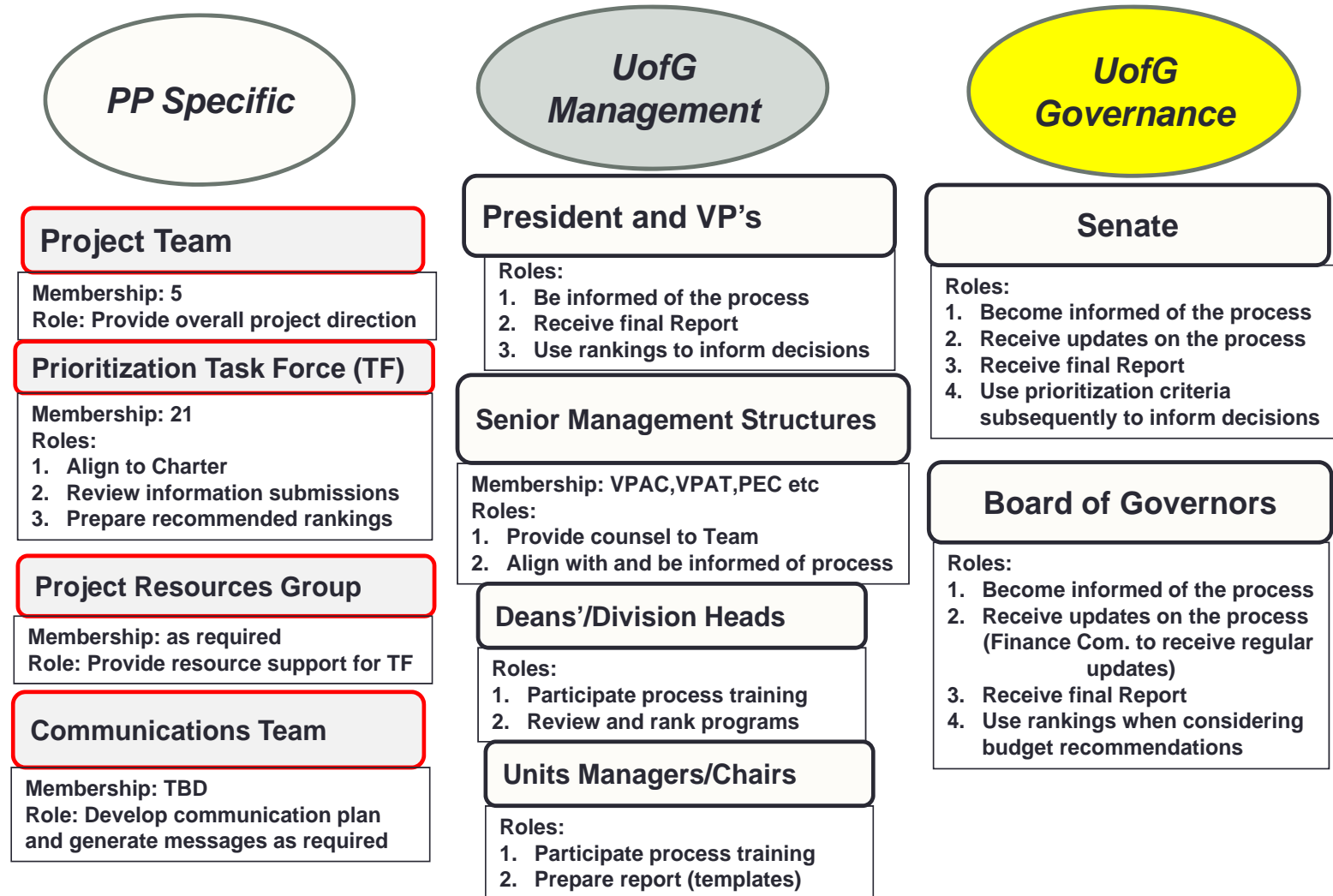
To Be Successful

- All activities are included:
 - Academic, administrative
 - Ancillary and operating funds
- Objective and consistent criteria
 - Same process/methodology to be used for all
 - Task Force effectiveness
- Transparent
 - Communications
 - Reporting
- Respects University governance processes
 - Not replacement for....
 - But assist in making decisions

The Criteria

| Criteria | Description | Weight |
|---|--|-----------|
| 1. History and Development of the Program | Original intent of the program/service and evolution of program/service | 5 |
| 2. External Demand for the Program | Level of interest and participation in the current program/service | 10 |
| 3. Internal Demand for the Program: | The magnitude to which this program/service is needed by other University programs/services. | 10 |
| 4. Quality of Program Inputs: | The quality of resources necessary to mount the program/service. | 10 |
| 5. Quality of Program Outputs | The extent of program/service performance. | 15 |
| 6. Size, Scope and productivity of the Program | Breadth and depth and the efficiency measures of outputs and inputs. | 12 |
| 7. Revenues Generated | All revenue and other resources generated. | 8 |
| 8. Costs of the Program | All costs and other expenses | 10 |
| 9. Impact, Justification, and Overall Essentiality | The degree to which this program/service is mission critical to the University. | 15 |
| 10. Opportunity Analysis | Opportunities to enhance the program/service | 5 |

Major Groups and Roles



PPP Timelines

10

| 2012 | | | | | |
|---------|--|-------------------------|------------------------------|--|--|
| Aug | Project Team in place | Initial Plans developed | VPAC Retreat | Letter from President prepared/issued | |
| Sept | Task force chartered and trained | | Communication Plan in place | Process Resource Group in place | Templates and process procedures developed |
| Oct. | | | Introduce PP to Senate | Introduce PP Board (BoG) | |
| Nov. | Report format instructions completed & posted (IP Web. | | Town Hall on PP | Presentation to BoG | Program Information Request completion |
| Dec | | | | | |
| 2013 | | | | | |
| Jan | | | | | |
| Feb | | | | Report due to Deans/Division heads (Jan 30) | Task Force deliberations and prioritization (May 31) |
| | | | | Deans/Division review & rank reports (March 1) | |
| Mar | | | | | |
| April | BoG update (Apr 17) | | | | |
| May | | | | | |
| June | BoG update (June 6) | | | | Ranking to President & VP's |
| Jul/Aug | | | | | President's Review |
| Sep | | | | | |
| Oct | Bog receives final report | | Senate receives final report | | |

“Program” Definition

- Programs cut across units
 - Adds another dimension
 - **What** we are doing not who is doing it
- Programs not well defined
 - We do not allocate or track resources by program
 - Our budget allocations by **organization unit**
 - Especially the case for instructional (degree) programs
- Major preliminary effort to
 - Identify “programs”
 - Allocate costs to those programs
- Results will feed into PPP
 - Deciding what is to be reviewed and
 - “cost” criteria

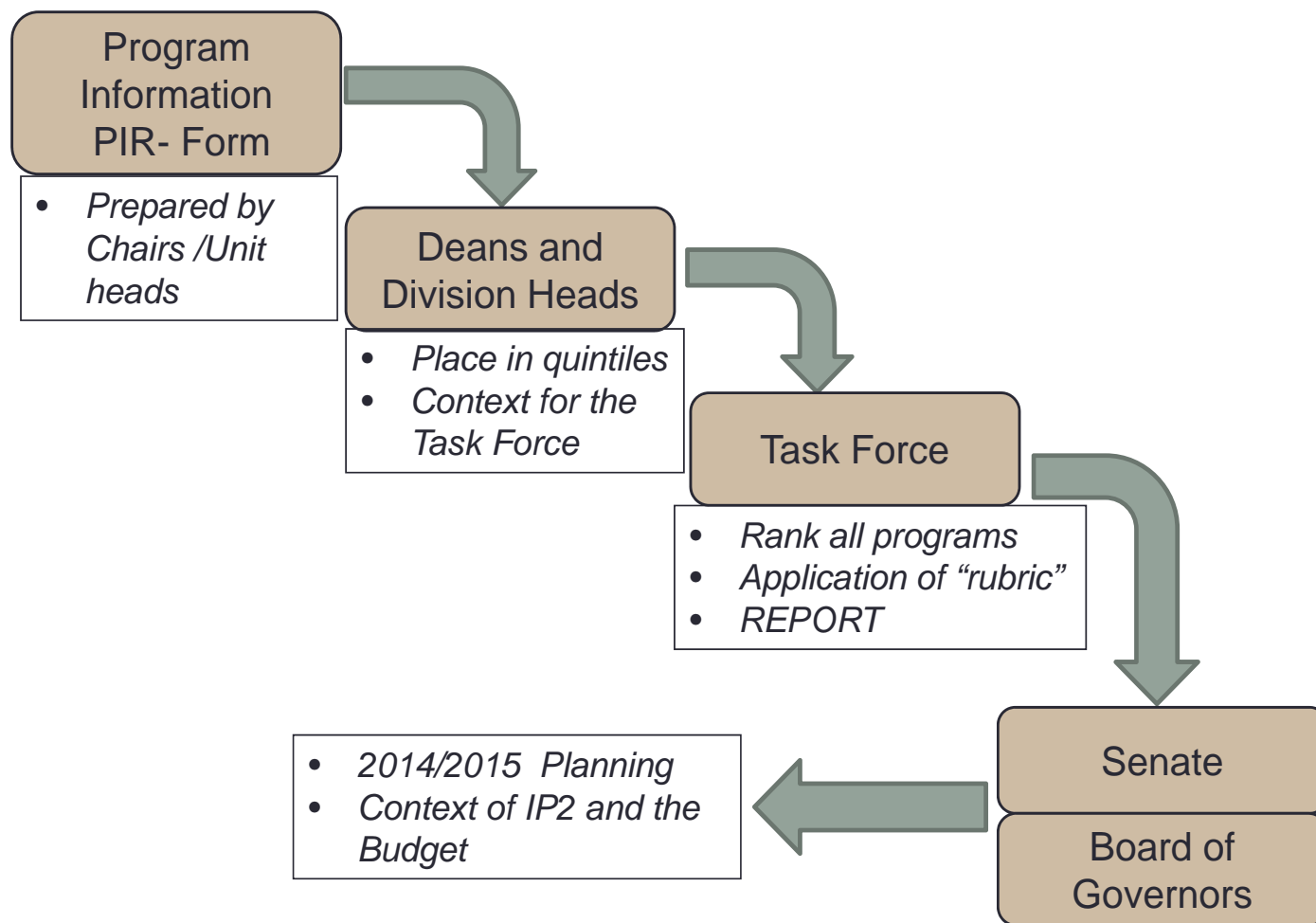
Program Information Request

- Programs will be assigned to “authors”
 - Usually chairs or department heads
 - Form for each Program (~ 300)
- Information on all “programs”
 - Submitted on the same form
 - Limited and focused
 - Qualitative and Quantitative
- Training provided to “authors”
 - External consultants
- Encourage input from all key stakeholders
 - Faculty staff, students, clients

Task Force of 21

- Operate Within a “Charter”
 - Act as representatives of the University
 - Application of consistent evaluation process for all programs
- Composition
 - 21 – senate, faculty, staff, students
 - No senior administrators
 - All approved by the President
- Roles and Responsibilities
 - Review all program/services information
 - Within time frame
 - Rank all programs within quintiles (20/20/20/20/20)
 - Prepare report
 - with any recommendations for further review

Reviewing, Ranking and Reporting



Impact

- Structure and policy changes e.g.,
 - Program costing now permanent in financial reporting
 - New initiatives must be evaluated using set criteria
 - Build policies and processes to enable ongoing evaluation of programs/services
- Recommendations and Rankings in the Report
 - To the Board and Senate to inform future decisions
 - Setting 2014/2015 budget targets
 - Program enrichment, reduction, consolidation, elimination

UNIVERSITY SECRETARIAT



To: Members of Senate

From: Coral Murrant, Chair, Priorities & Planning Committee

Subject: 5. Priorities and Planning Committee Report

Meeting: December 5, 2012

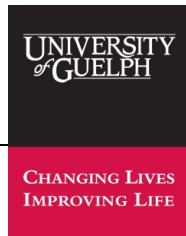
a) Council of Ontario Universities Report

The November 7, 2012 edition of the Council of Ontario Universities (COU) Update Report is available for review on the web:

<https://uoguelph.civicweb.net/Documents/DocumentDisplay.aspx?ID=52189>

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UNIVERSITY SECRETARIAT



To: Senate

From: Catherine Carstairs, Chair, Senate Bylaws & Membership Committee

Subject: 6. Bylaws and Membership Committee Report

Meeting: December 5, 2012

a) Election of Members to the Presidential Selection Committee [Ballot]

The Senate Bylaws and Membership Committee was advised on October 31, 2012 that, at the October 24, 2012 meeting of the Board of Governors, the Board considered that Dr. Alastair Summerlee's second term of appointment as President concludes on June 30, 2014. Mr. Dick Freeborough, Chair of the Board of Governors, affirmed that it is Dr. Summerlee's intention to serve to the end of June 2014 and to conclude his service as President and Vice-Chancellor at that time.

In light of this, and in accordance with the Board of Governors' established policy for presidential searches, Mr. Freeborough has asked that the process of establishing a Presidential Selection Committee be initiated to ensure that a successor is identified and ready to take up the responsibilities of the role by the summer of 2014.

The Board's policy provides for Senate-elected representation by faculty, staff, and students. Accordingly, a Call for Nominations was duly circulated (enclosed) to faculty, staff, and students with a deadline of Wednesday, November 14, 2012, 4 p.m.

Enclosed is a list of nominations received by the deadline, including the candidate statements. The Bylaws and Membership Committee has confirmed that all the nominees meet the eligibility requirements as laid out in policy.

An electronic ballot will be circulated to members following the meeting, and election will be through the preferential voting method, which requires that Senators rank candidates in each category in order of preference. Instructions will be included on the ballot.

In accordance with the Board-approved University Appointments Policy, committee candidates who are faculty must come from different colleges or campuses of the University. To this end, where there is more than one candidate from a particular college/ campus, only the candidate with the largest weighted sum of ballots shall have standing in the election. Selection will then proceed to the faculty member with the next-largest weighted sum of ballots from a different college. Instructions to this effect will be included on the ballot.

In accordance with the Senate-approved *Modus Operandi*, nominations may be made from the floor of Senate. Such nominations must be accompanied by a written indication that the nominee is willing to serve. Once eligibility is confirmed, those nominees will be added to the ballot along with their candidate statement.

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UNIVERSITY SECRETARIAT

To: Members of the University of Guelph Community
(including faculty, staff, students, and alumni)

Cc: Members of the University Senate; Members of the Board of Governors
Deans, Chairs, Directors, Vice-Provost Guelph Humber
University of Guelph Faculty Association
Employee Group Executive Committee Members
Central Student Association (Academic Commissioner)
Graduate Students' Association (President)
College Student Governments
University of Guelph Alumni Association

From: Kate Revington, Associate University Secretary **Date:** October 31, 2012

Subject: **Call for Nominations: Presidential Selection Committee**

Reason for the Call – At its meeting on October 24, 2012, the Board of Governors considered that Dr. Alastair Summerlee's second term of appointment as President concludes on June 30, 2014. Mr. Dick Freeborough, Chair of the Board of Governors, affirmed that it is Dr. Summerlee's intention to serve to the end of June 2014 and to conclude his service as President and Vice-Chancellor at that time.

In light of this, and in accordance with the Board of Governors' established policy for presidential searches, Mr. Freeborough has asked that the process of establishing a Presidential Selection Committee be initiated at this time to ensure a successor is identified and ready to take up the responsibilities of the role by the summer of 2014. The policy provides for Senate-elected representation by faculty, staff, and students (Senate regulations enclosed). Nominees need not be Senators.

Membership of the Committee – The composition and membership of the Presidential Selection Committee is outlined in the policies of the Board of Governors:

- Chair of the Board of Governors (chairs the Selection Committee)
- Two external members of the Board of Governors
- Three tenured faculty members (Professional Librarians are also eligible)
[elected by Senate]
- Two students (one undergraduate and one graduate) **[elected by Senate]**
- One regular full-time staff member **[elected by Senate]**
- One University of Guelph alumna or alumnus [elected by the UGAA]

Composition of the Slate – Once the nomination deadline has passed, the Senate Bylaws and Membership Committee will review the nominations received using the Senate-approved *Modus Operandi for the Selection of Members to Senate Committees and other Committees* (enclosed), consider other candidates, and establish the ballot to be presented to Senate.

Making a Nomination – If you wish to submit a nomination for this committee, please complete the appropriate form enclosed (also available online: <http://www.uoguelph.ca/secretariat/>). The nominee is asked to provide a brief (4 or 5 sentences) biographical statement and reason for seeking the nomination. This statement will be included on the ballot. Nominations will also be accepted from the floor of Senate. While Bylaws prefers recommendations from a second party or group, self-nominations are accepted.

Deadline – The deadline for submission of nominations to the University Secretariat office is **WEDNESDAY, NOVEMBER 14, 2012, 4 P.M.**

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Regulations Governing the Nomination of Senate-elected Representatives to the Selection/Review Committee for the President

[Oversight of the process is under the Senate Bylaws and Membership Committee.]

Senate approval: April 2, 2012

The policy outlining the membership of the Selection/ Review Committee for the President is established under the authority of the Board of Governors and provides for Senate-elected representation by faculty, staff, and students.

Faculty, staff, and student members of a Selection/ Review Committee for the President will be identified as follows:

- a) There will be a call for nominations issued by the University Secretariat to faculty, staff and students across the University.
- b) Committee candidates need not be Senators.
- c) Professional librarians are eligible for nomination.
- d) Committee candidates who are faculty must hold tenure and must come from different Colleges or campuses of the University.
- e) Committee candidates who are staff members must be regular full-time employees of the University.
- f) Committee candidates who are students and who are anticipated to retain their student status until the Selection/ Review Committee for the President completes its function will be given preference.

It is the responsibility of the Senate Bylaws and Membership Committee to review the nominations received using the Senate-approved *Modus Operandi*, consider other candidates, and establish the ballot to be presented to Senate.

If only one nomination is received for each constituency seat, the election shall be through a simple majority of those voting on a "Support/Do Not Support" slate.

If more than one nomination for each constituency seat is received, the ballot shall include directions for ranking candidates for election by the preferential voting method.

Senators may propose nominations from the floor of the Senate meeting to provide alternative candidates for any ballot or slate presented by the Bylaws and Membership Committee. Any ballot or slate presented to Senate for election or approval must stipulate this as an option. Nominations from the floor must conform to the established rules and policies of the University and will only be accepted by the Chair of Senate if the nominee has indicated, in writing, a willingness to serve on the committee. All nominations must be accompanied by the completed Senate nomination form which can be obtained from the University Secretariat. Once the eligibility of the candidate to stand for election or inclusion on the slate has been established, the candidate's name and statement will be added to the ballot, which shall be returned to the University Secretariat within seven days (excluding Saturday, Sunday and University holidays) of circulation to Senators.

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Modus Operandi for the Selection of Members to Senate Committees and Other Committees

[Oversight of the process is under the Senate Bylaws and Membership Committee.]

The Senate Bylaws and Membership Committee is responsible for presenting to Senate recommendations for membership on Senate Committees, membership on some selection/review committees, Senate representatives to the Board of Governors, and the COU Colleague and alternate. It is the responsibility of Bylaws to present the names of those members it feels will be most effective on the committee, and who will meet the confidence of the University community.

1. Soliciting Recommendations from the University Community

Bylaws will solicit recommendations for potential candidates to any committee. A call for suggestions will go out to faculty, staff, students and alumni, as appropriate for the committee. The recommendations may come in the form of first or second party recommendations, or recommendations from a group of individuals or an organization. The recommendations need not come from Senators. A standard form will be available for completion. The form will request information on the person's suitability for the position. The call for nominations for Senate Committees will go out once a year for the following Senate term. The Bylaws and Membership Committee will use this information to establish the slates for all the Senate Committees for the upcoming year, to be presented no later than the last meeting of the Senate session. It will also be used to fill vacancies that occur during that year.

The call for nominations to selection/review committees will occur once the Bylaws Committee has been informed that a committee is to be struck.

The call for recommendations is forwarded to:

Students: CSA, GSA, College Student Governments, Student Senate Caucus.
For Senate Committees, the bylaws stipulate that only student senators may be members.

Faculty and Staff: Departments and all senators.

Alumni: University of Guelph Alumni Association.

2. Striking Committees

a) Factors considered: As a first step, the Bylaws and Membership Committee should review the mandate of the committee in question to determine the criteria against which potential members should be considered. Factors considered are listed below. Note: not all factors will be important for every committee nor are they listed in any prioritized way.

- diversity of membership, consistent with the University's equity policies
- expertise / background

- evidence of commitment to the mandate of the committee in question
- evidence of an ability to work in a consensus decision-making environment
- representation from across the University
- continuity and new members -- for ongoing committees, every attempt should be made to have approximately 1/3 of the membership be new and at least 1/3 of the membership continue from one year to the next.

b) Reviewing the Recommendations and Establishing the Membership: Bylaws will consider the recommendations carefully, and attempt to match the needs of the committee in question with the qualifications of the individuals under consideration. While self recommendations are accepted, Bylaws will prefer nominations from a second party or a group. When preparing a slate or ballot, Bylaws may consider individuals not coming forward in the recommendation process.

c) Presentation to Senate: Bylaws will take to Senate, for approval, a slate of nominations for all committees. Bylaws may also wish to take ballots rather than slates to Senate for any other committee if it deems this appropriate.

All slates or ballots should indicate that nominations from the floor of Senate are accepted.

Bylaws has the authority to fill vacancies on Senate Committees that occur during the academic year. The membership changes will be taken to the next Senate for information.

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Presidential Search Committee Nominees List 2012-13

UNIVERSITY
of GUELPH

CHANGING LIVES
IMPROVING LIFE

| Faculty Name | Department | School |
|--------------------------|---|--------|
| Andrew Bailey | Philosophy | COA |
| Julia Christensen Hughes | Dean | CME |
| Cate Dewey | Population Medicine | OVC |
| Moiria Ferguson | Integrative Biology | CBS |
| P. David Josephy | Molecular and Cellular Biology | CBS |
| Alan Ker | Agriculture and Resource Economics (FARE) | OAC |
| John Kissick | School of Fine Art and Music | COA |
| Herb Kunze | Mathematics & Statistics | CPES |
| Ross McKittrick | Economics and Finance | CME |
| Robin Milhausen | Family Relations and Applied Nutrition | CSAHS |
| K. Peter Pauls | Department of Plant Agriculture | OAC |
| Omid Payrow Shabani | Philosophy | COA |
| Steven Rothstein | Molecular and Cellular Biology | CBS |
| Marcel Schlaf | Chemistry | CPES |
| Byron Sheldrick | Political Science | CSAHS |
| James Squires | Animal and Poultry Science | OAC |
| Claudia Wagner-Riddle | School of Environmental Sciences (SES) | OAC |
| Tina Widowski | Animal and Poultry Science | OAC |

| Staff Name | Position | School/Dept. |
|----------------|--------------------------|--|
| Rhonda Alger | Administrative Assistant | Department of Animal & Poultry Science, OAC |
| Mary Dickieson | Manager | Communications & Public Affairs |
| Linda Hawkins | Director | Institute for Community Engaged Scholarship, CSAHS |
| Tom Kendall | Director of Athletics | Department of Athletics |
| Laurie Schnarr | Director | Student Life |
| Bill Teesdale | IT Support | Department of Physics, CPES |

Student Names

| Undergraduate | Program | School |
|--------------------------|--|--------|
| Anita Acai | Bachelor of Science | CBS |
| Nathan Christopher Jones | BA General, Geography | CSAHS |
| S. Connor Maitland | European Studies (Culture & German) & French Studies Minor | COA |
| Eric Martin | B.Sc. Biological Science, Chemistry Minor | CBS |
| Jacob Nederend | B.Sc. Agriculture | OAC |

| Graduate | Program | School |
|----------------------|---|--------|
| Vijay Kumar Bhosekar | PhD, Plant Agriculture | OAC |
| Lisa Kellenberger | PhD Candidate | OVC |
| Steven Larmer | PhD – Animal Science – Animal Breeding and Genetics | OAC |
| Sohrab Rahmaty | MA Political Science | CSAHS |

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Presidential Search Committee Nominees 2012

Faculty Nominees Statements

1. Andrew Bailey, Philosophy, COA

I am an Associate Professor in the Department of Philosophy, and was Chair of the Philosophy Department between 2007 and 2012. I came to the University of Guelph in 2000, and since that time I have been involved with the Guelph university community as, for example, a member of Senate, the Council on Undergraduate Academic Advising, the Board of Graduate Studies Programs Committee, and the University team negotiating the 2011 collective agreement with CUPE Local 3913 (which represents Sessionals and GTAs/GSAs). I believe I would be able to serve on this committee, as a representative of faculty, in a reasonable, balanced and engaged way.

2. Julia Christensen Hughes, CME Dean's Office

Julia Christensen Hughes has been on faculty at the University of Guelph for 25 years. Currently Dean of the College of Management and Economics, she has also served as Chair of the Department of Business and Director of Teaching Support Services. External to the University Julia currently serves as Academic Colleague to COU. Previously she held the position of President for the Society for Teaching and Learning in Higher Education. I am seeking this nomination based upon my long-standing commitment to the university, understanding of the political context and desire to see Guelph continue to excel.

3. Cate Dewey, Population Medicine, OVC

The University of Guelph is an outstanding comprehensive university, with a rich history and an exciting future. My broad understanding of the university comes from the perspective of a student (DVM '79, MSc '88, PhD '92), faculty (since 1995) and department chair (since 2006). I am proud that the University of Guelph does indeed improve the lives of people, animals and the environment in Ontario, Canada, and around the world. I value the breadth of this university and have collaborated on research projects with faculty from Animal and Poultry Science, Food Agriculture, and Resource Economics, Sociology and Anthropology, Family Relations and Applied Nutrition, Political Science, Ridgetown College, and across all departments at OVC. My desire to serve on the presidential selection committee, to select someone with strong vision and leadership, stems from my passion for the University of Guelph and my belief in its future of excellence and innovation in teaching, research, and service.

4. Moira Ferguson, Integrative Biology, CBS

I have been Chair of a relatively large department in a reorganized college with a sizeable undergraduate and graduate student population and research-intensive faculty since 2005. I also oversee an active research program in the evolutionary genetics of salmonid fishes (trout, salmon and charr) where I apply the results to solve problems facing the aquaculture industry. These activities combined with considerable experience in service beyond the Department, have led me to have a vested interest in the important role that the President plays in facilitating the ability of faculty, staff and students to meet the mission of the University.

5. P. David Josephy, Molecular and Cellular Biology, CBS

I have been a faculty member at Guelph since 1983 and I have a strong record of teaching and research in biochemistry. I have served in many administrative capacities, including: member of Senate; chair of Senate Cttee. on Univ. Planning; member of the Strategic Planning Commission. I have also served UGFA as President and as Grievance Officer. I am passionate about the need for institutional renewal. I believe that I can contribute my demonstrated strengths of fairness, dedication, and integrity. I have considerable experience as a consultant with private industry and government, providing me with a wider vision of the place of the University in the Canadian and International context.

6. Alan Ker, Food, Agriculture and Resource Economics (FARE), OAC

I joined the University of Guelph in April of 2009 from the University of Arizona assuming the role of Chair in the Department of FARE. One primary reason I chose the University of Guelph was its excellence across the realms of both research and teaching as well as being closely integrated with its external constituents. I believe that the President needs to have a strong personality, a coherent vision to better our academic reputation, and the energy necessary to increase the private and public resources flowing to the University. The President is the external face of the University and must necessarily project an image worthy of that responsibility.

7. John Kissick, School of Fine Art and Music, COA

John Kissick, an internationally acclaimed painter and art critic, has been the Director of the School of Fine Art and Music since 2003. He is a tireless champion of the arts and to their importance to the intellectual and creative well-being of a comprehensive university. Kissick has a deep understanding of the University of Guelph, gained in many ways, including through being an active member of Senate. Currently he chairs the Honours and Awards Committee. As well, he is an elected faculty representative on the Board of Governors until July 1, 2014.

8. Herb Kunze, Mathematics & Statistics, CPES

Professor Herb Kunze is in his fourteenth year of service at the University of Guelph, having obtained his Ph.D. in Applied Mathematics from the University of Waterloo in 1997. He has produced over fifty peer-reviewed research publications and a graduate text book in mathematical analysis with Springer; been otherwise active in the research community with conference organization, invited talks, and journal editorial boards; and supervised twenty-five research students at various levels. His teaching effectiveness in classes of all sizes and all levels, as well as his other contributions to the scholarship of teaching, have earned him "Popular Prof" accolades in five editions of Macleans magazine's Guide to Canadian Universities (2000-2004), an UFGA Distinguished Professor Award in 2001, a (provincial) OCUFA Teaching Award in 2007, and invitations to speak (including as plenary speaker) at teaching-focused conferences and workshops. Years of high-level service work with the University Administration and the Faculty Association have given him a broad and solid understanding of the University Community; and appreciation for the connections between and challenges faced by different groups with the community; and strong respect for process, fairness, and balance. He is seeking the nomination because these accomplishments and experiences mean that Herb can provide a rounded assessment of Presidential candidates with the respect to (i) the intertwined research and teaching missions of the University, (ii) the unique strengths and features of the University of Guelph and the challenges confronting the University and the community, and (iii) the political components required to

establish and maintain good relations and a sense of team in the face of such challenges.

9. Ross McKittrick, Economics and Finance, CME

I have been a faculty member at the University of Guelph since 1996, tenured since 2001 and a Full Professor since 2009. Among other roles I have served on Senate and the Board of Graduate Studies, as well as graduate chair in economics, chair of the PH.D. program in Management and associate Dean of Research in the College of Management and Economics. My academic research has been published in a wide range of journals in the social and physical sciences and I have had the opportunity to work with scholars across many different disciplines here at Guelph and elsewhere. During my years at Guelph I have seen us advance in some respects, but fall back in others, especially in comparison with our university peer group. I believe we have the potential at Guelph to secure a position as a top research and teaching institution in Canada, and I would like to help in the process of selecting a leader for the coming decade who can make that happen.

10. Robin Milhausen, Family Relations and Applied Nutrition, CSAHS

I am an Associate Professor of Family Relations and Human Sexuality in the Department of Family Relations and Applied Nutrition. I received my PHD at Indiana University in 2004 and began my faculty position at U. of G. in 2006. I was granted tenure and promotion to Associate Professor in 2008. Since coming to Guelph, I have been highly involved in various service roles including serving as a member of three hiring committees, including one for an internal and then external Department Chair. For several years, I have also served as a member of the President's and Chancellor's Scholars Committee. My research focuses on sexual health, broadly, including sexual pleasure, sexual problems, and sexual risk-taking, largely among emerging adults. I am a passionate University of Guelph alumna, having attended the University for my Undergraduate and Masters Degrees. I am committed to participating in a process that maintains Guelph's level of excellence as a student-centred, research-intensive, socially-and environmentally-conscious institution, namely through the hiring of a new University President.

11. K. Peter Pauls, Department of Plant Agriculture, OAC

I have nearly 30 years experience in university research and teaching and have held various leadership roles in the university and scientific societies, including as the Acting Associate Dean (Academic, OAC). I am currently the chair of the Department of Plant Agriculture. I have published more than 130 peer reviewed papers and 17 book chapters and have advised 35 graduate students to the completion of their studies. My research is focused on cellular and molecular studies of embryogenesis, pathogen-induced stress, agronomic trait expression in field crop plants and been genomics and breeding. I am interested in being involved in decision making processes at the University and feel that I can contribute a broad perspective to the selection process to the selection for our future president that includes a consideration of the various roles that universities play in society.

12. Omid Payrow Shabani, Philosophy, COA

Professor Omid Payrow Shabani left his native Iran 1984 in the aftermath the Iranian revolution. He lived and learned as a political activist in several European countries before immigrating to Canada in 1988. After obtaining his PhD from University of Ottawa in 2000, he was awarded an Andrew Melton Postdoctoral Fellowship at the New School for Social Research in New York. In

2003 he won a tenure track job competition in philosophy at the University of Guelph. His areas of specializations are social and political philosophy, and his areas of active research include theories of democracy, justice, civil society, minority rights, language rights, and such issues as globalization, immigration, and the role of religion in public sphere. Since his arrival at the university he has served on many departmental, college and university committees including several hiring committees (including two CRC hires). He is currently serving the last year of his second Senate term.

13. Steven Rothstein, Molecular and Cellular Biology, CBS

I first became a faculty member at Guelph in 1988, was a former chair of Molecular Biology and Genetics and am currently a University Research Chair. This is crucial time for this university given the funding pressures, the need to integrate new modes for delivery of academic programs both from within the university and from outside sources and the need to maintain relevance by distinguishing ourselves from other institutions. This will require outstanding leadership and this why I would like to be on the presidential selection committee.

14. Marcel Schlaf, Chemistry, CPES

Educated at a humanistic gymnasium in Germany I hold the degree of Diplom-Chemiker from the University of Würzburg, Bavaria and a Ph.D. in inorganic chemistry from UofT. I have been visiting scientist/faculty at Los Alamos National Laboratory (US), Dalian University (China) and most recently Patras (Greece). Collaborating with researchers in the US and Brazil, my research focusses on the conversion of non-food biomass to fuel and chemicals (supported by NSERC, OMAFRA, US-DOE and companies). I strongly believe that universities are the “DNA of our society” and – while this is a scientific image – that the essence of a university can only emerge from the synergistic interplay of the arts, the humanities and sciences, resulting in the generation and free dissemination of new knowledge – wherever it may lead us. In an environment of increasing ecological, economic, political and financial pressures, I hope to find a presidential candidate that shares these ideals and is capable and willing to maintain the letter and spirit of the University of Guelph Act of 1964.

15. Byron Sheldrick, Political Science, CSAHS

I am currently serving my second term as Chair of Political Science. I have been an active member of Senate, serving as a member of BUGS, vice-chair of By-laws, and Chair of Petitions. I have served on numerous search committees, both for faculty and a variety of administrative positions. I have also served as acting Associate Dean (research) for CSAHS. The selection of a new president is a vital and important task. I feel I have insight regarding the University community and would welcome the opportunity to serve on this committee.

16. James Squires, Animal and Poultry Science, OAC

I have been a faculty member here for 25 years. My training is in biochemistry, but I came to the Department of Animal and Poultry Science since it was a unique opportunity for both fundamental research and application of this knowledge to improve agriculture. I would like our new president to promote the unique position that the University of Guelph has both nationally and globally in supporting sustainable production of high quality food for a growing global population.

17. Claudia Wagner-Riddle, School of Environmental Sciences (SES), OAC

I currently hold several positions at the international level where I come across people who hold the University of Guelph in high regard with respect to its contributions to education and research. The current fiscal situation could have a long-term impact on the University's performance and I feel that it is crucial to have the leadership in place to guide us through these problems without tarnishing our reputation. Through my experience in research and teaching I can contribute positively to the selection of our next leader.

18. Tina Widowski, Animal and Poultry Science, OAC

Tina is a tenured faculty member in APS and is the Director of the across-college Centre for Studies in Animal Welfare. Tina has an international reputation and many industry contacts in her field of poultry welfare along with an extensive working knowledge of the University administrative structure including experience chairing a senate committee. This background makes her an excellent choice to bring a balanced perspective of agricultural science, farm community stakeholder interests, donor relations and administrative experience to the table.

Presidential Search Committee Nominees 2012

Staff Nominees Statements

- 1. Rhonda Alger, Administrative Assistant, Department of Animal and Poultry Science, OAC**
Rhonda Alger, a B.Sc. Agr. Graduate, has been an employee of the University of Guelph since 1991, holding various administrative staff positions in the Office of Research and Animal & Poultry Science. She is also involved in local community initiatives both on and off campus, most recently as Executive Assistant to the United Way Campaign Co-Chairs for four years. With this experience, Rhonda would bring a day-to-day operational perspective to the Committee. It would be a privilege to represent UofG staff, if chosen to participate in the Presidential Selection process.
- 2. Mary Dickieson, Manager, Communications & Public Affairs**
In the 25 years of working as a writer and editor in U of G's communications office, I've worked with four U of G presidents, and it would be a privilege to help with the selection process for the University's next leader. My work reaches out to virtually all of the University's stakeholders: the campus community, alumni, research and business partners, neighbours, donors and the media. I currently edit The Portico alumni magazine and online At Guelph. As part of the Communications and Public Affairs team, I contribute to U of G branding, marketing, and communications plans for major initiatives and fundraising campaigns. I'm also a United Way volunteer, handling communications for the annual campus campaign.
- 3. Linda Hawkins, Director, Institute for Community Engaged Scholarship, CSAHS**
As director of the Institute for Community Engaged Scholarship/Research Shop and former exec dir. Of the Centre for Families Work & Wellbeing, I have practiced as an engaged researcher, an architect of complex and well-funded interdisciplinary initiatives, and have developed a keen understanding of community expectation of what the university is and what it might be. I work daily with Guelph faculty, graduate students and community, and nationally serve on several multi-institutional projects addressing higher education issues such as faculty reward, knowledge mobilization, community based research, social innovation and impact. I am committed to the success of this university – with a deep appreciation for the breadth and depth of scholarship and learning found here – and do believe the new president should begin with this as well. I hope to bring a multi-disciplinary and appreciative lens to serve on this important search committee.
- 4. Tom Kendall, Director of Athletics – Department of Athletics**
For the past 30 years , I have been dedicated to the pursuit of excellence in both Academia (18yrs) and Student Affairs (12yrs) at higher level learning institutions. I would bring to the selection committee an academic background in organizational leadership and management combined with extensive experience gained from upper level positions held at five different university institutions in Canada and the US. This experience also includes the hiring and selection of successful leaders in varying capacities. Through my active engagement and communication with students, faculty, staff, alumni and broader community and collaboration across a diverse spectrum of University programs and services. I have developed the knowledge required to understand the overall impact that Presidential leadership has on the growth, development and success of the university. My commitment and dedication to help the University of Guelph develop has been demonstrated through transformational changes in Athletics. I would like to further invest my efforts and

contribute to continued positive changes for the university, by being part of the Presidential Selection Committee.

5. Laurie Schnarr, Director, Student Life

I have proudly served as a member of the staff team at Guelph for 30 years. I am acutely aware of the fundamental role that the President plays in forging a compelling vision for the future, in mobilizing campus-wide support for that vision, fundraising, and nurturing collaborative relationships both internally and externally. We have reached an important juncture in our history. The complex challenges that we face demand strong leadership. If elected to serve, I will work diligently, along with my colleagues, to select a Presidential candidate who is best-equipped to lead our great institution during these times of tremendous promise and opportunity.

6. Bill Teesdale, IT Support, Department of Physics, CPES

I began my time at the University of Guelph in 1981 as an undergraduate student in the department of physics. Coming from a small town, the University was a whole new adventure for me. During my undergraduate life, I was very fortunate to have worked most of that time in a research lab as a student research assistant; this was an amazing experience to which I credit my graduation. I was then granted a full time position in the department as caretaker of the IT support position and assisting with accelerator facility. Since my employment began, I have been involved in many many different committees and organizations on campus, the most recent of which are: Board of Governors and its Finance Committee (2003-2009), Senate and the Senate Research Board (2006-2012), Central Radiation Safety Committee (2008-present), Board of Governors Pension Committee (2010-present). As someone who has enjoyed the many aspects of the University and participated in the comprehensive nature of its governance, I feel that I would be a valuable contributor to the selection process for the next President. I owe a great debt to this institution and its spirit and hope that I can continue to serve it in ways that may prove valuable.

Presidential Search Committee Nominees 2012

Student Nominees Statements

Undergraduate Students

1. Anita Acai, Bachelor of Science, CBS

I am a President's Scholar (2009) and am currently the Senior Scholar Representative on the PCSRRC. I am a Student Representative on MCB's Undergraduate Curriculum Committee, a Peer Helper with Writing Services and have been employed with the Centre for New Students and Admissions Services for three years. I am Editor-in-Chief of Studies by Undergraduate Researchers at Guelph and have held a number of research positions on campus. Given my familiarity with various aspects of the University's operations, I feel I can make informed decisions with regard to the selection of a new President. Although I am currently in fourth year, I am in the Co-operative Education program and will therefore continue to be a student at the University of Guelph in 2013. I anticipate graduation in June 2014. My last co-op work term has been secured for S13 and will be as a Research Assistant in Guelph, so I would be available during this time.

2. Nathan Christopher Jones, BA General, Geography, CSAHS

I am currently involved in Interhall Council as the President of Mills. I enjoy representing the Mills residents so I would very much appreciate the opportunity in representing undergraduate students on the committee. My past work experience, current undergraduate studies and future goals at this university will make me a more informed, well-rounded candidate when it comes to the election process.

3. S. Connor Maitland, European Studies (Culture & German) & French Studies Minor, COA

I am a transfer student from University of Ottawa (where I studied Political Science and Modern Languages) with a second year academic standing, and I am very excited at the possibility of serving on the Presidential Selection Committee. With my academic standing and program choice here at Guelph (European and French Studies), I will be a student for the entire time that the committee will sit. I have served on several councils and committees in the past, including but not limited to my high school's Students' Council, its finance committee, and briefly on a municipal committee in Centre Wellington before leaving for Ottawa last September. I am standing as a nominee as I would like to be an involved member of the university, and I recognize the importance of the committee's work in finding a successor for President Summerlee and ensuring that a smooth transition of responsibilities takes place. It is my sincere hope and belief that I can be a competent, committed, and active undergraduate member of the committee and I look forward to working with its members over the next 18 months.

4. Eric Martin, B.Sc. Biological Science, Chemistry Minor, CBS

As a fourth year undergraduate in a flexible program, I have had the opportunity to have a comprehensive University of Guelph experience. I have completed courses in a diverse range of faculties I believe are vital to U of G's image; ranging from Engineering, the OVC and Science courses. And also recognize our commitment to extracurricular activities. I would greatly appreciate the opportunity to ensure that the qualities and principals of this institution continue on, by participating in the electoral process of selecting our future president.

5. Jacob Nederend, B.Sc. Agriculture, OAC

My name is Jacob Nederend and I am a second year student in the B.Sc. AGR program, majoring in crop sciences. I am following in my parents' footsteps, who both graduated from the B.Sc. AGR program and went on to take over the family dairy farm, as well as my older brother who graduates this winter. As a family of current and past OAC students, and local clients of the OVC on-farm veterinary service, the university is both sentimentally and economically important to us. I am seeking this nomination to ensure that the new president honours the school's reputation as a leader in agricultural research and education, respects its students' access to affordable schooling, and stimulates critical thinking and decision making in all of its pupils.

Graduate Students

1. Vijay Kumar Bhosekar, PhD, Plant Agriculture , OAC

Published more than 75-peer reviewed scientific publications, presentations in seminars/symposia/conferences as well as extension literature for Provincial Ministry of Agriculture. Certified P. Ag(Professional Agrologist) with Ontario Institute of Agrologists, Guelph. Volunteer Activities: (1) University of Guelph (a) Plant Agriculture Rep-Teaching Assistant Advisory Council. (b) General Director, Plant Agriculture. (c) Conversation Partners-Student Life. (2) Student Ambassador, American Society of Agronomy, Canadian Society of Plant Biologists. Seeking Nomination: (1) To choose the best intellectual who would continue to bring laurels to the University. (2) To select the most suitable Chair worthy applicant from the pool of learned academicians. (3) To select the scholar applicant who is endowed with research, teaching and administrative competency.

2. Lisa Kellenberger, PhD candidate, OVC

Lisa Kellenberger is a fourth year PhD candidate and CIHR Vanier Scholar in the Department of Biomedical Science where she studies the interaction between blood glucose regulation and ovarian tumor development. Prior to her graduate studies she received a BScH in Life Sciences at Queen's University in Kingston. She is interested in evolving pedagogies in higher education and was awarded a Career Teaching and Development Fellowship for the proposal of an interdisciplinary First Year Seminar on social enterprise, which she now teaches with a doctoral candidate in the College of Management and Economics. In her department she served on a recent hiring committee for a tenure-track position in Stem Cell Biology. Lisa volunteers on a number of communication and fundraising projects for organizations in the City of Guelph including Big Brothers Big Sisters, the science outreach program Let's Talk Science, and Cuts for Cancer, a childhood cancer research fundraiser. She is particularly interested in how excellence in research, teaching and volunteerism can develop the University's role as a community-integrated civic institution.

3. Steven Larmer, PhD – Animal Science – Animal Breeding and Genetics, OAC

Completed BSc and MSc at University of Guelph, involved as a student leader throughout. Former Vice President College Royal Society, Former Vice President Student Federation of the OAC, Former Chairperson of the GSA and current activities coordinator for the GSA. Past experiences have given

me great insight into the needs of undergraduate and graduate students at U of G, and I want to ensure the next generation of students has the same opportunities by selecting a President with a strong background and a focus on research.

4. Sohrab Rahmaty, MA Political Science, CSAHS

I am currently a graduate student in the MA Political Science Program. I am also the 2012-2013 graduate student representative for the Political Science Department. I have been a resident of Guelph for over 20 years and my family roots in this city go back even further. The University of Guelph is central to this city and therefore the successful selection of Uof G's next President is an important process both for the school and the greater community at large. I am involved in many local organizations in this city as well as on campus and hope to bring my experience to this process. Therefore I see this nomination to contribute to this important selection process.

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Nominees Statements 2012.docx

UNIVERSITY SECRETARIAT



To: Members of Senate

From: Catherine Carstairs, Chair, Bylaws & Membership Committee

Subject: 6. Bylaws and Membership Committee Report

Meeting: December 5, 2012

b) Revisions of the Bylaws of the Senate Priorities and Planning Committee

c) Revisions to the Regulations for the Selection of Chancellor

As part of the review of the Senate Standing Committees in 2007, it was suggested that each committee should undertake a regular periodic review of its bylaws, composition, and mandate to ensure that they remain relevant for the work and mandate of Senate. Accordingly, the Senate Priorities and Planning Committee (SPPC) has reviewed its bylaws, and now proposes the enclosed revisions.

The revised wording better reflects the actual practices of the committee. There are no substantive changes.

As well, given that last year Senate completed the process to elect the Chancellor, the regulations for that process (which currently reside under the SPPC bylaws) were also reviewed to assess their functioning. It is now proposed that, like the regulations for the Presidential Selection Committee, or for the Senate-elected reps to the Board of Governors, etc., the "Regulations for the Election of the Chancellor" be moved within the Senate bylaws to be a stand-alone section of the Senate Bylaws under "Procedures, Election Regulations, and Rules of Order" (enclosed). Like all such regulations, they will reside under the oversight of the Bylaws & Membership Committee. (There is no rationale for the regulations to continue to reside under SPPC's bylaws. In fact, their placement there it is a remnant of the old "Senate Executive Committee" bylaws that included several subcommittees, one of which was the Chancellor Selection Committee).

As well, the regulations themselves have been revised to better reflect the actual process.

As with any amendments to Senate's bylaws, a two-thirds majority is required for approval.

Senate is asked to,

RESOLVE, that Senate approve the revised bylaws for the Senate Priorities and Planning Committee; and that the regulations for the Election of the Chancellor be approved as revised and moved to the Procedures, Election Regulations, and Rules of Order section of the Senate Bylaws.

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SENATE PRIORITIES AND PLANNING COMMITTEE

BYLAWS

Approved: April 1, 2008

Proposed: According to feedback from the Bylaws & Membership Committee and the Priorities and Planning Committee, November 26, 2012

1. The Priorities and Planning Committee shall consist of: the President; the Provost; the Chairs of the Senate Standing Committees; one undergraduate student, and one graduate student (both to be elected by the Student Senate Caucus), the COU Academic Colleague, and one Member-at-Large (elected by Senate from the elected Senators, not already chairing a Senate Committee, for a two-year term).

The Member-at-Large shall chair the committee.

2. The Senate Priorities and Planning Committee facilitates Senate in establishing its annual priorities.

In doing so, the Priorities and Planning Committee shall:

- a) Utilize input from Senate's standing committees to facilitate Senate in the process of establishing and approving its annual goals and priorities within the context of the University's strategic and operational planning related to educational policy;
- b) Support the standing committees in their activities towards achieving the annual goals and priorities of Senate;
- c) Monitor Senate's progress towards the annual goals and priorities through regular updates from the standing committees;
- d) Recommend adjustments or revisions to Senate's goals and priorities;
- e) Receive and review the annual reports from Senate's standing committees on their accomplishments;
- f) Present an annual report to Senate synthesizing the work and achievements presented in the annual reports of the standing committees of Senate;
- g) Make recommendations for the work and priorities over the next session in the context of the University's long-term goals and strategic objectives, and based on input from the Senate's standing committees;
- h) Review motions submitted under Senate bylaws section 3. *Matters for Inclusion in the Agenda* to determine whether the matter presented falls within the purview of Senate, and/ or its standing committees;

- i) Provide recommendations and leadership for the execution of those decisions of Senate which have not been referred to other standing committees and boards of Senate.

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Regulations Governing Election of the Chancellor of the University of Guelph

Proposed: November 20, 2012

Senate approval: XXXX

According to the University of Guelph Act, Senate is responsible for the election of the Chancellor:

15. There shall be a Chancellor elected by the Senate, who shall be the titular head of the University, who shall confer all degrees and who shall, subject to the will of the Senate, hold office for three years and until his successor is elected.

According to Senate's own bylaws, the Chancellor is an ex-officio member of Senate.

Call for Nominations and Approval of the Membership of the Chancellor Selection Committee

A Chancellor Selection Committee shall be established by Senate to conduct a search and to recommend to Senate a candidate for election as Chancellor. The composition of the Chancellor Selection Committee shall be as follows:

| | |
|---------|--|
| Chair | President |
| Members | 3 tenured faculty members (Professional Librarians are also eligible) |
| | 2 undergraduate students |
| | 1 graduate student |
| | 1 member of the Board of Governors (chosen by and from the Board of Governors) |
| | 1 University of Guelph Alumnus/ Alumna (chosen by and from the UGAA) |
| | 1 regular full-time staff member |
| | University Secretary or designate (non-voting) |

Faculty, staff, and student members of a Chancellor Selection Committee shall be identified as follows:

- i. There will be a call for nominations issued by the University Secretariat to faculty, staff, and students across the University
- ii. Nominations received will be reviewed by the Senate Bylaws & Membership Committee which shall compose a membership slate according to the Senate-approved *Modus Operandi*, and following applicable Senate bylaws and regulations, will recommend a slate of Committee candidates to Senate for approval.
- iii. Committee candidates need not be Senators.
- iv. Committee candidates who are faculty must hold tenure; Professional Librarians are also eligible.
- v. Committee candidates who are staff members must be regular full-time employees of the University.
- vi. Committee candidates who are students who are anticipated to retain their student status until the Chancellor Selection Committee completes its function will be given preference in preparing a slate of Committee candidates for recommendation to Senate.

The membership slate shall be presented for approval to Senate by the Bylaws & Membership Committee, in accordance with Senate procedures and regulations.

Call for Suggested Candidates for the Office of Chancellor and Committee Process

The Selection Committee will develop its own procedures for the conduct of the search, but will:

- consult widely within the university community as to the desirable characteristics of a chancellor
- encourage and solicit suggestions from the university community for possible candidates
- receive and review information on suggested candidates

To facilitate participation by the community, this consultation and solicitation shall be timed to be undertaken over at least one Fall or Winter semester.

It is extremely important that the Committee's work be carried out with the highest level of confidentiality. Therefore, the Committee meets in closed session and all of its discussions and deliberations are considered confidential. Normally, only members of the Committee may attend meetings of the Committee.

Election of the Chancellor

The report, including the name of the recommended candidate, shall be presented to Senate in Closed Session. The name of the recommended candidate shall be presented in the form of a ballot for election, accompanied by a one page biographical summary. The election of the Chancellor shall be timed so that it occurs in either the Fall or Winter semester.

To be accepted for election as Chancellor, the candidate must receive support from no fewer than three-fourths of the members of Senate voting.

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UNIVERSITY SECRETARIAT



To: Members of Senate

From: Kerry Godfrey, Chair, Board of Undergraduate Studies

Subject: 7. Board of Undergraduate Studies Report

Meeting: December 5, 2012

a) Amendments/Regulations on Graduate Standing and General Degrees

Following the June 2012 convocation ceremonies, an inquiry was received asking why “standing on graduation” is noted only for graduates from the honours programs.

A review of the Senate archives yielded no information on the rationale for this decision. Although a comprehensive survey was not undertaken, a quick check of a few other universities reveals that Queen’s University, the University of Victoria, and Dalhousie University, among others, make no distinction between honours and general programs when noting graduation standings.

At Guelph, graduation standings of “with honours” and “with distinction” are listed in the convocation programs, and “with distinction” is read aloud as the student crosses the stage. As well, the notation is printed on the student’s transcript.

Given that the University is committed to the support, promotion, and acknowledgement of student success, and since there seems to be no clear rationale for why general degree students would not be included in the standings, the Board of Undergraduate Studies was asked to consider amending the Standing on Graduation policy to include general degree students. Calendar copy is enclosed for reference.

Senate is asked to,

RESOLVE, That, on the recommendation of the Board of Undergraduate Studies Committee, Senate approve the Amendments/Regulations on Graduate Standing and General Degrees.

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Changes to Calendar Text:

University of Guelph Undergraduate Calendar

Chapter VIII Undergraduate Degree Regulations and Procedures

D. Standing on Graduation

Standing on graduation is noted on the transcript only for graduates from the honours programs as follows:

- ***Degree with Distinction*** - Cumulative average of 80% or higher.
- ***Degree with Honours*** - Cumulative average of 70-79%.
- ***Degree with Standing*** - Cumulative average of less than 70%.

Standing is only based on the internal University of Guelph academic record. For the DVM Program standing on graduation is based on the average of the marks received for those courses completed after admission to the program.

Comment [KR1]: Adding this line to clarify where this information is "noted".

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UNIVERSITY SECRETARIAT



To: Members of Senate

From: Kerry Godfrey - Chair, Boards of Undergraduate Studies

Subject: 7. Board of Undergraduate Studies Report

Meeting: December 5, 2012

b) Learning Outcomes

Enclosed is a proposal for the adoption of undergraduate curriculum Learning Outcomes, intended to complement the University's established Learning Objectives (approved by Senate in 1987; <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c02/c02-learningobjectives.shtml>). Dr. Serge Desmarais, Associate Vice President Academic, will provide a brief overview of the proposed Learning Outcomes, the associated skills, and rubrics.

In December 2005, the Council of Ontario Universities (COU) adopted Guidelines for University Undergraduate Degree Level Expectations (UUDLES) which were very much in consonance with the University of Guelph's Learning Objectives.

On May 30, 2011, Senate approved the University's new Institutional Quality Assurance Process (IQAP) for the review of undergraduate and graduate programs, departmental reviews, and new undergraduate and graduate program proposals. In effect since September 1, 2011, the IQAP sets out guidelines for incorporating the University's Learning Objectives and UUDLES, as well as learning outcomes, into degree program and specializations, which are assessed regularly through periodic quality reviews. This approach signals the University's commitment to these key frameworks and emphasizes the importance of articulating, embedding, evidencing and measuring learning outcomes in the undergraduate curriculum.

For reference, the Senate-approved IQAP is posted on-line at:
http://www.uoguelph.ca/secretariat/senate/committees_cqa.php

At its meeting on November 16th, the Board of Undergraduate Studies unanimously supported the motion to recommend that Senate approve and adopt the Learning Outcomes.

Senate is asked to,

RESOLVE, that, on the recommendation of the the Board of Undergraduate Studies, Senate approve the Learning Outcomes as proposed, including the associated skills and rubrics; and further:

RESOLVE that, while the 1987 Learning Objectives be retained as inspirational guides, all undergraduate programs and courses shall incorporate the Senate-approved Learning Outcomes no later than September 1, 2016.

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University of Guelph Learning Outcomes
Dr. Serge Desmarais, Associate Vice-President (Academic)

Board of Undergraduate Studies – November 16, 2012
Senate – December 5, 2012



Introduction

Since Senate's adoption in 1987 of the ten Learning Objectives, the University of Guelph has been a leader in outcomes-based pedagogy. The Provost's Whitepaper, "The Lighting of a Fire" (2005), and the Final Report of the 21st Century Curriculum Committee (2007); Integrated Plan I (2006-2011) and Integrated Plan II (2012-2017); the articulation of the alignment of the University Learning Objectives with OCAV's University Degree Level Expectations in 2008; the University's Institutional Quality Assurance Process (2011) and the Strategic Mandate Agreement (2012) all expand on the original commitment made to our students in 1987. Each document articulates in one way or another continued support for and emphasis on establishing learning outcomes for all degree programs and specializations.

In 2011-12, the Board of Undergraduate Studies and Senate also expressed their support for learning outcomes initiatives. At their most recent meetings on October 3, 2012 and on October 22, 2012, respectively, each reaffirmed the importance of learning outcomes at the University by identifying as one of the key priorities in educational policy, the "continued support for curriculum reform and educational innovation, including the integration of learning outcomes in the undergraduate curriculum."

The significance the University places on the importance of learning outcomes at the institutional, degree, major and course level cannot be understated. It is widely accepted that key to ensuring clearly articulated outcomes, their development must be faculty-driven, they should be measurable and inform a process for assessing student achievement, and, finally, must be part of a culture of continuous improvement and evaluated through program quality reviews. Above all, learning outcomes must first and foremost make clear to students what they are expected to learn and must also support student achievement of the expressed learning outcomes by ensuring a curriculum that is increasingly coherent, aligned and integrated (Kenny & Desmarais, 2012). Established outcomes allow faculty, departments, programs and the University to both demonstrate and account for student achievement.

Almost in lock-step with the University community's interest in learning outcomes, the provincial government has expressed a strong concern for increased accountability in the post-secondary system and particularly the accountability of universities to the public purse: the taxpayers, students and their parents. How do we know students are achieving what we say they are? How do we know our programs are of high quality? How do we know what we want them to achieve is relevant to their engaged participation as full citizens in the 21st century, whether in their careers, further study or other endeavors?

Development and Study of Five University-wide Learning Outcomes

Given the strong campus support for learning outcomes and increased calls for accountability to the province, Provost Maureen Mancuso made their study a University-wide priority. She engaged Dr. Fred Evers, professor emeritus in the department of Sociology and Anthropology, and Dr. Serge Desmarais, Associate Vice-President (Academic), to develop and design university-level learning outcomes and to

determine whether they might be assessed and measurable across degree-programs. Beginning in 2010 with a comparison and categorization of the 1987 Learning Objectives, Dr. Evers's highly regarded *Bases of Competence: Skills for Lifelong Learning and Employability* (co-authored with James C. Rush and Iris Bedrow), and the AACU Leap Learning Outcomes (<http://www.aacu.org/leap/vision.cfm>), this two-year, consultative process led to the development of five learning outcomes (below), their associated skills and detailed rubrics (appendix 1).

University of Guelph 2012 Learning Outcomes

Critical and Creative Thinking

(Inquiry and Analysis, Problem Solving, Creativity, Depth and Breadth of Understanding)

Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems in with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome.

Literacy

(Information Literacy, Quantitative Literacy, Technological Literacy, Visual Literacy)

Literacy is the ability to extract information from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy.

Global Understanding

(Global Understanding, Sense of Historical Development, Civic Knowledge and Engagement, Intercultural Competence)

Global understanding encompasses the knowledge of cultural similarities and differences, the context (historical, geographical, political and environmental) from which these arise, and how they are manifest in modern society. Global understanding is exercised as civic engagement, intercultural competence and the ability to understand an academic discipline outside of the domestic context.

Communicating

(Oral Communication, Written Communication, Reading Comprehension, Integrative Communication)

Communicating is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication. Communicating also comprises attentiveness and listening, as well as reading comprehension. It includes the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.

Professional and Ethical Behaviour

(Teamwork, Ethical Reasoning, Leadership, Personal Organization and Time Management)

Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome.

Those who have worked with the University's 1987 Learning Objectives, the *Bases of Competence* or the AAUC LEAP outcomes will see many familiar themes in the proposed learning outcomes. During the course of the review process (appendix 4), consultation with faculty, staff, and students suggested that all of the University's programs emphasize the five outcomes presented in this document, albeit to varying degrees. Dr. Evers's work (documenting skills through ePortfolios in the Bachelor of Arts and Sciences and Bachelor of Commerce programs) revealed these outcomes and skills to be measurable even without making them explicit to students. A comparison of the final five 2012 Learning Outcomes against the 1987 Learning Objectives and the UUDLEs demonstrates close alignment (appendix 2). Indeed, much of what is retained and the concepts which seem new have come to the fore precisely because our programs already provide learning environments in which our students achieve this body of knowledge, skills and values. This two-year study serves to reinforce that as a university we must make clear to students what we expect them to achieve upon graduation from a baccalaureate and these new outcomes make this explicit. We must also critically, and arguably across the entire post-secondary system, provide a framework within which to measure whether our students have met these benchmarks while also allowing curriculum and program committees to further develop, define and even redefine their outcomes at the degree and major level in order that we do not lose sight of the disciplinary context within which our students learn.

Next Steps – The Future of Outcomes Assessment at the University of Guelph

The adoption of these five proposed outcomes begins the process of embedding a culture of outcomes assessment and cycle of continuous improvement at the University of Guelph. To that end, there are a number of support measures already in place. Earlier this year, the Office of the Associate Vice-President (Academic) released the "Guide to Developing and Assessing Learning Outcomes" (Kenny & Desmarais), <http://www.uoguelph.ca/vpacademic/avpa/pdf/LearningOutcomes.pdf>, and with this document also launches a Learning Outcomes website: <http://www.uoguelph.ca/vpacademic/avpa/outcomes/>. Open Learning and Educational Support staff members continue to provide their expertise to departments and programs on a consultative basis as well as build capacity within colleges and departments.

Perhaps the most significant measure is in the area of technological support for the assessment of outcomes at the university and degree program level. Since last year, the University has been engaged in such a project wherein members of Open Learning and Educational Support, along with faculty colleagues, have been exploring ways to enhance the capacity of our curriculum mapping software (Currrikit) to identify and assess learning outcomes. This initiative is now in further development as part of a collaborative project with Desire2Learn. This project will explore ways to create a systematic approach to the identification and assessment of students' improvement in achieving the proposed University learning outcomes. It is our goal to design a tool that enables an appropriate feedback loop for students – a way by which we can help students document and understand their own learning – while enabling majors, departments and programs to use this tool for their own purposes, such as the evaluation of student progress, which is not only a requirement of the quality assurance review but can also be used as a means of program appraisal and refinement. It is also our hope that this project will allow students to demonstrate their learning externally as they prepare for the transition from their undergraduate program to further study or the workforce.

Across the University, a number of programs and departments continue working toward establishing learning outcomes at the degree and major level. It is important to note that adoption of these

proposed University learning outcomes does not diminish those efforts. On the contrary, our review over the last two years indicates these proposed outcomes should serve to inform, reinforce, and support the progress made by the University of Guelph community to date. For those programs and departments struggling with the “how to” of this work, for example, how to identify their learning outcomes for a quality assurance review, the proposed learning outcomes and associated rubrics should allow for a reframing of the conversation; a starting point from which begins a robust discussion about what knowledge and skills we want students to achieve upon completion of a major and/or degree program and what values we expect they will carry with them. As for program and curriculum committees that have been fully engaged in the development of their own learning outcomes and are concerned that this current proposal will restrict their choice to include other program or discipline-specific learning outcomes, we can assure you that this is not the intent. Discussions with many individuals currently engaged in the development of program-level learning outcomes suggest that aligning the proposed University learning outcomes with those relevant to disciplines or programs should not constitute a serious challenge. Instead, we expect that efforts to align the various outcomes will assist in bringing clarity to the process of defining and refining measurable outcomes at the program and major level and have included a template to aid with this work (appendix 3). Adoption of these five proposed outcomes and associated skills – *Critical and Creative Thinking, Literacy, Global Understanding, Communicating, Professional and Ethical Behaviour* – brings the university community to the next crucially important steps in outcomes-based pedagogy and, equally importantly, continues our long tradition of putting students – the learner – at the centre of all we do.

Recommendations

1. That Senate adopt the proposed 2012 University of Guelph Learning Outcomes, their associated skills and detailed rubrics and recognize these as the basis from which to guide the development and quality review of programs. The 1987 Learning Objectives will remain in the calendar as they represent an important historic and inspirational document in the development of outcomes pedagogy at the University. However, the proposed outcomes will now serve as the primary basis for new program and course development.
2. That, as identified in IP2, by 2016 all majors and programs will establish learning outcomes based, in part, on those adopted here and clearly articulate these to students, the government and the broader public through curriculum mapping and other online tools.
3. That by the end of the 2013-2014 Senate cycle, the AVPA’s office will report to Senate on the progress of the pilot to assess student achievement of outcomes at the University (degree) level.

Resources

1987 University of Guelph Learning Objectives

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c02/c02-learningobjectives.shtml>

AAUC Leap Project <http://www.aacu.org/leap/>

ARCL Information Literacy Competency Standards for Higher Education

<http://www.ala.org/acrl/standards/informationliteracycompetency>

ARCL Visual Literacy Competency Standards for Higher Education

<http://www.ala.org/acrl/standards/visualliteracy>

Evers, F., Rush, J. and Bedrow, I. *Bases of Competence: Skills for Lifelong Learning and Employability*. San Francisco: Jossey-Bass Publishers, 1998.

Guide to Developing and Assessing Learning Outcomes

<http://www.uoguelph.ca/vpacademic/avpa/pdf/LearningOutcomes.pdf>

Institutional Quality Assurance Process

<http://www.uoguelph.ca/vpacademic/documents/UniversityofGuelphIQAPApprovedJun32011.pdf>

Integrated Planning <http://www.uoguelph.ca/vpacademic/planning/>

OCAV's Degree Level Expectations

<http://www.uoguelph.ca/vpacademic/avpa/pdf/ConsonanceChart-UUDLEs-LOs.pdf>

University of Guelph Learning Outcomes website

<http://www.uoguelph.ca/vpacademic/avpa/outcomes/>

The University of Guelph Strategic Mandate Agreement

<http://www.uoguelph.ca/vpacademic/planning/pdf/SMA%20University%20of%20Guelph.pdf>

The 21st Century Curriculum Committee <http://www.21c.uoguelph.ca/>

The Provost's Whitepaper, Lighting of a Fire: Re-imagining the Undergraduate Learning Experiences

<http://www.uoguelph.ca/vpacademic/whitepaper/lightingofafire/>

**UNIVERSITY OF GUELPH – LEARNING OUTCOMES
NOVEMBER, 2012**

CRITICAL AND CREATIVE THINKING RUBRIC

Adapted from the AACU LEAP rubrics, the Bases of Competence skills, and the University of Guelph Learning Outcomes

Definition

Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems in with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome.

**UNIVERSITY
OF GUELPH**

CHANGING LIVES
IMPROVING LIFE

| | Introduce 1 | Reinforce 2 | Master 3 |
|--|---|---|--|
| Inquiry and Analysis <i>A systematic process of exploring issues, objects and works through the collection and analysis of evidence that result in informed conclusions or judgments</i> | Asks appropriate questions and finds evidence related to inquiry of material with a critical eye. | Asks in-depth and specific questions regarding the material, including reliability of the source, and evaluates it critically. Includes evidence to back up statements. | Not only asks specific and in-depth questions, but also explores further possibilities with the aid of quality research. Asks and attempts to answer many questions from a critical perspective. |
| Problem Solving <i>Is a process in which one works through a series of operations to come to a conclusion</i> | Identifies issues and creates a plan to manage the problem. | Identifies and solve issues in a creative manner. Considers and rejects less acceptable approaches to solving the problem and creates and follows a plan. | Sets out to solve issues in creative ways that will not only solve a current issue, but also looks to the future to prevent similar problems. Evaluates the appropriateness of different approaches to solving problems; devises arguments using these methods and articulates reasons for choosing the solution |
| Creativity <i>Involves the ability to adapt to situations of change, to initiate change and to take intellectual risks</i> | Recognizes creative solutions to problems and seeks for beneficial future changes. | Shows a creative mind that is also able to look at long-terms goals. Considers change in an innovative way. | Exemplifies the capacity to think in untested and innovative directions and take intellectual risks. |
| Depth and Breadth of Understanding <i>Demonstrates detailed knowledge in one or more disciplines and integrates knowledge across disciplinary boundaries</i> | Applies basic concepts to specific disciplines. | Extracts and integrates information and perspectives from a variety of disciplines. | Gathers, reviews, evaluates and interprets information; compares the merits of alternate hypotheses in many different disciplines. Demonstrates mastery of a body of knowledge and critically evaluates the limits of their own knowledge and how these limits influence analyses. |

UNIVERSITY OF GUELPH – LEARNING OUTCOMES NOVEMBER, 2012

LITERACY RUBRIC

Adapted from the AACU LEAP rubrics, the Bases of Competence skills, and the University of Guelph Learning Outcomes, and the ARCL Competency Standards

Definition

Literacy is the ability to extract information from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy.

**UNIVERSITY
of GUELPH**

CHANGING LIVES
IMPROVING LIFE

| | Introduce 1 | Reinforce 2 | Master 3 |
|---|---|---|--|
| Information Literacy <i>The ability to know when there is a need for information, where to locate it and the ability to identify the value and differences of potential resources in a variety of formats</i> | Locates and uses information from a variety of resources and formats including visual representations. | Locates information and is also able to understand when more information is needed and how to evaluate its relevance and quality. | Easily identifies, locates, and critically evaluates information. Identifies gaps in the information retrieved. Effectively, responsibly and ethically uses this information to discover new knowledge. |
| Quantitative Literacy <i>Includes numeracy, and a comfort in working with numerical data</i> | Understands the need for evidence and use of numerical data, and is able to generally interpret this data. | Uses quantitative data to one's advantage by using it as evidence for a claim. Demonstrates comfort with situations involving numeracy. | Reasons and solves quantitative problems from a wide array of authentic contexts and everyday life situations. Develops sophisticated arguments supported by quantitative evidence. Creates and communicates numerical data effectively. |
| Technological Literacy <i>The ability to select and use appropriate technology</i> | Uses technology to research and support the discovery and communication of knowledge. | Uses technology to complement knowledge and understanding; demonstrates a large skill set in contemporary programs and technological formats. | Demonstrates a breadth of knowledge in computer and technology skills and uses these to enhance and manage the communication of knowledge. Selects or creates appropriate technologies for the task at hand. |
| Visual Literacy <i>The ability to effectively find, interpret, evaluate, use, and create images and visual media and content.</i> | Determines the nature and extent of the visual materials needed. Finds, accesses and uses needed images and visual media effectively. | Evaluates images and their sources; situates image and media in cultural, social, historical and disciplinary contexts. | Creates meaningful images and visual media, uses these effectively, and critically analyses their content. Accesses and uses visual materials ethically and legally. |

UNIVERSITY OF GUELPH – LEARNING OUTCOMES NOVEMBER, 2012

GLOBAL UNDERSTANDING RUBRIC

Adapted from the AACU LEAP rubrics, the Bases of Competence skills, and the University of Guelph Learning Outcomes

Definition

Global understanding encompasses the knowledge of cultural similarities and differences, the context (historical, geographical, political and environmental) from which these arise, and how they are manifest in modern society. Global understanding is exercised as civic engagement, intercultural competence and the ability to understand an academic discipline outside of the domestic context.

UNIVERSITY
OF GUELPH

CHANGING LIVES
IMPROVING LIFE

| | Introduce 1 | Reinforce 2 | Master 3 |
|--|---|---|---|
| Global Understanding <i>Comprehension of the variety of political, religious, cultural, geographical, biological, environmental and historical forces in cultures</i> | Demonstrates interest in global culture and expresses this in writing. | Identifies differences and similarities of among countries and explores this within one's own discipline. | Integrates different materials that show an interest in global activities from perspectives of different disciplines. |
| Sense of Historical Development <i>Understanding of disciplines in a modern society; its limitations and developments</i> | Illustrates that different disciplines have formed and that this history affects current knowledge of the area. | Shows evidence that one discipline may not be a sufficient singular point of view on a topic. Distinguishes that disciplines have histories and are dynamically changing. | Explains the historical and contextual factors that affect disciplinary perspectives and articulates the relativity of knowledge and understanding at a given time. |
| Civic Knowledge and Engagement <i>Local and global working to make a difference in the civic life of communities and to be conscious of different perspectives (generational and gender)</i> | Shows interest in learning about engagement and community involvement. | Evidences a degree of involvement in the community; demonstrates interest in expanding endeavors to work within community contexts. | Provides evidence of experience in civic engagement activities. Connects disciplinary knowledge to civic engagement and participation in civic life. Demonstrates reflective insights or analysis about the aims and accomplishments of one's or a groups actions |
| Intercultural Competence <i>A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts</i> | Identifies differences and similarities among people of different cultures. | Demonstrates a degree of sensitivity to different cultures and knowledge of what makes them unique. Demonstrates the ability for empathy and shows evidence of intercultural knowledge. | Demonstrates mature sense of openness, empathy, and knowledge of different cultures. Evidence of interaction and intercultural knowledge are apparent. Articulates a complex understanding of difference and negotiates a shared understanding based on those differences |

UNIVERSITY OF GUELPH – LEARNING OUTCOMES NOVEMBER, 2012

COMMUNICATING RUBRIC

Adapted from the AACU LEAP rubrics, the Bases of Competence skills, and the University of Guelph Learning Outcomes

Definition

Communicating is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication. Communicating also comprises attentiveness and listening, as well as reading comprehension. It includes the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.

**UNIVERSITY
of GUELPH**

CHANGING LIVES
IMPROVING LIFE

| | Introduce 1 | Reinforce 2 | Master 3 |
|---|--|--|---|
| Oral Communication <i>Includes interpersonal skills, oral speaking and active listening</i> | Demonstrates the ability to present information in a comprehensive manner, clearly and effectively. | Demonstrates oral communication skills that are organized and presented in a creative and interesting manner. The student speaks clearly and accurately. | Demonstrates the ability to present information in ways that the receiving party can easily understand and actively listens and responds effectively to questions. The speaker is clear and shows confidence as a public speaker. |
| Written Communication <i>The ability to express one's ideas through a variety of writing styles</i> | Writes clearly and demonstrates general knowledge when describing an idea. | Writes a clear message with good vocabulary and little grammatical, spelling or functional errors. | Uses a breadth of vocabulary appropriate to discipline or context and writes in a sophisticated manner clearly conveying the message of the speaker. Grammar, spelling, and functional errors are almost non-existent. |
| Reading Comprehension <i>The understanding of writing</i> | Reads at an academic level internalizing most information. | Evidences the ability to read a wide vocabulary and understand more sophisticated writing. | Demonstrates a substantial grasp of the language including a well-developed ability to extract information from complex texts. Shows a high degree of skill in answering questions, and generating ideas from the written text. |
| Integrative Communication <i>A mental process that integrates existing knowledge to develop and communicate new knowledge across the curriculum</i> | Relies on experience perceived as similar and related to one's own interests to aid in the learning process. | Adapts previous knowledge and experience gained in one situation to new situations to solve problems or explore issues. Independently connects examples, facts or theories from more than one discipline or perspective. | Uses experience, disciplinary and interdisciplinary knowledge, and adapts this solve increasingly difficult problems or explore complex issues in an original way. Integrates knowledge and communicates this effectively |

**UNIVERSITY OF GUELPH – LEARNING OUTCOMES
NOVEMBER, 2012**

PROFESSIONAL AND ETHICAL BEHAVIOUR RUBRIC

Adapted from the AACU LEAP rubrics, the Bases of Competence skills, and the University of Guelph Learning Outcomes

Definition

Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome.

**UNIVERSITY
OF GUELPH**

CHANGING LIVES
IMPROVING LIFE

| | Introduce 1 | Reinforce 2 | Master 3 |
|---|--|---|---|
| Teamwork <i>Working together in a respectful and collaborative manner to complete tasks</i> | Works with others in a respectful manner. | Works in a team with professionalism, and is aware of each member's contributions to the team. | Engages fully in team tasks, interacts with integrity and respect, contributes quality work, and excels in their personal contributions. Demonstrates personal responsibility and accountability to the group. |
| Ethical Reasoning <i>Includes moral maturity; a moral sense of mind behind decision-making</i> | Recognizes when something is ethically right or wrong. | Reflects on personal or others' judgment and analyzes ethical reasoning or lack of reasoning. Analyzes problems with ethical reasoning in mind. | Applies depth and consistency of moral judgment. Shows knowledge that the solution to a problem is complex and requires thought and time to consider all involved. Examines problems from a moral perspective. Demonstrates behaviour consistent with academic integrity and social responsibility. |
| Leadership <i>Involves having a vision of where the organization is headed and the ability to give direction and guidance to others</i> | Has a positive effect on others when in a leadership role and realizes a long-term plan is needed. | Delegates work to others and has the sense to follow-up and encourage others. Develops plans for the future mindful of a final vision. | Designates tasks and influences and guides others to work in a manner which is effective, organized, and motivates others to do their best. Produces a strategic vision that is accurately planned. |
| Personal Organization/Time Management <i>An ability to manage several tasks at once and prioritize</i> | Completes important or urgent tasks, and has a mind for organization. | Plans for completion of many tasks, and prioritizes them for ease of accomplishment. | Prioritizes events based on importance and urgency in a manner where tasks are organized and everything is accomplished. Is able to multi-task effectively. Clearly demonstrates personal accountability and responsibility. |

Appendix 2

| Alignment of the 2012 University of Guelph Learning Outcomes and Associated Skills with the 1987 Learning Outcomes and OCAV Undergraduate Degree Level Expectations (UUDLEs) November, 2012 | | | |
|--|--|--|--|
| Critical and Creative Thinking <i>Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome shows evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome.</i> | | | |
| | University of Guelph Learning Outcomes and Associated SKills (2012) | University of Guelph Learning Objectives (1987) | OCAV UUDLEs |
| | 1. Inquiry and Analysis | 7. Understanding Forms of Inquiry 10. Love of Learning | 2. Knowledge of Methodologies |
| | 2. Problem Solving | 5. Understanding Forms of Inquiry 9. Independence of Thought | 3. Application of Knowledge |
| | 3. Creativity | 5. Understanding Forms of Inquiry 8. Depth and Breadth of Understanding 9. Independence of Thought | 1. Depth and Breadth of Knowledge 5. Awareness of Limits of Knowledge |
| | 4. Depth and Breadth of Understanding | 8. Depth and Breadth of Understanding 10. Love of Learning | 1. Depth and Breadth of Knowledge |
| Literacy <i>Literacy is the ability to extract material from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy.</i> | | | |
| | University of Guelph Learning Outcomes and Associated SKills (2012) | University of Guelph Learning Objectives (1987) | OCAV UUDLEs |
| | 1. Information Literacy | 3. Literacy 7. Understanding Forms of Inquiry | 4. Communication Skills |
| | 2. Quantitative Literacy | 2. Numeracy 1. Literacy | 4. Communication Skills |
| | 3. Technological Literacy | 1. Literacy 2. Numeracy | 4. Communication Skills |
| | 4. Visual Literacy | 3. Literacy 7. Understanding Forms of Inquiry | 4. Communication skills |

Appendix 2

| Global Understanding <i>Global understanding encompasses the knowledge of cultural similarities and differences, the context (historical, geographical, political and environmental) from which these arise, and how they are manifest in modern society. Global understanding is exercised as civic engagement, intercultural competence and the ability to understand an academic discipline outside of the domestic context.</i> | | | |
|---|---|--|--|
| | University of Guelph Learning Outcomes and Associated SKills (2012) | University of Guelph Learning Objectives (1987) | OCAV UUDLEs |
| | 1. Global Understanding | 4. Global Understanding 10. Love of Learning | 5. Awareness of Limits of Knowledge |
| | 2. Sense of Historical Development | 3. Sense of Historical Development 8. Depth and Breadth of Knowledge | 1. Depth and Breadth of Knowledge |
| | 3. Civic Knowledge and Engagement | 5. Moral Maturity | 6. Autonomy and Professional Capacity |
| | 4. Intercultural Knowledge and Competence | 4. Global Understanding 5. Moral Maturity 6. Aesthetic Maturity | 6. Autonomy and Professional Capacity |
| Communication <i>Communicating is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication. Communicating also comprises attentiveness and listening, as well as reading comprehension. It includes the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.</i> | | | |
| | University of Guelph Learning Outcomes and Associated SKills (2012) | University of Guelph Learning Objectives (1987) | OCAV UUDLEs |
| | 1. Oral Communication | 1. Literacy 5. Moral Maturity 9. Independence of Thought | 4. Communication Skills |
| | 2. Written Communication | 1. Literacy 5. Moral Maturity 9. Independence of Thought | 4. Communication Skills |
| | 3. Reading Comprehension | 1. Literacy 5. Moral Maturity 9. Independence of Thought | 4. Communication Skills |
| | 4. Integrative Communication | 1. Literacy 8. Depth and Breadth of Understanding 9. Independence of Thought | 1. Depth and Breadth of Knowledge 4. Communication Skills |

Appendix 2

| Professional and Ethical Behaviour <i>Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome.</i> | | | |
|---|---|---|---------------------------------------|
| | University of Guelph Learning Outcomes and Associated SKills (2012) | University of Guelph Learning Objectives (1987) | OCAV UUDLEs |
| | 1. Teamwork | 5. Moral Maturity 9. Independence of Thought | 6. Autonomy and Professional Capacity |
| | 2. Ethical Reasoning | 5. Moral Maturity 9. Independence of Thought | 6. Autonomy and Professional Capacity |
| | 3. Leadership | 5. Moral Maturity 9. Independence of Thought 10. Love of Learning | 6. Autonomy and Professional Capacity |
| | 4. Personal Organization/ Time Management | 5. Moral Maturity 9. Independence of Thought | 6. Autonomy and Professional Capacity |

Appendix 3

Learning Outcomes Alignment Template**2012 University of Guelph Learning Outcomes and Associated Skills****reviewed for alignment with Degree Program and/or Specialization Outcomes (insert name of degree/program/major)**

| | | | |
|---------------------------------------|---|--------------------------------|--|
| Critical and Creative Thinking | <i>Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and Breadth of understanding disciplines is essential to this outcome.</i> | | |
| | University of Guelph Learning Outcomes and Associated Skills (2012) | Degree Program Outcomes | Specialization (Major/Minor) Outcomes |
| | 1. Inquiry and Analysis | | |
| | 2. Problem Solving | | |
| | 3. Creativity | | |
| | 4. Depth and Breadth of Understanding | | |
| | | | |
| Literacy | <i>Literacy is the ability to extract material from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy.</i> | | |
| | University of Guelph Learning Outcomes and Associated Skills (2012) | Degree Program Outcomes | Specialization (Major/Minor) Outcomes |
| | 1. InformationLiteracy | | |
| | 2. Quantitative Literacy | | |
| | 3. Technological Aptitude | | |
| | 4. Visual Literacy | | |

Appendix 3

| | | | |
|---|---|--------------------------------|--|
| Global Understanding | <i>Global understanding encompasses the knowledge of cultural similarities and differences, the context (historical, geographical, political and environmental) from which these arise, and how they are manifest in modern society. Global understanding is exercised as civic engagement, intercultural competence and the ability to understand an academic discipline outside of the domestic context.</i> | | |
| | University of Guelph Learning Outcomes and Associated Skills (2012) | Degree Program Outcomes | Specialization (Major/Minor) Outcomes |
| | 1. Global Understanding | | |
| | 2. Sense of Historical Development | | |
| | 3. Civic Knowledge and Engagement | | |
| | 4. Intercultural Competence | | |
| | | | |
| Communicating | <i>Communicating is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication. Communicating also comprises attentiveness and listening, as well as reading comprehension. It is the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.</i> | | |
| | University of Guelph Learning Outcomes and Associated Skills (2012) | Degree Program Outcomes | Specialization (Major/Minor) Outcomes |
| | 1. Oral Communication | | |
| | 2. Written Communication | | |
| | 3. Reading Comprehension | | |
| | 4. Integrative Communication | | |
| | | | |
| Professional and Ethical Behaviour | <i>Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome.</i> | | |
| | University of Guelph Learning Outcomes and Associated Skills (2012) | Degree Program Outcomes | Specialization (Major/Minor) Outcomes |
| | 1. Teamwork | | |
| | 2. Ethical Reasoning | | |
| | 3. Leadership | | |
| | 4. Personal Organization/ Time Management | | |

Appendix 4

Consultation and review process

In 2010, Provost Maureen Mancuso engaged Dr. Fred Evers, professor emeritus in the Department of Sociology and Anthropology, and Dr. Serge Desmarais, Associate Vice-President (Academic), to develop and design university-level learning outcomes and to determine whether they might be assessed and measurable across degree-programs. During the course of this study, a number of consultative events were held and the authors benefitted from suggestions for revision and contextual discussion.

September 24, 2010 - Roundtable 1 with faculty, students and staff

February 9, 2011 - Roundtable 2 with faculty, students and staff

May 11, 2011 - Conference Presentation – University of Guelph Teaching and Learning Innovations Conference

June 1 and June 2, 2011 – Employer Focus Groups

2010-2011 – review of ePortfolios as an assessment tool in the Bachelor of Arts and Sciences program and the Bachelor of Commerce program, (majors in HTM)

Fall 2012 – Draft outcomes and rubrics reviewed by the Council of Associate Deans (Academic)

November, 2012 – Draft outcomes and rubrics reviewed by VPAC (Vice-President's Advisory Council)

November 16, 2012 – At its meeting on November 16, 2012, members of the Board of Undergraduate Studies reviewed, discussed and provided critically useful feedback on the outcomes, skills and associated rubrics, much of which was subsequently incorporated into the final document.

December 5, 2012 – University of Guelph Senate

UNIVERSITY SECRETARIAT



To: Members of Senate

From: Kerry Godfrey, Chair, Board of Undergraduate Studies

Subject: 7. Board of Undergraduate Studies Report

Meeting: December 5, 2012

c) Guidelines on Undergraduate/Associate Diploma Research Projects

The Senate Research Board, on the suggestion of the Animal Care Committee, recommended to the Board of Undergraduate Studies (BUGS) that guidelines on undergraduate research projects, including the required pedagogical merit review for animal use, should be included in the undergraduate and diploma calendars to remind students and their supervisors/ instructors that undergraduate/ diploma research projects must adhere to the relevant university research policies.

In particular, and in regard to the use of animals in undergraduate/ diploma research projects, the Chair of the University's Animal Care Committee (ACC), Dr. Ann Wilson, has advised that in order to comply with the Canadian Council on Animal Care (CCAC) policies, institutions are required to undertake a process of pedagogical merit review for teaching projects involving animal use which, in effect, parallels the peer review required for research projects involving Animal Use Protocols:

The primary mandate of the ACC is to oversee the use of animals in the course of teaching or research activities, ensuring that the 3 "R"s have been considered actively (see below), and that animals are not subjected to pain and suffering. That is why for every iteration of a course which involves the use of live animals, there must be an active Animal Use Protocol which details the animal(s) will experience, measures to mitigate pain and a clear identification of the point at which an animal will be removed from undergoing procedures.

The pedagogical merit review process of ACC does not include credit courses in either the diploma or degree programs because this review is undertaken by BUGS when approving new courses. To ensure that it occurs within these bodies, it would be useful if proposals for any new course additions involving the use of live animals include a box where the pedagogical rationale is outlined. Ideally, proposals for new courses should frame the rationale within the context of the 3 "r"s: replace, refine, reduce: (<http://3rs.ccac.ca/en/>). For example:

- "Replace": are there effective alternatives to the use of live animals? For example, video tapes? The use of cadavers?;
- "Refine": Can procedures be introduced initially through other means, such as demonstrations?
- "Reduce": If the use of live animals is justified, what is the minimum number

which can be used?

BUGS has reviewed the proposed guidelines and recommends that the undergraduate and diploma calendar templates be modified to include a section on pedagogical merit, in the case where animal use is required.

The enclosed guidelines have been approved by BUGS and the text will be included in the Undergraduate and Diploma calendars, and on the new course addition calendar templates.

The Guidelines are presented to Senate for information.

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GUIDELINES ON UNDERGRADUATE/ ASSOCIATE DIPLOMA RESEARCH PROJECTS

Authorization: BUGS
First Approved: November 16, 2012

The University of Guelph is committed to providing undergraduate/ associate diploma students with opportunities to engage in original research projects, including the opportunity to engage in independent study options, conducted under the supervision of a faculty member and involving the student pursuing original research. These projects might take a range of forms, as appropriate to the student's course of study. A student wishing to pursue an independent research project should consult with the academic advisor for the program or the coordinator of the course in which the project will be undertaken. The advisor/coordinator can provide guidance about undertaking these projects including regulations concerning independent research projects specific to the program and/or department/ college.

Members of faculty who undertake the supervision of independent research projects assume the responsibility of ensuring that the project complies with regulations, policies and procedures. The successful completion of an independent research project often depends on significant preparation in advance, involving collaboration and agreement between the student and their supervisor. This includes establishing a description of the project, and a scheme of grading, as well as deadlines for the submission of work. A student should plan their project a least a semester before the formal undertaking of the project.

Further, the instructor and student should ensure that if the project involves the human participants, or the use of live animals, the project has appropriate approval from the Research Ethics Board (<http://www.uoguelph.ca/research/humanParticipants/>), or the Animal Care Committee (<http://www.uoguelph.ca/research/acs/>), as appropriate. The preparation of the documentation required for approval by the Research Ethics Board or the Animal Care Committee takes several weeks. In accordance with the Canadian Council on Animal Care, anyone who is handling animals for purposes of teaching or research must have appropriate training which is provided by the University of Guelph.

When a project involves risk—including handling dangerous materials—the supervisor (and student, as appropriate) should consult with Occupational Health and Safety to ensure compliance with standards of health and safety.

A student whose independent research project involves international travel must consult with the staff in the Centre for International Programs (<http://www.uoguelph.ca/CIP>) to ensure that they have completed the University's mandatory pre-departure orientation in order to be prepared appropriately to travel outside Canada.

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Guidelines on Undergraduate/ Associate Diploma Research Projects

UNIVERSITY SECRETARIAT



To: Members of Senate

From: Kerry Godfrey, Chair, Boards of Undergraduate Studies

Subject: 7. Board of Undergraduate Studies Report

Meeting: December 5, 2012

d) Schedule of Dates 2013 - 14

The academic Schedule of Dates is prepared each year using a formula and set of principles approved by Senate on October 2, 2007. (The policy "Schedule of Dates (Academic Calendar)" is posted on the University Secretariat Policy website).

The academic Schedule of Dates for 2012-2013 has been prepared according to the formula and principles approved by Senate, and reviewed by BUGS.

It is presented to Senate for information (enclosed).

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III. Schedule of Dates

The dates for the 2013-2014 academic year are listed by semester below as follows:

Summer Semester 2013

Fall Semester 2013

Winter Semester 2014

Summer Semester 2013 (12 Week Format)

Monday, April 22

- Last day to submit Requests for Academic Consideration - 3rd meeting

Wednesday, May 1

- Last day for applications for external and internal program transfer to Fall Semester 2013 for all programs except D.V.M.

Wednesday, May 8

- Add period begins

Thursday, May 9

- Classes commence

Friday, May 10

- Last day to submit Requests for Academic Consideration--1st meeting
- Last day to submit co-op work performance evaluations for Winter Semester 2013

Wednesday, May 15

- Last day to submit co-op work semester reports for Winter Semester 2013

Friday, May 17

- Add period ends
- Last day to drop two-semester courses (W13/S13)
- Last day for clearance to graduate at Summer 2013 Convocation

Monday, May 20

- Holiday--NO CLASSES SCHEDULED--classes rescheduled to Thursday, August 1

Friday, May 24

- Kemptville Campus Convocation

Saturday, May 25

- Alfred Campus Convocation

Friday, May 31

- Ridgeway Campus Convocation

Monday, June 3

- Course selection period for Fall Semester 2013 begins--In-course students (F13 freshmen can continue to add & drop)

Thursday, June 6

- Last day to submit Requests for Academic Consideration--2nd meeting

Friday, June 7

- Course selection period for Fall Semester 2013 ends--In-course students (F13 freshmen can continue to add & drop)

Monday, June 10

- Summer 2013 Convocation

Tuesday, June 11

- Summer 2013 Convocation

Wednesday, June 12

- Summer 2013 Convocation

Thursday, June 13

- Summer 2013 Convocation
- Deferred examinations for Winter 2013 courses commence

Friday, June 14

- Summer 2013 Convocation
- Last day to apply to graduate at Fall 2013 Convocation without application late fee

Saturday, June 15

- Deferred examinations for Winter 2013 courses scheduled

Tuesday, June 18

- Deferred examinations for Winter 2013 courses conclude

Friday, June 21

- Last day to apply to graduate at Fall 2013 Convocation without application late fee

Monday, July 1

- Holiday--NO CLASSES SCHEDULED--classes rescheduled to Friday, August 2

Friday, July 5

- Fortieth class day--Last day to drop one-semester courses
- Last day to apply to graduate at Fall 2013 Convocation

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

Monday, August 19

- Last day to submit Requests for Academic Consideration--3rd meeting
- Add period for Fall Semester 2013 begins

Summer Session 2013 (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 20

Thursday, June 6

- Last day to drop Summer Session courses

Thursday, June 20

- Classes rescheduled from Monday, May 20, Monday schedule in effect
- Classes conclude

Monday, June 24

- Examinations commence

Friday, June 28

- Examinations conclude

Fall Semester 2013

Monday, August 19

- Add period for Fall Semester 2013 begins
- Last day to submit Request for Academic Consideration -- 3rd meeting

Monday, September 2

- Holiday

Thursday, September 5

- Classes commence

Friday, September 6

- Last day to submit Requests for Academic Consideration--1st meeting
- Last day to submit co-op work performance evaluations for Summer Semester 2013

Wednesday, September 11

- Last day to submit co-op work semester reports for Summer Semester 2013

Friday, September 13

- Add period ends
- Last day to drop two-semester courses (S13/F13)

Friday, September 20

- Last day for clearance to graduate at Fall 2013 Convocation

Wednesday, October 2

- Last day to submit Requests for Academic Consideration--2nd meeting

Monday, October 7

- Course selection period for Winter Semester 2014 begins--In-course students

Monday, October 14

- Holiday--NO CLASSES SCHEDULED -- classes rescheduled to Thursday November 28

Tuesday, October 15

- Deferred examinations for Summer 2013 courses commence

Friday, October 18

- Last day to apply to graduate at Winter 2014 Convocation without application late fee

Saturday, October 19

- Fall 2013 Convocation
- Deferred examinations for Summer 2013 courses conclude

Wednesday, October 30

- Course selection period for Winter Semester 2014 ends--In-course students

Thursday, October 31

- Fortieth class day--Last day to drop one-semester courses
- Last day to apply to graduate at Winter 2014 Convocation

Friday, November 15

- Last day for external and internal applications for admission to Winter Semester 2014 for all programs with Winter entry

Thursday, November 28

- Classes rescheduled from Monday, October 14, Monday schedule in effect
- Classes conclude
- Last day for applications from in-course students for admission into the Co-op option of B.A. (Psychology); B.Sc. (Applied Math & Stats, Biochemistry, Biological & Pharmaceutical Chemistry, Chemistry, Toxicology); and B.Sc.(Env.) for Winter Semester 2014.

Monday, December 2

- Examinations commence

Saturday, December 7

- Examinations scheduled

Monday, December 9

- Add period for Winter Semester 2014 begins

Friday, December 13

- Examinations conclude

Monday, December 16

- Last day to submit Requests for Academic Consideration--3rd meeting

D.V.M. Fall Semester 2013

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)

Friday, December 13

- Classes conclude (Phases 1, 2, 3)
- Rotations continue (Phase 4)

Friday, December 20

- Rotations conclude (Phase 4)

Winter Semester 2014

Monday, December 9

- Add period for Winter Semester 2014 begins

Wednesday, January 1

- Last day for applications to D.V.M. for Fall 2014 (Canadian applicants)

Monday, January 6

- Classes commence

Tuesday, January 7

- Last day to submit co-op work performance evaluations for Fall Semester 2013

Friday, January 10

- Add period ends
- Last day to drop two-semester courses (F13/W14)
- Last day to submit co-op work semester reports for Fall Semester 2013
- Last day to submit Requests for Academic Consideration--1st meeting

Friday, January 17

- Last day for clearance to graduate at Winter 2014 Convocation

Friday, January 31

- Last day to submit Request for Academic Consideration--2nd meeting
- Last day to apply for international exchange programs departing in Summer Semester 2014, Fall 2014 or Winter 2015

Monday, February 3

- Deferred examinations for Fall 2013 courses commence

Friday, February 7

- Deferred examinations for Fall 2013 courses conclude

Friday, February 14

- Last day to apply to graduate at Summer 2014 Convocation without application late fee

Monday, February 17

- Winter Break begins--NO CLASSES SCHEDULED THIS WEEK
- Holiday

Tuesday, February 18

- Winter 2014 Convocation

Wednesday, February 19

- Winter 2014 Convocation

Thursday, February 20

- Winter 2014 Convocation

Friday, February 21

- Winter Break ends
- Winter 2014 Convocation

Monday, February 24

- Classes resume

Monday, March 3

- Course selection period for Summer Semester 2014 and Fall Semester 2014 begins--In-course students

Friday, March 7

- Fortieth class day--Last day to drop one-semester courses
- Last day to apply to graduate at Summer 2014 Convocation

Friday, March 14

- Last day for external and internal applications for admission to Summer Semester 2014 for all programs with Summer entry

Monday, March 24

- Course selection period for Summer Semester 2014 and Fall Semester 2014 ends--In-course students

Friday, April 4

- Classes conclude
- Last day for applications from in-course students for admission into the Co-op option of B.A. (Economics, Mathematical Economics); B.A.Sc.; B.Comm.; B. Comp.; B.Eng.; B.Sc. (Biological & Medical Physics, Chemical Physics, Food Science, Microbiology, Nanoscience, Physics) for Fall Semester 2014.

Monday, April 7

- Examinations begin

Saturday, April 12

- Examinations scheduled

Friday, April 18

- Holiday – NO EXAMINATIONS SCHEDULED

Saturday, April 19

- Holiday – NO EXAMINATIONS SCHEDULED

Monday, April 21

- Examinations conclude

Tuesday, April 22

- Last day to submit Requests for Academic Consideration--3rd meeting

D.V.M. Winter Semester 2014

Thursday, January 2

- Classes commence (Phases 1, 2, 3)
- Rotations commence (Phase 4)

Monday, February 17

- Winter Break begins--NO CLASSES SCHEDULED THIS WEEK (Phases 1, 2, 3)
- Rotations continue this week (Phase 4)
- Holiday
- Rotations with case-care responsibilities continue (Phase 4)

Friday, February 21

- Winter Break ends (Phases 1, 2, 3)

Monday, February 24

- Classes resume (Phases 1, 2, 3)

Friday, April 4

- Classes conclude (Phases 1, 2, 3)

Monday, April 7

- Laboratory evaluations commence (Phases 1, 2, 3)

Friday, April 11

- Laboratory evaluations conclude (Phases 1, 2, 3)
- Rotations conclude (Phase 4)

Monday, April 14

- Final examinations commence (Phases 1, 2, 3)
- Summative examinations commence (Phase 4)

Thursday, April 17

- Summative examinations conclude (Phase 4)

Friday, April 18

- Holiday – NO EXAMINATIONS SCHEDULED

Saturday, April 19

- Holiday – NO EXAMINATIONS SCHEDULED

Friday, April 25

- Final examinations conclude (Phases 1, 2, 3)

Monday, May 12

- Externship begins (Phase 4)

UNIVERSITY SECRETARIAT



To: Members of Senate

From: Scott McEwen, Chair, Board of Graduate Studies; and Kerry Godfrey, Chair, Board of Undergraduate Studies

Subject: 8. Joint Boards of Graduate and Undergraduate Studies Report

Meeting: December 5, 2012

a) Awarding of Degrees in Extraordinary Circumstances

The University has some unofficial guidelines for awarding posthumous degrees for graduate students, but there is no university-wide policy to guide the awarding of degrees, associate diplomas or degree-credit certificates/ diplomas in extraordinary circumstances such as death or permanent incapacitation.

At Guelph, the procedure has been that the Office of Student Affairs acts as the central clearing house for such requests, receiving notice from the department, advisor, program counsellor, or other contact in such circumstances, and then working with the Office of Registrarial Services, Office of Graduate Studies, regional campuses, and the Convocation staff ensures that the appropriate recognition is awarded.

The proposed policy (enclosed) includes guidelines for the awarding of graduate, undergraduate, or degree/diploma certificates posthumously or in exceptional circumstances.

The provision of an "In Commemoration" parchment for students who have not completed enough work to be awarded a degree/ diploma is intended to provide families with a respectful recognition of the student's participation in the University of Guelph community.

This policy was developed with reference to policies in place at other universities, most notably York, Queen's, and University of Victoria, and combines existing practice in the Office of Graduate Studies into one comprehensive policy for undergraduates, graduate students, and diploma students.

The proposed policy was presented to both the Board of Graduate Studies and Undergraduate Studies and received unanimous approval at both.

Senate is asked to

RESOLVE, that Senate approve the policy "Awarding of Degrees, Associate Diplomas, or Degree Certificates/ Diplomas in Extraordinary Circumstances".

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**AWARDING OF DEGREES, ASSOCIATE DIPLOMAS,
AND DEGREE CERTIFICATES/ DIPLOMAS IN EXTRAORDINARY
CIRCUMSTANCES**

Authorization: Senate, via the joint Boards of Undergraduate and Graduate Studies

Effective: December 5, 2012

1.0 PURPOSE

The purpose of this policy is to outline criteria for the awarding of recognition or commemoration of students who are unable to complete their studies owing to death or permanent incapacitation. Permanent incapacitation means the student will never be able to continue in their studies, even with assistance.

Recognition may take the form of

- An academic degree, associate diploma, degree certificate/ diploma which is awarded posthumously or in the event of permanent incapacitation.
- A special "In Commemoration" parchment (for example, Bachelor of Arts in Commemoration) awarded posthumously or in the event of permanent incapacitation.

2.0 ELIGIBILITY

- An academic degree, associate diploma, or degree certificate/ diploma may be awarded posthumously if all program requirements were completed prior to death. In the case of permanent incapacitation, an academic degree, associate diploma, degree certificate or degree diploma may be awarded if all program requirements were completed prior to the date of permanent incapacitation. The student's transcript shall include the notation that the degree, associate diploma or degree diploma/ certificate was conferred.
- An academic degree, associate diploma, degree certificate/ diploma may also be awarded posthumously or to a student who is permanently incapacitated if at least 75 per cent of the program requirements have been completed (and in the case of thesis-based graduate degrees, the student had achieved significant progress on a thesis or dissertation, according to the opinion of the graduate faculty advisor).
- An "In Commemoration" parchment may be awarded to a student who was enrolled in a degree, associate diploma, or degree certificate/ diploma but had not completed 75 per cent of the program requirements (or in the case of thesis-based graduate degrees, had not achieved significant progress on a thesis or

Awarding of Degrees, Associate Diplomas, Degree Certificates and Degree Diplomas in Extraordinary
Circumstances | Page 1

dissertation, in the opinion of the graduate faculty advisor and department chair) at the time of death or permanent incapacitation. An “In Commemoration” notation shall be entered on the student’s transcript.

3.0 PROCEDURES

Normally, the Office of Student Affairs will initiate a request for the appropriate form of recognition according to the eligibility requirements as listed under section 2.0 of this policy, upon notification of the student’s death or permanent incapacitation.

The Office of Student Affairs will work with the Office of Registrarial Services, the Office of Graduate Studies, or the regional campuses as appropriate, to confirm enrollment and verify the student’s progress towards completion of program requirements.

Once eligibility is confirmed, the Office of Student Affairs shall provide the next-of-kin with information regarding arrangements for conferral of a degree at a convocation ceremony or *in absentia*. An “In Commemoration” parchment will be delivered to the next of kin.

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UNIVERSITY SECRETARIAT

UNIVERSITY
of GUELPH

CHANGING LIVES
IMPROVING LIFE

To: Members of Senate

From: Scott McEwen, Chair, Board of Graduate Studies

Subject: 9. Board of Graduate Studies Report

Meeting: December 5, 2012

a) Graduate Students: Advising/Exam Committees or Instructors

On June 4, 2012 Senate approved a revised policy on Appointment to Graduate Faculty (enclosed).

The policy includes a note in regard to advisory committees and the role of graduate students, but does not refer to the issue of graduate student involvement on graduate student examination committees (e.g., qualifying or thesis defense) or as graduate course instructors.

In order to ensure that graduate students benefit from high quality instruction and supervision, and on the advice of the Programs Committee, the Board recommends that normally graduate students should be excluded from participation on graduate student examination committees (e.g., qualifying or thesis defense) or as graduate course instructors, except under exceptional circumstances which would be approved by the Programs Committee and Board of Graduate Studies.

Therefore, the following change to the Policy on Appointment to Graduate Faculty Status is recommended:

Current:

Please note: Graduate students are not permitted to serve on the advisory committee of another graduate student. Research Associates and Post-Doctoral Fellows may hold Special Graduate Faculty status but may not be nominated as Advisory Committee members for students supervised by their Faculty Advisor.

Proposed:

With rare exception, graduate students are not permitted to serve as graduate course instructors. Graduate students are also not permitted to serve as members on either the advisory or examination committees of another graduate student. Research associates and post-doctoral fellows may not be nominated as advisory committee members for students supervised by their faculty advisor and/or supervisor.

If approved, this notation will also be included in the graduate calendar, and on the Graduate Faculty Nomination Form.

Senate is asked to,

RESOLVE, that on the recommendation of the Board of Graduate Studies, Senate approve the additional note on the role of graduate students as graduate course instructors, or as graduate advisory or examination committee members.

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POLICY ON APPOINTMENT TO GRADUATE FACULTY

Authorization: Senate, through the Board of Graduate Studies

Date: June 4, 2012

Preamble: The following policy and procedures document, to a large degree, parallels the processes with respect to review of graduate faculty status, which existed under Faculty Policies, prior to the certification of the University of Guelph Faculty Association. The particular category of Graduate Faculty Status recognizes the University's expectations for, and the individual's opportunity for, participation and contribution to graduate education at the University of Guelph.

A) Categories of Graduate Faculty Status

There are three categories of Graduate Faculty at the University of Guelph. Each Category of Graduate Faculty contributes to graduate education and there is no intended hierarchy of importance or value associated with one over the others. The categorization of graduate faculty is to a large degree intended to ensure an appropriate and accurate accounting of those who have been approved for the opportunity to engage in the various aspects of graduate education, and also to ensure a clear articulation of the University's expectations for an individual's engagement in graduate education. The document recognizes and acknowledges that there will be times when an individual is meeting all other performance expectations and is not expected to participate in some or all aspects of graduate education. In these circumstances, to ensure the continued appropriate and accurate accounting of the institutional capacity for engagement in graduate education, the status will not be revoked but may be placed in non-active status. Such status, as detailed in this document, may be reactivated once the expectations and/or opportunities to engage in graduate education are reestablished.

Regular Graduate Faculty

Regular Graduate Faculty are tenured and tenure stream faculty at the University of Guelph. (Contractually-limited appointments are not included in this category -- see Associated and Special Graduate Faculty.) In most cases, Regular Graduate Faculty are expected to hold a PhD or the most senior degree in their particular area of expertise with an appropriate level of scholarship. Exceptions to this guideline must be

accompanied by justification to the Board of Graduate Studies outlining the nature and extent of the experience or other training that equips the nominee for membership of Regular Graduate Faculty. To retain active status, individuals nominated to Regular Graduate Faculty must be involved on a regular basis with aspects of graduate education including advising students (as principal advisor or as co-advisor) and examining students and teaching graduate courses. Departments, programs and schools are expected to provide support in the form of mentoring for faculty newly appointed to the University, especially individuals who do not possess previous experience advising students. As part of the commitment to mentoring, a newly appointed faculty member may be required to serve as co-advisor linked in the early part of his/her career with a more experienced faculty member. Such decision shall normally not extend beyond three years from the date of appointment, and shall be reviewed by the Dean in his/her annual meeting with the faculty member, and the dean shall decide, in consultation with the faculty member, when the faculty member may commence serving as principal advisor. It is expected that the performance of Regular Graduate Faculty will be assessed as an integral part of the Promotion and Tenure process.

Associated Graduate Faculty

Associated Graduate Faculty are appointed to serve as co-advisors and may participate in all other aspects of graduate education, but they may not serve as primary advisors. Associated Graduate Faculty status is not normally for members of the tenure stream of faculty at the University of Guelph, but rather for individuals who are Professor Emeritus/Emerita, University Professor Emeritus, or hold a senior academic degree in their particular area of expertise and have appropriate research experience. Tenure track faculty members who are not engaged in all aspects of graduate education may hold this status if they continue to be involved in some aspect of graduate education. They should have experience serving on graduate student advisory committees. Appointments are for a four-year term, renewable upon application and a satisfactory performance review conducted by the host program, department, or school.

Special Graduate Faculty

Special Graduate Faculty are appointed for specific tasks in support of graduate programs, such as teaching graduate courses and serving on advisory and/or examination committees, but they may not serve as advisor or co-advisor. The roles and responsibilities of the nominee must be defined at the time of nomination, and each revision of the roles and responsibilities must be submitted for approval by the Board. Although senior academic qualification and experience is desirable for Special Graduate Faculty, this is not essential. The term will be consistent with the nature of the appointment.

Please note: Graduate students are not permitted to serve on the advisory committee of another graduate student. Research Associates and Post-Doctoral Fellows may hold Special Graduate Faculty Status but may not be nominated as advisory committee members for students supervised by their faculty advisor.

B) Application and Renewal Process

Graduate programs nominate individuals to one of the three Graduate Faculty categories, as outlined in Section A) above, and make recommendations to the appropriate College Dean. The nominations, comprising the form attached at Section E) (web link here) below and an up-to-date complete *curriculum vitae* and approval signature of the appropriate College Dean, should be forwarded electronically to gpsadmin@registrar.uoguelph.ca. If there are concerns or questions about the categories, these should be forwarded to the Assistant VP (Graduate Studies & Program Quality Assurance).

To be granted and to retain some category of Graduate Faculty Status, all faculty members are expected to demonstrate and maintain a satisfactory record of sustained scholarly research and/or creative activity, and must teach at the graduate level and/or serve as primary graduate advisors or co-advisors or members of advisory or examination committees.

C) Review Process

i) Regular Graduate Faculty:

Departments must review, against established and approved Departmental Guidelines and criteria, all tenured Regular Graduate Faculty members' scholarly productivity and mentorship of graduate students on at least a biennial basis, as part of the Performance Assessment process. For probationary faculty members, performance in the areas of scholarly productivity and mentorship of graduate students must be reviewed against established and approved departmental guidelines and criteria on an annual basis.

In addition to the biennial review (tenured members of faculty) and annual review (probationary faculty), a review of Regular Graduate Faculty status may be requested at any time by the Chair, Dean, Graduate Advisor, or Assistant VP (Graduate Studies and Program Quality Assurance). Such review shall be conducted by the Dean, in consultation with the Chair and the Graduate Coordinator.

ii) Associated Graduate Faculty:

Associated Graduate Faculty members are appointed for an initial four year term. Such appointment is renewable pending a positive review and recommendation from the Dean or his/her designate to the Assistant VP (Graduate Studies and Program Quality Assurance).

Quality Assurance), with final approval by the Board of Graduate Studies. As part of the renewal process, and no later than six months prior to the end of the four year term, the Associated Graduate Faculty member will be expected to complete and submit to the Dean a report which outlines his/her contributions to graduate training through involvement as a co-advisor of graduate students, member of graduate student advisor committees and examinations, or in the teaching of graduate courses, during the current term. The dean's review may also include consultation with the Department Chair, Graduate Program Coordinator, and considerations from a Review Committee. The Review Committee, when convened by the dean, shall be chaired by the Dean and shall be comprised of at least three faculty members, in the same department as the Faculty Member, who hold Regular Graduate Faculty Status. The review will be based on the information provided by the Associated Graduate Faculty member and direct knowledge of performance of the Associated Graduate Faculty member available from such individuals as graduate students, graduate student co-advisors and committee members, graduate coordinators and Chairs. Such input, to be considered as part of the review process, must be in writing and include an authenticated signature of the author.

iii) Special Graduate Faculty

Special Graduate Faculty are appointed for specific tasks in support of graduate programs. The Chair and Dean will be responsible for reviewing the performance of Special Graduate Faculty in the context of the specific task for which he/she was appointed.

D) Unsatisfactory Performance

Should the Dean believe there may be sufficient grounds to support a finding of unsatisfactory performance warranting amendment of Graduate Faculty Status, the Dean will conduct an investigation. For faculty members who are covered by the terms and conditions of the UGFA Collective Agreement, such investigation shall be conducted in accordance with the provisions of the UGFA Collective Agreement (Article 39). The Dean will decide whether constructive action will be taken. Such action may include a recommendation to the Assistant VP (Graduate Studies and Program Quality Assurance) that the faculty member be placed on 'non-active' graduate advisor status, which would restrict the faculty member's ability to engage in graduate education; or that graduate advisor status be revoked.

E) Amendment to Non-Active Status or Revocation of Graduate Faculty Status

Documented complaints (e.g. from graduate students, other members of an Advisory or Examination Committee, Graduate Students) regarding the performance of a member of the Graduate Faculty who is a Member of the UGFA should be brought to the attention

of the College Dean, and investigated in accordance with the terms of the UGFA Collective Agreement.

A Faculty member's Graduate Faculty Status may be placed in non-active status or revoked for one or more of the following reasons:

- i) The Faculty member has not demonstrated adequate scholarly contributions, as defined by approved Department Guidelines for Tenure, Promotion and Performance Assessment; and/or
- ii) The Faculty member has been deemed not to have performed adequately and appropriately in her/his role.
- iii) The Faculty member has not taught at the graduate level or served as primary graduate advisor over the immediate past period of four (4) years.

Following the Review Process outline in C) above, the dean will make his/her recommendation to the Assistant VP (Graduate Studies and Program Quality Assurance) who will decide, in consultation with the Provost, if graduate faculty status is to be placed in non-active status or revoked.

If the decision is that graduate faculty status is to be placed in non-active status or revoked, the dean will be informed immediately to ensure implementation of the decision. A faculty member placed in non-active status or whose status is revoked may not teach graduate courses or serve on graduate advisory or examination committees.

A faculty member whose Graduate Faculty Status has been deactivated or revoked may reapply for reinstatement of his/her previous Graduate Faculty Status, in accordance with the process outlined in A) above.

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UNIVERSITY SECRETARIAT



To: Members of Senate

From: Scott McEwen, Chair, Board of Graduate Studies

Subject: 9. Board of Graduate Studies Report

Meeting: December 5, 2012

b) Graduate Faculty List

Enclosed for information are appointments to the Faculty of Graduate Studies (October 2012) that were approved by the Board of Graduate Studies at its meeting on November 15, 2012.

At the meeting, the Board discussed whether the “Appointment to Graduate Faculty” policy adequately addresses whether the nominating department will take responsibility for mentoring their associate graduate faculty members when they are co-advising, particularly when they have advising experience at one level (e.g. masters) but not another (doctoral). The Board discussed whether such a requirement should be codified in policy.

At the request of the Board, the Programs Committee will review the policy to see if specific wording should be included in the policy. Any recommended amendments will be presented to Senate for approval.

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**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Regular

Bailey

Craig

Current Position Assistant Professor

Agency/Affiliation Biomedical Sciences, Univ. of Guelph
PhD (2012) Queen's Univ.
BSc, Queen's Univ.

Department Biomedical Sciences

Bozzo

Gale

G

Current Position Assistant Professor

Agency/Affiliation Plant Agriculture, Univ. of Guelph
PhD (2004) Queen's Univ.
MSc, York Univ.
BSc, York Univ.

Department Plant Agriculture

Bush

Catherine

Current Position Assistant Professor

Agency/Affiliation School of English and Theatre Studies, Univ. of Guelph
BA (1983) Yale College

Department School of English and Theatre Studies

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Rezania

Davar

Current Position Chair and Associate Professor

Agency/Affiliation Dept. of Business, Univ. of Guelph

PhD (2006) Ramon Llull Univ., Barcelona Spain

MBA, Univ. of Derby

MSc, Univ. of Utrecht

Department Business

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Associated

Gondra

Iker

Current Position Associate Professor

Agency/Affiliation Dept. of Mathematics, Statistics, and Computer Science
PhD (2005) Oklahoma State Univ.
MSc, Oklahoma State Univ.
BSc, Oklahoma State Univ.

Department School of Computer Science

Gyles

Carleton

Current Position Professor Emeritus

Agency/Affiliation Pathobiology, Univ. of Guelph
PhD (1968) Univ. of Guelph
MSc, Univ. of Guelph
DVM, Univ. of Toronto

Department Pathobiology

Lumis

Glen

Current Position Professor Emeritus

Agency/Affiliation Plant Agriculture, Univ. of Guelph
PhD (1970) Michigan State
MS, Michigan State
BSc, Penn State

Department Plant Agriculture

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Saffih

Facal

Current Position Adjunct Faculty

Agency/Affiliation School of Engineering, Univ. of Guelph

PhD (2005), Univ. of Waterloo

MSc, Univ. of Malaya

BSc, Univ. of Setif

Department Engineering

Somers

Daryl

Current Position Director of Applied Genomics

Agency/Affiliation Vineland Research and Innovation Centre

PhD (1993), Univ. of Toronto

MSc, Univ. of Toronto

BSc, Univ. of Toronto

Department Plant Agriculture

Thommes

Edward

Current Position Health Outcome Manager

Agency/Affiliation GlaxoSmithKline Canada

PhD (2000) Queen's Univ.

BSc, Univ. of Alberta

Department Mathematics & Statics

**Program Committee recommendations for the
Board of Graduate Studies**

November 15 2012

Xu

Chunbao (Charles)

Current Position Associate Professor

Agency/Affiliation Chemical and Biochemical Engineering, Univ. of Wester

PhD (2004) Univ. of Western Ontario

PhD, Univ. of Science & Technology

BSc, East China Institute of Metallurgy

Department Engineering

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Special

Alejos-Garcia

Jose

Current Position Visiting Professor

Agency/Affiliation Latin American Caribbean Studies, Univ. of Guelph
PhD (1995) National Autonomous Univ. of Mexico
MA, School of Anthropology & History of Mexico
BA, Univ. of San Carlos

Department School of Languages and Literatures

Balka

Jeremy

Current Position Contractually Limited Faculty

Agency/Affiliation Math & Stats, Univ. of Guelph
PhD (2005), Univ. of Guelph
MSc, Univ. of Guelph
BA, Univ. of Guelph

Department Mathematics and Statistics

Ball

Brita

Current Position Post-Doctoral Fellow (Art Hill Laboratory)

Agency/Affiliation Food Science, Univ. of Guelph
PhD (2011) Univ. of Guelph
MSc, Univ. of Guelph
BSc, Univ. of Guelph

Department Food Science

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Ball Jennifer

Current Position Research Associate/Private Consultant

Agency/Affiliation School of Environmental Design and Rural Developmen
PhD (2009) Univ. of Guelph
MSc, Univ. of Guelph
BA, Univ. of Waterloo

Department School of Environmental Design and Rural Developmen

Barreca Susan

Current Position Assistant Professor

Agency/Affiliation School of Rehabilitation Science, McMaster Univ.
MAsc (2005) McMaster Univ.
BA, McMaster Univ.
Diploma, McGill Univ.

Department Engineering

Brunt Keith

Current Position Assistant Professor

Agency/Affiliation Dept. of Pharmacology, Dalhousie Univ.
PhD (2009) Queen's Univ.
MSc, Queen's Univ.
BSc, Univ. Saskatchewan

Department Human Health and Nutritional Sciences

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Crolla

Anna

Current Position Senior Researcher

Agency/Affiliation Alfred Campus, Univ. of Guelph
MSc (1999) Univ. of Ottawa
BAsc, Univ. of Ottawa
BSc, Univ. of Ottawa

Department School of Engineering

Deaville Nemeth

Deanna

Current Position Nutrient Management Program Lead

Agency/Affiliation OMAFRA
MSc (2012) Univ. of Guelph
BSc, Univ. of Guelph

Department School of Environmental Sciences

Di Muro

Fabrizio

Current Position Assistant Professor

Agency/Affiliation Dept. of Business & Administration, Univ. of Winnipeg
PhD (2012) Univ. of Western Ontario
MSc, Univ. of Western Ontario
BSc, Brandon Univ.

Department Marketing & Consumer Studies

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Doelman

John

Current Position Ruminant Nutrition Research Scientist

Agency/Affiliation Nutreco Canada Agresearch

PhD (2011) Univ. of Guelph

MSc, Univ. of Guelph

BSc, Univ. of Guelph

Department Animal and Poultry Science

Edginton

Andrea

Current Position Assistant Professor

Agency/Affiliation School of Pharmacy, Univ. of Waterloo

PhD (2004) Univ. of Guelph

BSc, Univ. of Guelph

Department Bioinformatics

Fernando

Xavier

Current Position Professor

Agency/Affiliation Dept. of Electrical Computer Engineering, Ryerson Univ.

PhD (2001) Univ. of Calgary

Masters Telecommunications, Asian Inst. Of
Technology

BSc, Univ. of Peradeniya

Department Computer Science

**Program Committee recommendations for the
Board of Graduate Studies**

November 15 2012

Foti

Lianne

Current Position Contractually Limited Faculty

Agency/Affiliation Marketing and Consumer Studies, Univ. of Guelph
MBA (2007) EDHEC Business School France
BComm, Univ. of Guelph

Department Marketing and Consumer Studies

Gabriele

Joseph

Current Position Assistant Professor

Agency/Affiliation Dept. of Psychiatry & Behavioural Neuroscience, McMa
PhD (2006) McMaster Univ.
MSc, McMaster Univ.
BSc, Univ. of Toronto

Department Biomedical Sciences

Graham

Laura

Current Position Sessional

Agency/Affiliation Animal & Poultry Science, Univ. of Guelph
PhD (1998) George Mason Univ.
MSc, Univ. of Guelph
BSc, Univ. of Guelph

Department Animal & Poultry Science

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Gross

Eileen

Current Position Clinical Supervisor

Agency/Affiliation Centre for Psychological Services, Univ. of Guelph
MSc (1971) Adelphi Univ.
BA, State Univ. of New York @ Stony Brook

Department Psychology

Gu

Frank

Current Position Assistant Professor

Agency/Affiliation Chemical Engineering, Univ. of Waterloo
PhD (2006) Queen's Univ.
BSc, Trent Univ.

Department Biomedical Sciences

Gurd

Brendon

Current Position Assistant Professor

Agency/Affiliation School of Kinesiology and Health Studies, Queen's Univ.
PhD (2007) Univ. of Western Ontario
MSc, Univ. of Western Ontario
BPhEd, Brock Univ.

Department Human Health and Nutritional Sciences

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Hendry

Carol-Anne

Current Position Psychotherapist

Agency/Affiliation Clinical Associate, Centre for Psychological Services, Uni
PhD (2012) Univ. of Guelph
MA, Univ. of Guelph
BA, McMaster Univ.

Department Psychology

Holloway

Alison

C.

Current Position Associate Professor

Agency/Affiliation Dept. of Obstetrics & Gynecology, McMaster Univ.
PhD (1996) Univ. of Guelph
BSc, Univ. of Toronto

Department Biomedical Sciences

Huang

Jeanne

Current Position Professor

Agency/Affiliation Civil Engineering, Tianjin Univ.
PhD (2006), Univ. of Guelph
BE, Tianjin Univ.

Department Engineering

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Keating

Norah

Current Position Professor

Agency/Affiliation Dept. of Human Ecology, Univ. of Alberta
PhD (1978) Syracuse Univ.
MA, Univ. of Guelph
BA, McMaster Univ.

Department Family Relations and Applied Nutrition

Magee

Colin

Current Position Army Officer

Agency/Affiliation Dept. of National Defence
MA (2004) Royal Military College of Canada
BA, Royal Military College of Canada

Department Business

Mayne Devine

Sharon

Current Position Practicum Coordinator/Course Instructor

Agency/Affiliation Family Relations and Applied Nutrition, Univ. of Guelph
MSc (1992) Univ. of Guelph
BSW, Univ. of Western Ontario

Department Family Relations and Applied Nutrition

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Murphy

Graeme

Current Position Pest Management Specialist

Agency/Affiliation OMAFRA

MAgrSc (1987) Univ. of Melbourne
BSc, La Trobe Univ.

Department School of Environmental Sciences

Neal

Michael

Current Position Scientific Director

Agency/Affiliation ONE Fertility

MSc (1998) Univ. of Guelph
BSc, Univ. of Guelph

Department Biomedical Sciences

Newby-Clark

Elissa

Current Position Psychologist and Clinical Associate

Agency/Affiliation Centre for Psychological Services, Univ. of Guelph
PhD (2000) Univ. of Waterloo
BASc, McMaster Univ.

Department Psychology

**Program Committee recommendations for the
Board of Graduate Studies**
November 15 2012

Pickfield

Peter

Current Position Lawyer

Agency/Affiliation Garrod Pickfield LLP

LLM (1990) Osgoode Hall Law School

LLB, Queen's Univ.

BA, Univ. of Western Ontario

Department School of Environmental Design and Rural Developmen

Schnetter

Erik

Current Position Research Technologies Group Lead

Agency/Affiliation Perimeter Institute for Theoretical Physics

PhD (2003) Univ. Tübingen

Diploma, Univ. Tübingen

Department Physics

Shi

An-Chang

Current Position Professor and Assoc. Chair

Agency/Affiliation Dept. of Physics and Astronomy, McMaster Univ.

PhD (1988) Univ. of Illinois @ Urbana-Champaign

MSc, Univ. of Illinois @ Urbana-Champaign

BSc, Fudan Univ.

Department Physics

**Program Committee recommendations for the
Board of Graduate Studies**
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Tellez

Angela

Current Position Research Associate

Agency/Affiliation CRIFS, Univ. of Guelph
PhD (2009) Univ. of Guelph
MSc, Texas A&M Univ.
BChemEng

Department Food Science

Tucker

Amy

Current Position Manager

Agency/Affiliation Human Nutraceutical Research Unit, Human Health and
PhD (2011) Univ. of Guelph
BSc, Univ. of Guelph

Department Human Health and Nutritional Sciences

Wall

Gregory

Current Position President and Senior Consultant

Agency/Affiliation The Soil Resource Group
PhD (1973) Ohio State Univ.
MSc, Univ. of Guelph
BSc, Univ. of Guelph

Department School of Engineering

**Program Committee recommendations for the
Board of Graduate Studies**
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Waltner-Toews David

Current Position Professor Emeritus

Agency/Affiliation Population Medicine, Univ. of Guelph

PhD (1985) Univ. of Guelph

DVM, Univ. of Saskatoon

BA, Goshen College

Department School of Enviromental Design & Rural Development

Wilson Brian

Current Position Professor

Agency/Affiliation Biology, Acadia Univ.

PhD (1995) Univ. of Guelph

MSc, Univ. of Guelph

BSc, Univ. of Guelph

Department Biomedical Sciences

Wright Tom

Current Position Dairy Cattle Nutritionist

Agency/Affiliation Ontario Ministry of Agriculture Food & Rural Affairs

PhD (2004) Univ. of Guelph

MSc, Univ. of Guelph

BSc, Univ. of Guelph

Department Animal & Poultry Science

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CHANGING LIVES
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To: Members of Senate
From: Scott McEwen, Board of Graduate Studies
Subject: **9. Board of Graduate Studies Report**
Meeting: December 5, 2012

c) Program Closures: Graduate Diploma in Bioinformatics; and Graduate Diploma in Applied Statistics

Enclosed are proposals from the Department of Mathematics and Statistics to close the Graduate Diploma in Bioinformatics, and the Graduate Diploma in Applied Statistics.

These proposals were developed and submitted before the instigation of the Program Prioritization Process.

Senate is asked to,
RESOLVE, that, on the recommendation of the Board of Graduate Studies, Senate approve: the closure of the Graduate Diploma in Bioinformatics (GDIP.BINF); and the closure of the Graduate Diploma in Applied Statistics (GDip.APST).

d) Program Addition: MA Public Issues in Anthropology

Enclosed is a proposal from the Department of Sociology and Anthropology to establish a graduate program in Public Issues in Anthropology.

This proposal was developed and submitted before the instigation of the Program Prioritization Process.

Senate is asked to,
RESOLVE, that, on the recommendation of the Board of Graduate Studies, Senate approve the establishment the MA program in Public Issues in Anthropology

e) Programs Committee Report: Course Changes and Deletions; Program Changes

At its meeting on November 15, 2012, and on the recommendation of the Programs Committee, the Board of Graduate Studies approved the following program changes and course changes, additions and deletions.

These proposals were developed and submitted before the instigation of the Program

Prioritization Process.

- Course Deletion: AGBU*6180 Financial and Managerial Accounting
- Course Deletion: AGBU*6200 Financial Management
- Course Deletion: AGBU*6610 Dairy Production Management
- Course Deletion: AGBU*6620 Swine Production Management
- Course Title Change: AGBU*6400 Strategic Management
- Course Title Change: HTM*6700 Strategic Management
- Course Deletion: STAT*6010 Strategies Regression & Study Design
- Course Deletion: STAT*6020 Data Analysis & Statistical Inference.
- Course Change: ANSC*6010 Topics in Comparative Animal Nutrition
- Course Deletion: BINF*6998 Bioinformatics Diploma Project
- Course Change: FOOD*6300 Food Science Communication
- Course Deletion: FOOD*6110 Food Materials Science
- Course Deletion: FOOD*6120 Fruit and Vegetable Technology
- Course Deletion: FOOD*6160 Chemistry of Food Lipids
- Course Deletion: FOOD*6170 Chemistry of Food Proteins
- Course Deletion: FOOD*6210 Chemistry of Food Carbohydrates
- Course Deletion: FOOD*6220 Advanced Food Analysis Methodology
- Course Deletion: FOOD*6260 Food Colloids
- Course Deletion: FOOD*6280 Rapid Methods in Food Microbiology
- Course Deletion: FOOD* 6350 Applied Functional Foods and Nutraceuticals
- Course Deletion: FOOD*6600 Advanced Food Microbiology
- Course Deletion: FOOD*6620 Industrial Microbiology
- Course Addition: FOOD*6710 Special Topics in Food Chemistry
- Course Addition: FOOD*6720 Special Topics in Food Microbiology
- Course Addition: FOOD*6730 Special Topics in Food Physics
- Course Addition: FOOD*6740 Special Topics in Food Processing
- Course Addition: FOOD*6750 Special Topics in Food for Health
- Course Addition: FOOD*6760 Special Topics in Food Quality
- Revised Food Science calendar copy
- Revised Food Safety and Quality Assurance calendar copy
- Revised course requirements for the Graduate Diploma in Pathobiology (GDip.PABI), including the revised calendar copy
- Course Change: PABI*6104 Mechanisms of Disease

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BIOINFORMATICS GRADUATE PROGRAM

May 10, 2012

Deletion of Graduate Diploma in Bioinformatics

Dear Anthony,

I hope that this finds you well. I am writing to you to inform you that the Bioinformatics Program Committee decided, at a meeting on May 7, 2012, to delete the Graduate Diploma in Bioinformatics program with immediate effect. There is one course that exists only for this program, BINF*6998, and it must also be deleted.

On a more positive note, we are expecting respectable numbers in our Master's programs this coming fall. The deletion of the Graduate Diploma will allow us to focus on our Master's programs and plan ahead for a doctoral program. I will be in touch over the coming months to get the ball rolling on this latter initiative.

Please let me know if you require any further information on the deletion of the Graduate Diploma.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Paul McNicholas".

Paul McNicholas, Ph.D.
Director and Graduate Coordinator

Cc. Dr. Mike Emes, CBS Dean
Dr. David Mutch, Assistant Director
Dr. Anthony Vannelli, CPES Dean

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COLLEGE OF PHYSICAL AND ENGINEERING SCIENCE
Mathematics & Statistics

May 10, 2012

Deletion of Graduate Diploma in Applied Statistics

Dear Anthony,

I hope that this finds you well. Following a recommendation from the Graduate Studies Committee, the Department has decided to permanently delete the Graduate Diploma in Applied Statistics program with immediate effect.

There are three courses that exist only to serve this program: STAT*6010, STAT*6020, and STAT*6098. The courses STAT*6010 and STAT*6020 can be deleted right away but we need to keep the project course STAT*6098 on the books so that the three students who are currently in-program can finish

I would like to take this opportunity to thank you for your help in dealing with the long process of deleting this program. If you require any further information, please let me know.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Paul McNicholas", written over a horizontal line.

Paul McNicholas, Ph.D.
Associate Chair & Graduate Coordinator

Cc. Dr. David Kribs, Chair
Mrs. Susan McCormick, Graduate Secretary
Dr. Deb Stacey, CPES Assistant Dean (Research and Graduate Studies)
Dr. Anthony Vannelli, CPES Dean

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COLLEGE OF SOCIAL & APPLIED HUMAN SCIENCES

MEMORANDUM

Office of the Dean

Date: October 16, 2012

To: Kevin Hall
Vice-President, Research

From: Kerry J. Daly, Dean

A handwritten signature in black ink, appearing to read 'Kerry J. Daly'.

Subject: Dean's Comments: Review of Public Issues in Anthropology Program

I have had an opportunity to review the report from the external assessors on the Public Issues Anthropology program now being offered as a stand-alone degree program at the University of Guelph. I have also reviewed the response prepared by Dr. Elizabeth Finnis to the assessors' comments.

Overall I am very pleased to see that the assessors' report confirms the viability of this program as a stand-alone offering and highlights a number of its strengths.

As pointed out in the report, the fundamental challenge concerns its size with 6 faculty members (Category 1) currently dedicated to the delivery of this program. This concern is at the root of most other concerns raised in the report including providing a range of advising opportunities for students, delivery of recommended courses such as the Pro-Seminar and support for a range of fieldwork experiences.

As Dean, I recognize the importance of faculty recruitment for the effective delivery of this program and the university is currently supporting a faculty recruitment to replace Leach. Additional hires in this area are included in our college recruitment plan (outlined in the College Integrated Plan) which reflects a commitment to advocate for recruitments in this area over the next 5 years. In the interim, I am confident that the current faculty contingent will continue to deliver an effective and valued program for graduate students and I look forward to its expanded capacity as future recruitment opportunities will allow.

Please do not hesitate to contact me should there be any further questions.

Sociology and Anthropology Department Response to External Reviewers' (Dr. Glynis George and Dr. Regna Darnell) Report on Stand-Alone Public Issues Anthropology MA Program Proposal Brief

Prepared by Elizabeth Finnis (PIA Coordinator), with feedback from Patrick Parnaby (SOAN Chair)

September-October 2012

1. Our overall recommendation is that the program is well poised to move into a stand-alone MA with minimal change in its procedures. Independence from the University of Waterloo will streamline the program rather than detract from its present capacities. The MA in Public Issues Anthropology makes a strong contribution to the Strategic Plan mandate for local research and experiential learning of the College and the University of Guelph as a whole. The major concern is faculty complement, although the hiring now in process will alleviate immediate pressures. At least one and preferably two additional positions are needed over the slightly longer term.

Response:

The Department of Sociology and Anthropology submitted a Strategic Plan to the CSAHS Dean in 2012. In this document, we included a request to hire 2 additional anthropologists (in addition to the current hiring process that is in progress). Filling these positions would keep the PIA program on track in terms of both ensuring continued quality and expanding the program and enrollments.

2. Structure comments: Some faculty (notably Finnis and Sylvain) have supported students for fieldwork on their research grants. This should be encouraged although the faculty, correctly in our view, do not want this to become the only source of fieldwork experience. Many students enter the program with fieldwork plans independent of ongoing faculty research and they have managed to do their projects.

Response:

The PIA program will continue to offer students diverse fieldwork opportunities. Some of these may be funded via faculty grants, but in other cases we encourage students to apply for Departmental and College travel grants, and our students are typically successful in receiving funding.

In addition, we encourage our students to apply for external grants (SSHRC, OGS), and hold a workshop on grant writing. A number of students have received OGS or SSHRC, with a 23% success rate from 2007-2012.

3. Program Content comments: We recommend that a pro-seminar (pass-fail) parallel to the one now present in the Sociology graduate program should be introduced in Public Issues Anthropology as well. As it is presently designed, (ANTH 6000: Public Issues Anthropology) provides professional training in for example, publishing in scholarly journals. A pro-seminar would free more time in this required course for debate on the nature of public issues anthropology and exploration of practice (particular applications). It would also facilitate informal student discussion outside of the formal curriculum.

Language courses are the only possible courses not at the graduate level. This would require supervisor approval as necessary to the research.

Response:

The core Public Issues Anthropology faculty at Guelph have previously discussed the pros and cons of a pro-seminar in the program. We were, however, constrained by the previously existing requirements for the joint program with Waterloo, which did not include a pro-seminar. Moving forward with a stand-alone program will allow us to revisit discussions about implementing a pro-seminar format (pass-fail) that will be similar in nature to the pro-seminar held for Sociology MA students. That said, mounting an additional required course (in addition to the three core courses that are already central to the program) would require additional faculty-level support. As such, our request for additional faculty hires would be key. We do incorporate some elements of a pro-seminar into the ANTH 6000: Public Issues Anthropology course given that part of the discussion of public anthropology includes professional development elements such as writing for academic and other audiences. A full-fledged pro-seminar is a very real possibility in the event that faculty numbers increase.

Our students are able to take graduate-level language courses if they are appropriate to their research. In practice, students who have needed another language for research (for example, Spanish), have typically had previous (undergraduate) courses in that language, and have taken classes to maintain their language skills.

4. Resources for all Programs Comments: Faculty are available to teach and/or supervise in the program. Three core courses and one elective is not a heavy burden of direct teaching. However, supervision is somewhat more problematic and the burden falls heavily on 2 or 3 faculty. This imbalance reflects their active research programs and is likely to continue. No one is complaining. But the workload should be monitored. The hire now in process is critical and should be seen as a replacement for two key Emeritus faculty. The program is slated for modest growth and this will require one, preferably two, additional faculty.

Response:

The supervision loads vary somewhat according to the nature of the cohort (their research interests) and whether some faculty have funding to support graduate students and are actively recruiting larger numbers of students in some years. The program recognizes there will be fluctuations in the supervisory loads of faculty and takes care to make sure individual faculty do not feel overburdened (for example, by paying attention not just to annual student loads, but patterns over a few years, and trying to balance things out over a few years). New hires (discussed above in point 1) will help both to balance faculty supervisory loads and to make the program appealing to a wider range of students who have diverse research interests.

5. Graduate Program Resources comments: We have more concern over funding for fieldwork for the students than for TA support. The enrollments in Sociology and Anthropology require many TAs and that baseline is unlikely to change. We would encourage faculty to seek external funding that will support student research, as indeed several already do. Supervisory loads are not uniform and should not be. Student interest and faculty research focus as well as personality require flexibility. But admissions are geared to matching faculty and potential students to provide some degree of balance...It should go without saying that any retirements will require replacement.

Response:

Faculty apply for external funding regularly, and students have been supported through faculty SSHRC and IDRC funding. We continue to apply for funding as necessary, given that our own research depends on funding both for us and for graduate research assistants. We also encourage our students to apply for Departmental and College travel grants, and students have had success with this process.

The Department of Sociology and Anthropology provides TAs for four programs (PIA MA, Sociology MA, Sociology PhD and CCJP MA). That said, we are committed to ensuring that PIA students continue to have the same level of TA support.

Although the department cannot make any guarantees about retirement replacements (this is ultimately a College and Provost-level decision), the department is entirely supportive of additional anthropology hires, as evidenced by our strategic plan submitted to the College in 2012. This plan requests 2 additional anthropology hires in the next 2-3 years.

6. Quality Indicators comments: The post-program updates on former students attest to the success of the program. Public Issues Anthropology has multiple objectives and has met diverse career aspirations well. Some students have entered conventional disciplinary PhD programs (To McMaster, Western and York universities), or professional programs. But the program has also been successful for students who take jobs with NGOs, various levels of government or in the private sector.

Response:

Former students who were registered (at Guelph) in the joint Guelph-Waterloo MA program have entered into a number of post-degree employment or education paths. Of our current graduates:

- 4 have entered PhD programs in Anthropology
- 2 have entered other professional education programs (Law, Education)
- 2 now work in Government jobs (different levels)
- 2 now work in international Non-Governmental Organizations (NGOs)
- 2 now work in Colleges or Universities
- 4 now work in private employment

PROGRAM APPROVAL EVALUATION:
Stand-Alone MA in Public Issues Anthropology
University of Guelph

A site-visit was conducted by Dr. Regna Darnell, University of Western Ontario, and Dr. Glynis George, University of Windsor, on September 12-14, 2012. We met with the following persons and groups:

- Cecelia Paine, Associate Dean of Graduate Studies
- Patrick Parnaby, Chair, Department of Sociology and Anthropology
- Elizabeth Finnis, Graduate Coordinator, Public Issues Anthropology
- Graduate Students, Public Issues Anthropology
- Faculty, Public Issues Anthropology
- Belinda Leach, Associate Dean Research (and anthropologist)
- Staff, Department of Sociology and Anthropology
- Library Staff
- Maureen Mancuso, Provost
- Informal meetings with faculty and some graduate students.

Our overall recommendation is that the program is well poised to move into a stand-alone MA with minimal change in its procedures. Independence from the University of Waterloo will streamline the program rather than detract from its present capacities. The MA in Public Issues Anthropology makes a strong contribution to the Strategic Plan mandate for local research and experiential learning of the College and the University of Guelph as a whole. The major concern is faculty complement, although the hiring now in process will alleviate immediate pressures. At least one and preferably two additional positions are needed over the slightly longer term.

OBJECTIVES:

The University's mission and academic plan revolves around developing existing strengths with an emphasis on engagement of research and teaching with the local community and experiential learning. The University is also eager to develop interdisciplinary programs. Public Issues Anthropology is well aligned with these institutional objectives because it emphasizes the productive involvement of the discipline of anthropology in current events, public engagement and policy implications. This public engagement is also a niche that this program holds among provincial and national programs in anthropology. Faculty are already interdisciplinary, as indeed is the discipline of anthropology. Sociology is engaged with the program within the joint department and cross-appointments with International Development are active. Individual faculty members have forged additional interdisciplinary ties across the campus, and students have participated in the Institute for Community Engaged Scholarship.

Program requirements are well tailored to learning outcomes. The program has operated since 2007 in conjunction with the University of Waterloo. The program will undergo modest change as a result of the stand-alone status. There will be more focus on socio-cultural anthropology and less on archaeology and physical

anthropology; this is appropriate given the ties of Anthropology at Guelph to Sociology. The existing arrangement is no longer viable due to retirements at Waterloo and their inability to maintain their share of the supervisory and teaching load. This has been the case de facto over the last couple of years, compounded by difficulties of transportation and access. Stress will be reduced for faculty and students under the stand-alone arrangement. Requirements will be unchanged and already confirm to Guelph expectations.

The degree nomenclature is appropriate. Public Issues Anthropology describes the unique character of the program accurately and will be useful in further recruitment (faculty as well as students).

ADMISSION REQUIREMENTS:

The Admission requirements are unchanged and appropriate. The program has consistently had more qualified applicants than it has chosen to admit. This permits selectivity beyond the minimal program requirements, especially in matching student interests to faculty interests and existing supervisory loads. Students admitted to the program appear able to complete it in a reasonable time frame.

The program requirements are the same for all students according to standards of the Graduate School. Prior work and learning experience are incorporated into the research program of the students after they arrive, particularly in the 2nd year when they are doing thesis research.

STRUCTURE:

The program structure is straightforward. Three of four courses are required for all students: theory, method (largely qualitative), and public issues. The 4th is an elective and may be interdisciplinary. For example, several students are combining this program with International Development. The shared course complement ensures that each MA cohort will coalesce as a group even though their interests and thesis research topics are quite diverse both theoretically and geographically.

The program requirements allow completion of the coursework (with a TA held concurrently) within the first year, research over the summer and writing of the thesis during the 2nd year (with a TA). With the exception of two outliers in the initial years, completion rates have been impressive. Most thesis research is based on first-hand fieldwork, much of it international but some local. Some faculty (notably Finnis and Sylvain) have supported students for fieldwork on their research grants. This should be encouraged although the faculty, correctly in our view, do not want this to become the only source of fieldwork experience. Many students enter the program with fieldwork plans independent of ongoing faculty research and they have managed to do their projects.

PROGRAM CONTENT:

The curriculum ensures basic training in anthropological theory and method (primarily qualitative). The course syllabi we examined are current with the state of the discipline and closely tied to the active research programs of the faculty teaching them (Finnis, Kawano). There is a good geographical range among the faculty. The Public Issues course (Hedigan) introduces faculty interests and explores what is unique about Public Issues Anthropology.

The program is innovative, indeed unique to Guelph, in its focus on public issues in anthropology. "Applied" anthropology is part of the discipline most places but the new emphasis here is on the evolving contemporary character of the discipline and the immediate relevance of its potential interventions in public debates. We recommend that a pro-seminar (pass-fail) parallel to the one now present in the Sociology graduate program should be introduced in Public Issues Anthropology as well. As it is presently designed, (ANTH 6000: Public Issues Anthropology) provides professional training in for example, publishing in scholarly journals. A pro-seminar would free more time in this required course for debate on the nature of public issues anthropology and exploration of practice (particular applications). It would also facilitate informal student discussion outside of the formal curriculum.

The requirements are appropriate. The courses prepare students to carry out their fieldwork-based thesis research and analysis. They get training in writing research proposals and obtaining ethics approval. They are encouraged to think about reporting their results to multiple audiences from disciplinary to various publics.

Language courses are the only possible courses not at the graduate level. This would require supervisor approval as necessary to the research.

MODE OF DELIVERY:

The courses are varied in their delivery but all attempt to extend general concepts into their applications. The Theory course uses contemporary debates alongside major schools of thought in Anthropology. The Methods course includes projects on particular kinds of research design, writing and public presentation of results. The Public Issues course feeds directly into the student research projects. It also provides students with ample evidence of what public anthropology looks like by including faculty research in its seminars. And the interdisciplinary or program-specific elective stretches the scope of what can be done by some students but need not be done by all.

ASSESSMENT OF TEACHING AND LEARNING:

Because core courses are so closely tied to thesis research planning, evaluation of the program learning objectives is built into the program. Student feedback occurs throughout and is appropriate for the degree level.

The expectations appear to be consistent with University standards. Administrators we talked to thought highly of the program, both in terms of its effectiveness as a program and its contribution to Guelph's aspirations in areas of community, food,

health and environment. These themes are already core to Public Issues Anthropology and allow the program to provide interdisciplinary leadership across campus, especially directed toward public engagement.

RESOURCES FOR ALL PROGRAMS:

Faculty, staff and students were remarkably pleased with the financial, human and physical resources available to them in the program. We found these to be excellent relative to resources at comparable institutions, including our own. The administration appears open to further hiring in Anthropology, contingent on continuing to meet institutional priorities. This ongoing feedback will be critical. We conclude that the program is doing well within a College that is leading Guelph's way in research, teaching and community engagement.

Faculty are available to teach and/or supervise in the program. Three core courses and one elective is not a heavy burden of direct teaching. However, supervision is somewhat more problematic and the burden falls heavily on 2 or 3 faculty. This imbalance reflects their active research programs and is likely to continue. No one is complaining. But the workload should be monitored. The hire now in process is critical and should be seen as a replacement for two key Emeritus faculty. The program is slated for modest growth and this will require one, preferably two, additional faculty. We further note that several core faculty are also involved in other programs. This is a strength of the program for the students and for the institution but it also stretches faculty resources. The core faculty are strengthened in what they can do for and with their students by their ties to colleagues in Sociology, International Development and elsewhere. A lot of people beyond the core faculty are available for committees and to work with particular students. Nonetheless, the organizational and visionary burden for the program falls on a small number of core faculty.

Library support is impressive. The subject librarians seem to operate across disciplines and that enhances the interdisciplinary capacity of this and other social sciences programs. The consortium of three universities and increasing digitalization also maximize student resources. Since this is not a new program, the Library is already sensitive to their needs. The department has adequate tech support and computer access. Laboratory space is not an issue. Student research space is available (with Sociology and Anthropology graduate students having contact through these assignments). The Graduate Secretary and other staff are committed to providing a warm and efficient climate for students and faculty. Anthropology, both graduate and undergraduate, seems comfortably placed alongside Sociology and Criminal Justice. The programs are not in direct competition for admissions, student funding or program implementation which minimizes potential conflict. The sociologists we spoke to, including the Chair, do not see the disciplinary distinction within the Department as a clear division but as a continuum in which Anthropologists and their students are valued colleagues. The interactional style of the joint department is informal and mutually respectful. We heard no complaints.

GRADUATE PROGRAM RESOURCES:

The core faculty have active ongoing research programs, publications and funding records that will attract students even if they do not work directly on these particular projects. The intellectual climate is enthusiastic and open to students to define their own priorities and projects. The small scale of the program allows this degree of personalization to work well. As the program grows by gradual managed growth, it will be important to consciously maintain this ethos – it is a major strength of the program.

All students have support from the university or external sources. We have more concern over funding for fieldwork for the students than for TA support. The enrollments in Sociology and Anthropology require many TAs and that baseline is unlikely to change. We would encourage faculty to seek external funding that will support student research, as indeed several already do. Supervisory loads are not uniform and should not be. Student interest and faculty research focus as well as personality require flexibility. But admissions are geared to matching faculty and potential students to provide some degree of balance. All of the faculty likely to supervise are well established at Guelph and fully qualified. The addition of new junior faculty without tenure is unlikely to change the quality or research commitment of the core faculty. It should go without saying that any retirements will require replacement.

QUALITY INDICATORS:

This is a small but focused and effective program. The focus on Public Issues Anthropology rather than the whole of the discipline keeps it from overflowing the resources of the faculty to teach and supervise. The potentials for collaboration with other disciplines and administrative units on campus are substantial and many are already in place. The Institute on Community Engaged Scholarship and the Centre for Work and Well-Being are examples.

Faculty quality is high. There is a good balance of career stages. Emeritus faculty are still available for consultation but the active core faculty are all experienced within the existing Public Issues MA and well-established in their own careers. They will be able to mentor new faculty who are more junior. The faculty are well-published in both quantity and quality. They have on-going research programs with fieldwork that incorporates some students and serves as a model for all. They have reasonable records of seeking and receiving funding. They are teaching their students these professional skills.

The post-program updates on former students attest to the success of the program. Public Issues Anthropology has multiple objectives and has met diverse career aspirations well. Some students have entered conventional disciplinary PhD programs (To McMaster, Western and York universities), or professional programs. But the program has also been successful for students who take jobs with NGOs, various levels of government or in the private sector. Public Issues Anthropology is

about multiple audiences and the potential of anthropology to speak to contemporary circumstances.

University of Guelph Senate: Board of Graduate Studies

PROPOSAL BRIEF - NEW GRADUATE PROGRAM

Template for the Preparation of the Proposal Brief for New Program Proposals including:

Graduate Degrees, Collaborative Programs, Fields*, Graduate Diplomas (Types 1, 2, and 3)

All proposed new programs (graduate degrees (PhD, Master's, GDip) with associated Fields*, if appropriate) **must receive** a recommendation from the Office of the Provost to move through the governance process. Submit a "Preliminary-Brief" composed of Sections A, B, C, D, and F of "**Volume I: Proposal Brief**" to the Assistant Vice-President (Graduate Studies & Program Quality Assurance) who, on behalf of the Provost, ensures new programs are consistent with the strategic plans and directions for growth of the university.

The degree designations of MA, MSc and PhD should be reserved for academic/research programs. Explicit professional programs or 'terminal' master's programs should adopt a different degree designation appropriate to the program and discipline, so that the nature of the program and the qualifications of its graduates should be clearly understood.

An **Expedited Approval** process will be used for proposals for:

- a) a new **Field in a graduate program**, or
- b) a new **Collaborative Program**; or
- c) new **for-credit Graduate Diplomas**.

The Expedited Approvals process requires the submission of **Volume I: Proposal Brief** of the proposed new program and the rationale for it, and **Volume II: Supporting Documentation**. The process is expedited by not requiring the use of external reviewers.

For the Expedited Approval, Volume 1, Proposal Brief should be prepared as described below to present the new program being proposed (including, as appropriate, reference to learning outcomes, faculty and resources, and to address the Evaluation Criteria listed below where they apply.

NB: New program submissions will not be forwarded to Programs Committee, BGS or Senate for approval until the Office of the Provost has reviewed and approved the proposal.

*"Field" is the term used for the public declaration of an area of strength (or an area of concentration or an area of specialization) within a program and represents an area that would be advertised within a given discipline or program - i.e., a characteristic and distinctive strength for which the program wishes to be known, and which it wishes to advertise.

The fields should reflect the broad foci of the program and the manner in which they are to be advertised. The identification of fields is meant to give specificity to a program compared to other similar programs in Ontario. The fields offered must, therefore, be congruent with the broad expertise of the core faculty members, and justification should be given for the fields used to describe the program.

University of Guelph Senate: Board of Graduate Studies

VOLUME 1: PROPOSAL BRIEF - NEW GRADUATE PROGRAM

A. Program/Specialization Name and Administration

Public Issues Anthropology Master's – Stand-alone program (no longer a joint program with the Department of Anthropology, Waterloo).

1. Sponsoring Department/School and College(s):

Department of Sociology and Anthropology, College of Social and Applied Human Sciences

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

Dr. Elizabeth Finnis (please note that program coordinator is typically a 2-year elected appointment; Dr. Finnis is currently in her second year as coordinator for the current joint Public Issues Anthropology program and has agreed to remain for a third year in order to maintain continuity throughout the approval process. After this, the coordinator position will return to a regular 2-year position).

3. Evidence of any consultation with other units/programs participating in the proposed new program/specialization: (*i.e.*, if the program of study includes courses from unit(s) other than the sponsoring unit, a clear commitment of support for the proposed program/specialization must be included).

This application concerns converting the current joint Guelph-Waterloo Public Issues Anthropology Master's degree into a stand-alone program that will not include required courses from another sponsoring unit. Students will still have the flexibility to take some elective courses from other units. These will be the same courses that students are currently permitted to take, as long as they meet the course requirements.

The joint Guelph-Waterloo Public Issues Anthropology Master's degree has been in existence since 2007. The program was joint in two ways: 1) both departments taught some of the core courses – this meant Guelph students would travel to Waterloo for at least one core course (and vice versa for Waterloo students); and 2) MA committees would have faculty members from both departments. Recent changes in the Anthropology department at Waterloo, recent discussions with Waterloo, and feedback from Guelph graduate students indicate that it is no longer productive to continue the program in the joint format. Consequently, we are seeking approval for a stand-alone Public Issues Anthropology MA with a focus on sociocultural anthropology. A brief discussion of the reasons for this move follows:

1) Since 2008, Waterloo has experienced some retirements and changes in the nature of their faculty complement. In order to understand the significance of this, it is necessary to briefly discuss anthropology as a discipline.

While the four subdisciplines all study the unity and diversity of human conditions in the past and present through the examinations of social, cultural, linguistic, biological, and material aspects of human life, each subdiscipline has its own methodological and theoretical bases. Departments across Canada differ in terms of their areas of focus. Some departments maintain a focus on one particular

subdiscipline, but others incorporate two or more subdisciplines. Typically, joint Anthropology-Sociology departments (such as those at Guelph, Dalhousie, Simon Fraser, Ottawa, and Carleton) have sociocultural anthropology faculty, as sociologists and anthropologists have some complementary methods and theoretical approaches.

At the University of Waterloo Department of Anthropology several of the sociocultural anthropologists have either retired or moved to other departments, and there has not been faculty renewal to cover the loss of these sociocultural positions. When the joint program started, Waterloo had 5 tenured faculty members (Abler, Heller, Lyons, Liston, Park), and they subsequently hired one additional tenured member (Habib). Since then, Abler, Heller, and Lyons have all retired, and Habib has moved to the Political Science Department at Waterloo. Three of these faculty members (Abler, Habib, and Lyons) are sociocultural anthropologists; the other (Heller) is a primatologist. Although Waterloo has recently hired two additional tenure-track faculty members, the faculty complement currently stands at 4 tenured or tenure-track faculty. Of these faculty members, one is a sociocultural anthropologist, one is a primatologist, one is an archaeologist, and one is a physical anthropologist.

One of the implications of Waterloo's faculty complement changes (the decrease in sociocultural anthropologists) is that students at Guelph find it difficult to find potential Waterloo committee members. The Guelph department is primarily sociocultural, and our students are grounded in sociocultural research methods and theories. The joint PIA program has a requirement that graduate student committees have members from each department. The faculty members at Waterloo who were particularly active in sitting on Guelph student committees and who were committed to the joint program have retired or left. As a small department with more physical anthropologists and archaeologists than sociocultural anthropologists, Waterloo no longer has the resources to be able to consistently work with our sociocultural students. Moreover, given that Guelph is a primarily sociocultural department, Guelph faculty are not always a good fit for Waterloo student committees.

2) Guelph students in the joint program have typically had some difficulties with a number of logistical and organizational issues, including: 1) Having to travel to Waterloo to take core courses (in the absence of good public transportation links, this is difficult); 2) Finding Waterloo faculty who are willing and suitable to sit on their committees, as required by the joint format; and 3) Accessing Waterloo resources like course websites that require a Waterloo ID and login. Please see **Section I(d)** for some quotes from our students on these issues (elicited during a feedback process).

From the Guelph perspective, it makes more sense to have a stand-alone program in the Department of Sociology and Anthropology. We currently have 6 tenured anthropology faculty in the department who are able to supervise graduate students, and are in the recruitment process for a 7th tenure-track faculty member. Our department also has a strategic plan, which has been incorporated into the CSAHS integrated plan; that includes a request to hire 2 more anthropologists through 2012-2014. Moreover, in our department there is considerable overlap between the research interests, research areas, and methodologies of sociology and anthropology faculty, and there is a long-standing practice of anthropology faculty sitting on sociology graduate student committees, and vice versa. Therefore, PIA MA students will have access to the anthropologists in the department, and students will also have access to sociology faculty members as potential committee members.

B. Program Objectives and University of Guelph Learning Objectives (GDLES)

1. Objectives of the program: (clearly state objectives which should be appropriate to the nature of the program and to the level of the degree offered)

The main objective of the proposed program is to produce students who understand the role of sociocultural anthropology (the anthropology of contemporary cultural and social phenomena) as an analytical tool and a source of information concerning a wide range of intellectual and societal issues. The program is designed to get students thinking about how their critical thinking skills and knowledge can be mobilised to undertake community-engaged research on public issues that are key to contemporary cultures and societies. The program focus is on the interface between anthropological knowledge and issues crucial to governance, public discourse, livelihoods, and contemporary public issues in civil society.

Specifically, objectives of the program are:

- 1 – To develop graduate-level, critical understandings of anthropological theory and to apply that theory to public issues.
- 2 – To develop and undertake graduate-level research, ensuring a hands-on understanding of the skills necessary to write research proposals, undertake those proposals, and analyse data. This includes building on research writing skills, developing data collection skills, and developing data analysis skills (which may include the use of qualitative or quantitative data analysis software).
- 3 – To enhance student understandings of the role of anthropology in public and academic discourses on issues salient to contemporary society
- 4 – To train students who are able to take their anthropological knowledge and research/data analysis/writing skills into a variety of academic and non-academic career paths. (Please also see **Section B.5**)

The program will increase student understandings of the use and application of anthropology to the increasingly complex world in which we live; we also explore the social and ethical responsibilities of professional anthropology and professional anthropologists. As citizens and professionals, our graduates will be able to arrive at anthropologically-informed judgments on a range of issues that repeatedly surface in public and private life. Our graduates will continue to be well prepared to critically consider public issues that include migration and immigration policies, humanitarian and development interventions, environmental degradation, globalization, human rights, aging and the lifecycle and the political economy of food, health, and disease.

The program will continue to attract a diverse set of students who wish to build on the knowledge of and specialization in sociocultural anthropology. Once they graduate from the program, they will be well prepared for doctoral studies in these sub-disciplines or in interdisciplinary doctoral programs, including applied anthropology. Thus far, Guelph graduates from the joint Guelph-Waterloo MA program have gone on to doctoral programs, professional programs (such as law), jobs with international NGOs and community-based organizations, and employment with private companies. A stand-alone Guelph program will continue to offer students the training, critical thinking, and knowledge to enable them to engage with a variety of academic and non-academic career paths.

Program objectives will be achieved through a combination of coursework and a research project culminating in either a Major Research Paper or Thesis. Students may combine studies in anthropology with the collaborative program in International Development Studies (IDS) and students will be able to draw on faculty who are experts in a range of issues (including indigenous people's issues, food and dietary practices, agricultural and rural livelihoods, families and aging, gender, race and class inequalities, and the anthropology of development) in diverse ethnographic locales (including sub-Saharan Africa, Asia, the Caribbean, Latin America, and North America).

2. Fields in the program(s): (note: master's programs are not required to declare specific fields)

The stand-alone program will maintain the single field of Public Issues Anthropology.

3. Distinctive curriculum aspects, program innovations or creative components:

The Public Issues Anthropology MA with a specialization in sociocultural anthropology will remain the only program of its kind in Canada. The innovative nature of the program will make Anthropology especially appropriate for students who will enter a wide variety of fields after completing MA degrees. In Canada, a public issues approach is non-existent other than the current joint Guelph-Waterloo MA that is in the process of being dissolved (2013 will be the first non-joint cohort). The Waterloo MA will not be a competitor with our program since it will not focus on specifically sociocultural anthropology. Students graduating from the proposed program will be fully qualified (in terms of theoretical grounding, research skills development, and academic development) to go on to further studies and work in both academic and applied Anthropology.

Historically, anthropology as a discipline has made important contributions to public debate. Edmund Leach, Margaret Mead, Ashley Montagu, Franz Boas, Bronislaw Malinowski and Claude Lévi-Strauss are among those anthropologists who have brought anthropological knowledge outside of the academy and into wider discussions of such issues as race, sexuality, and the nature of the human mind itself. Moreover, as noted Canadian anthropologist James Waldram has recently discussed (2010)¹, there is a long history of public engagement within the Canadian anthropology tradition; he argues that Canadian anthropology has been on the leading edge of engaged anthropology since at least the 1970s. The Public Issues Anthropology MA program will help maintain this Canadian edge by highlighting the public nature of the research done by anthropologists in our department and elsewhere in Canada. Our MA will be a key contribution to the process of making anthropological understandings available for the public good. Students will be strongly encouraged to participate in anthropological knowledge mobilization to use in public and community organizations during the course of their training and to use such experience as data for papers and theses.

This is consistent with the broader trend (in the US and elsewhere) of anthropologists increasingly expressing an interest in a return to public engagement. Several graduate programs in the U.S. have developed interests in 'public interest', 'public' anthropology, or 'engaged' anthropology. The 2010 Distinguished Talk at the American Anthropological Association annual meetings, "Where Have You Gone, Margaret Mead? Anthropology and Public Intellectuals,"² was a call for more public anthropologists, and demonstrated increasing interest in bolstering publicly engaged anthropology. The American Anthropological Association 2011 meetings (Montreal) had 6 sessions specifically addressing issues of public or policy engagement, with session titles including "Engaging Journalism: Making Anthropology Visible in the Public Sphere", and "Anthropology Making a Mark: Examples of Public Outreach". In the Fall of 2011, The American Anthropology Association formally approved the creation of a new subsection, the Anthropology of Public Policy section.

¹ Waldram, James. 2010. *Engaging Engagement: Critical Reflections on a Canadian Tradition*. *Anthropologica* 52(2):225-232.

² This talk was reprinted in the journal *American Anthropologist*. Sabloff, Jeremy A. 2011. *Where Have You Gone, Margaret Mead? Anthropology and Public Intellectuals*. *American Anthropologist* 113(3):408-416.

This trend towards an increasingly public anthropology can be found in new organizations and publications such as Anthropology Now (<http://www.anthronow.com>), which aims to claim "a public voice for anthropology". This initiative includes the creation of Anthropology Now magazine (2009), anthropological research on contemporary issues and debates in accessible, clear language. In addition, the Centre for a Public Anthropology initiative (<http://www.publicanthropology.org/>), emphasises the need for anthropology to further engage with issues and audiences beyond disciplinary boundaries and to focus on its broader transformative potential regarding present day issues.

While flexible in terms of the specific topics chosen by students for a Thesis or Major Research Paper, the focus of the MA program, and what will make it unique, is its ability to apply theory and methods to issues that are topical in our communities today. The knowledge generated can immediately make a contribution to evidence-based policy and practice.

In addition, students will have the opportunity to engage with the Institute for Community Engaged Scholarship (ICES) at Guelph. ICES's mandate is to foster mutually beneficial collaborations and partnerships between university researchers and community organizations and to teach the principles and good practices of community engaged research. Via the Research Shop students in the PIA program will be able to work with community partners in a supported environment. As well, they have access to the graduate course in Community Engaged Scholarship, which is taught by Dr. Leach.

Finally, PIA MA students will continue to be able to undertake a joint PIA-International Development Studies degree. This is a unique, innovative opportunity for students whose research interests involve public issues in the Global South, or discourses and practices of development. The IDS program inherently involves students engaging public issues on a range of topics including international food security, global health and wellbeing, governance and policy, governance and equality, and urban and rural livelihoods. Some of the current Public Issues Anthropology faculty are involved with the IDS program as a result of research interests and research locations, and one faculty member (Sylvain) teaches a course (Gender and Development) that is an option for IDS students.

4. University's Learning Objectives particularly addressed and how the proposed program supports student achievement of the Learning Objectives. (See Chapter III, Learning Objectives, in the Graduate Calendar (<http://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo-lo-dbu.shtml>))

The Public Issues Anthropology MA program will support student achievement of the University's Learning Objectives through the development of knowledge and research skills. In particular, the program contributes to:

Literacy – This is achieved via building on previous writing skills as an element of professionalization. This includes A) academic writing and a demonstration of more in-depth critical thinking and independent thought in research papers in courses, and the Major Research Paper or Thesis; B) professional writing skills such as those necessary to write successful research proposals for major external funders (such as OGS and SSHRC), facilitated by a session in the ANTH 6000 course and by ANTH 6140; C) public writing skills that make academic research accessible to a wider audience (facilitated by ANTH 6000).

Sense of Historical Development – This particularly focuses on furthering students' understanding of the development of anthropological theory and approaches, both in Canada and elsewhere, via ANTH 6080 (Anthropological Theory), and deepened understandings of how Anthropology has intersected with, worked with, and contributed to other disciplines including Geography, International Development, Political Science, Economics, and Sociology.

Global Understanding – Anthropology students develop a sense of global understanding in their undergraduate courses. This is built upon at the graduate level via coursework, and also via the opportunity to undertake hands-on research in other parts of the world, as well as with people who have immigrated to Canada from elsewhere. Some current and former Guelph students in the Guelph-Waterloo joint MA program have, for example, undertaken research in Botswana, Paraguay, and Honduras; other students have worked with immigrant populations living in different parts of Canada. Students thus gain deep insight into the ways that diverse cultural, political, economic, environmental, and geographical factors shape contemporary human experiences and conditions. This is enhanced by a historical understanding of how these factors have shaped contemporary conditions.

Moral Maturity – Furthering moral maturity is facilitated by the process of undertaking primary research and the development of research ethics protocols prior to beginning fieldwork. Research ethics in particular are discussed in ANTH 6140 (Research Methods), but the exploration of anthropological insights in human ethics and morals is at the centre of anthropological discussions of theory and the human condition (addressed in core courses).

Depth and Breadth of Understanding – Our students in particular learn the importance of depth of inquiry, typically via the application of qualitative research methodologies and approaches. These are central to anthropological inquiry, given that anthropological theory focuses on understandings of the complexities of cultures. Thus, all core courses address issues of depth; furthermore, students who undertake the Thesis option (see below, **Section F.f**) develop understandings of these complexities and depths via hands-on primary research with a research community. At the same time, students gain an understanding of breadth in terms of: A) the breadth of anthropological inquiry (contemporary and historical); B) the ways that anthropology has intersected with other disciplines; and C) the ways that anthropological work can be introduced to and shared with public (non-academic) audiences.

Independence of Thought – The MA program is a key component to furthering independence of thought. Students are given the opportunity to pursue their own research interests at a level that is not possible in undergraduate studies. Whether a student undertakes the Thesis option or the Major Research Paper option, he or she has the opportunity to develop independent research questions and pursue learning in far more depth than possible in undergraduate programs.

Love of Learning – Students who enter an MA program are typically demonstrating the intellectual curiosity that goes hand-in-hand with a love of learning. The MA program allows students to further their love of learning via students' personal involvement in the development of research projects (Thesis or Major Research Paper) that are rooted in their own intellectual curiosity – i.e. the specific intellectual and public issues or questions that each student is passionate about.

5. Intended career and/or higher education, any specific objective in the discipline: (e.g., professional skills, etc. Program objectives should also relate to the careers to which graduates in the discipline can aspire. For professional program areas, identify congruence with current regulatory requirements of the profession.)

| Potential Intended Career or Higher Education | Skills Development in MA Program |
|---|--|
| Continuation to PhD program | <ul style="list-style-type: none"> - Development of research proposal and research project - Development of hands-on fieldwork experience (Thesis option) - Development of deeper insights into |

| | |
|--|---|
| | <p>core and contemporary anthropological theory (ANTH 6080) and methodology (ANTH 6140)</p> <ul style="list-style-type: none"> - Development of funding proposal writing skills (i.e. OGS and SSHRC applications) - Development of graduate-level, critical thinking and incisive writing skills via course work and Major Research Paper or Thesis writing - Development of skills needed to engage with communities and public discourses via ANTH 6000 course, via research proposal and research project development, and via engagement with Community Engaged Scholarship graduate course (optional) |
| Continuation to Professional Degree (i.e. law degree) | <ul style="list-style-type: none"> - Development of graduate-level critical thinking and incisive writing skills via coursework and Major Research Paper or Thesis writing - Development of grounded insight into the relationship between public issues and public policy, laws, and governance |
| Work in NGOs (national or international), community-based organisations (CBO), or government (i.e. immigration services) | <ul style="list-style-type: none"> - Development of graduate-level critical thinking and incisive writing skills via coursework and Major Research Paper or Thesis writing - Development of skills necessary to apply for and receive organization funding - Development of skills necessary to develop community-based or community-engaged research projects (necessary for most NGO and CBO positions) via ANTH 6140 and hands-on fieldwork experience (Thesis option) - Development of skills necessary to engage with communities in developing and undertaking research projects |

C. Rationale and Consistency with the University's Mission and Integrated Plan

1. Rationale for developing the program and identify the relationship of the program to the Integrated Plans of the Department/School and College, and overall University Integrated Plan:

This stand-alone program is the logical continuation of a joint program that, while successful in attracting graduate students, has had some logistical problems and is currently facing faculty complement changes at Waterloo. The Department of Sociology and Anthropology can offer a stronger program as a stand-alone program with a focus on a specific field within sociocultural anthropology.

The relationship with CSAHS and University Integrated Planning is clear:

1 – The University is moving towards greater support for and focus on four major research areas: Environment, Health, Food, and Community. The core anthropology faculty³ associated with the PIA program all do research on one or more of these areas (see brief breakdown of key research words below; more details available on attached CVs).

Finnis: agricultural and dietary transitions, dietary diversity, rural communities and agricultural livelihoods, food and nutrition

Hedican: Northern Aboriginal community specialist, focus on economic and political issues; ethnographic research in Ireland on farming families and globalization

Kawano: death, dying, and aging, older persons' wellbeing related to death anxiety in an urban setting

Leach: urban and rural communities, livelihoods, gender, economic change and development, community engaged scholarship

Rohatynskyj: Gender and development; micro-credit organization in India; intersection of discrete and global circumstances (drawn by Dept Chair from 2011 T& P docs)

Sylvain: Rural poverty, hunger, disease, rural livelihoods and survival strategies, structural violence and social suffering

2 – At the College level, there is increasing interest in fostering opportunities for community-engaged research and scholarship, linking academic work with public audiences and communities. This has been demonstrated by new collaborative, innovative initiatives like ICES. Sociocultural anthropology is typically inherently community-engaged, as it is dependent on hands-on ethnographic research. This may incorporate participatory methods and applied anthropology goals. Moreover, our emphasis on public issues anthropology (anthropology that engages with contemporary issues of public concern, and that helps communicate research findings with non-academic as well as academic audiences) intersects well with emerging College and University priorities. The focus of the program lends further support to the College's move to recognise and undertake knowledge mobilization. This includes the integration of community partners in the development of research agendas and the design of research projects and programs, as well as community outreach in expanding the scope of research and the communication of results, and efforts to bring research findings and their applications to non-academic audiences.

³ Please note that the department is in a recruitment process for hiring an additional anthropology faculty member in 2012-2013. In addition, the college plan includes two more future anthropology positions (for 2012-2103 and 2013-2014).

3 - The Public Issues Anthropology program also provides students with the opportunity to have hands-on learning experiences (via developing, conducting, and analysing primary data if the student chooses the thesis option). Experiential learning is a core aspect of both College and University-level planning. The PIA program is able to incorporate experiential learning opportunities for students through thesis and major paper research and through participation in the Community Engaged Scholarship graduate course in CSAHS. The program also lends itself to the development of future experiential learning pathways.

D. Anticipated Enrolment and Impact on Existing Programs

1. Projected enrolment levels for the first five years of operation, including:

a) initial enrolment;

Our entry cohorts since the inception of the joint Guelph-Waterloo program (2007) have ranged from 3-7 students (Guelph students only; this does not include the students who registered through Waterloo). For the first year of the stand-alone program, we anticipate enrolling 6-8 students.

Data from the Guelph-Waterloo program (Guelph students only):

Fall 2007 Guelph cohort: 5 students admitted

Fall 2008 Guelph cohort: 6 students admitted

Fall 2009 Guelph cohort: 6 students admitted

Fall 2010 Guelph cohort: 3 students admitted

Fall 2011 Guelph cohort: 7 students admitted

b) enrolment after two years;

6-8 students

c) steady-state annual enrolment and steady state total enrolment and years these will be achieved.

7-10 students annual enrolment and a steady state enrolment of 14-18 (incorporating students in both the first and second years of the program at any given time. We anticipate these enrolment numbers to become steady-state by the 4th year of operation.

2. overlap, if any, with existing programs: (discuss potential impact of new program on existing programs and whether students may move to this program from others or whether the proposed program is expected to attract new students.)

There are no overlaps at the University of Guelph. The University of Waterloo may develop their own Public Issues Anthropology MA, but given their faculty complement, the nature and direction of this program will differ from a Guelph PIA MA with a focus on sociocultural anthropology.

At the University of Guelph, the PIA program will intersect with International Development Studies program, something that the joint program has done in the past (for example, in the 2011 cohort, we have two students who are combining PIA-IDS MA degrees).

3. Programs proposed for closure as a result of this proposed new program.

The joint Guelph-Waterloo Public Issues Anthropology program will be closed. The Guelph Public Issues Anthropology program will become a stand-alone program.

E. Admission Requirements

1. List of admission requirements and indicate their appropriateness for ensuring adequate achievement and preparation for entry into the program:

A – 4-year undergraduate honours degree requirement, with the expectation that this is an Anthropology degree (ensures that students have sufficient skills development (writing, critical thinking) to build on at the graduate level, and sufficient grounding in anthropological theory and methods to enable further exploration at the graduate level).

B – B+ minimum average in final two years of the undergraduate program (helps ensure that students are prepared to function at the level of critical thinking required for graduate studies).

2. List any proposed alternative requirements and rationale:

A – Students without a 4-year undergraduate honours degree in Anthropology will be considered if they have at least 5 courses in Anthropology, as long as they were majors in another social science or humanities program (this helps ensure that students have experience with the critical thinking approaches key to the social sciences and humanities)

B – Students with a 4-year undergraduate honours degree in the natural sciences will be considered if they have at least 5 courses in Anthropology and these courses include both ethnography and anthropological theory (this helps ensure that students are prepared to engage with anthropological theory and methods at the graduate studies level; this is key to helping maintain timely completion of the program)

3. For new fields within an already approved graduate program, admission requirements that differ from existing requirements within the degree program and rationale.

N/A

F. Program Requirements

1. Outline of program (course) requirements, including:

a) courses currently offered, with frequency of offering;

Preliminary Note: All Admission and Program Requirements are the same as those previously approved for the joint Guelph-Waterloo PIA program. We have not changed these requirements for the stand-alone Guelph program.

| Course Code | Course Title | Required or Elective | Frequency |
|--------------------|----------------------------|-----------------------------|------------------|
| ANTH 6000 | Public Issues Anthropology | Required | Annually |
| ANTH 6080 | Anthropological Theory | Required | Annually |

| | | | |
|----------------------------|---|--|----------|
| ANTH 6140 | Qualitative Research Methods | Required | Annually |
| ANTH 6270 (joint with SOC) | Diversity and Social Equality | Elective | Annually |
| ANTH 6420 (joint with SOC) | Global Agro-Food Systems, Communities and Global Change | Elective | Annually |
| ANTH 6460 | Gender and Development | Elective | Annually |
| ANTH 6480 (joint with SOC) | Work, Gender and Change in Global Context | Elective | Annually |
| ANTH 6550 | Selected Topics in Theory and Research | Elective | Annually |
| ANTH 6600 | Reading Course | Elective | Annually |
| ANTH 6660 | Major Paper (for students who take the Major Research Paper option) | Required for students undertaking a Major Research Paper | Annually |

Note: Students who take the Thesis option (see below, **Section f**) take a minimum of 4 courses (3 required, 1 elective) and write a thesis. Students who take a Major Research Paper option take a minimum of 6 courses (3 required, 3 electives), and then register for ANTH 6660, and write a major research paper.

b) list of any new courses proposed as part of the submission; (append completed new course proposal form(s))

No new courses are included in this submission.

c) required courses mounted by other units and confirm commitment by said unit;

N/A

d) for doctoral programs, the structure of the qualifying examination;

N/A

e) required research and/or experiential learning activities;

Students who undertake the Thesis option (see below, **Section f**) develop a research proposal, receive Research Ethics Board clearance, and conduct their own primary research. Data collection typically involves primary fieldwork to collect original data; it can also include content analysis of pre-existing documents. Primary fieldwork may take place in Canada or in other elsewhere, depending on the nature of the student's research questions and funding. Fieldwork in anthropology includes:

- Gaining entry to the community via initial meetings and relationship building
- Participant observation with the research community

- Data collection via interviews with research participants and/or focus groups with research participants
- Data collection during fieldwork may also include the use of other methods including oral histories, participatory research methods (i.e. community mapping, participatory rural appraisal), pile sorting, the generation of visual content (video, photographic) and analysis of this content, and surveys

Fieldwork may also require basic competence in the language of the research community (students, for example, have gone to Spanish-speaking countries, and have taken Spanish lessons beforehand).

After data collection, students gain experience analyzing primary data (the data they have collected) and writing it in a professional, in-depth way.

Students who undertake the Major Research Paper option (see below, **Section f**) are required to conduct either library-based or primary research in order to develop an in-depth understanding and argument about an anthropological topic or area.

f) required thesis, major paper or other capstone requirement.

Students in the program have two options:

1 – Thesis option: Students take a minimum of 4 courses and then complete a thesis based on their own primary research (typically approximately 100 pages long, not including references and appendices)

2 – Major Research Paper option: Students take a minimum of 6 courses, then register for ANTH 6660 and complete a Major Research Paper based on library research (typically between 40-60 pages long)

2. Mode of delivery (in-class, lecture, problem- or case-based learning, online/distance, hybrid) and explain why the methods are appropriate for meeting the program's learning objectives:

Coursework: In-class seminar discussion with minimal lecturing. This format is intended to provide students with the opportunity to critically engage with readings and other material. Faculty instructors are facilitators who also provide insight and experience during these discussions. Coursework includes final research papers and other assignments where students explore anthropological issues and theory in depth. ANTH 6140 (Research Methods) provides students the opportunity to develop a primary research proposal that considers research ethics, the development of research questions, research methods, and approaches to the analysis of data. The mode of delivery remains the same as the joint program.

Thesis fieldwork and analysis: Community-based fieldwork intended to offer students the opportunity to undertake data collection based on their own research questions and proposals. This allows students to apply methodology knowledge developed in ANTH 6140 to their own data collection and data analysis.

Students may develop MA projects that are entirely independent of their MA advisor's own research projects. Students may also choose to develop projects that are part of a larger faculty project. This may involve doing research in similar locations, or doing research that is complementary to their advisor's research.

The MA advisor and (to a lesser extent) members of the MA committee mentor students and help guide them through the process of preparing to undertake fieldwork, undertaking fieldwork, analyzing the data, writing chapter draft, and writing the final thesis. Part of the MA thesis process is the thesis defense, which takes place with members of the committee and an external thesis reader.

Major Research Paper: Students who take this option (rather than the Thesis option) have the opportunity to explore anthropological theory and public issues in more depth than possible in coursework alone. The MA advisor serves as a guide through this process via discussion of the research paper topic and theory.

3. Appropriateness of the program's structure and curriculum in meeting expressed learning objectives:

Learning objectives and skills development are discussed in detail in **Sections B.1, B.4, and B.5**. Key points in these sections demonstrate that learning objectives will be met in the following ways:

1 – Via core courses that further ground students in anthropological theory, that introduce them to concepts in public anthropology, and that provide them with understandings of research skills and methodologies.

2 – Via the development of a research proposal and the undertaking of a research project for either the Thesis process or the Major Research Paper process. This ensures that students are getting hands-on understandings of research development and analysis, while also building on their professional writing skills. This process also allows students to develop their own research ideas and apply anthropological theory to public issues.

3 – Via workshops that facilitate the writing of external funding applications (for example, OGS, SSHRC, or CIHR), which builds research writing skills.

4. Appropriateness of the proposed method of assessment in evaluating student progress and achievement of the learning objectives:

Assessment methods include term papers and presentations in courses. In developing proposals for MRP's or theses, students will answer questions from their Advisory Committees and again in defending the completed project/thesis. In each instance elements of all the University learning objectives are being assessed at a level which exceeds the sophistication expected of undergraduate students. In particular, at a graduate level students are expected to show greater 'independence of thought', 'understanding of forms of inquiry', 'depth and breadth of understanding' and 'moral maturity' than is asked of an undergraduate student.

Note: the proposed calendar copy for this program (Preamble, Schedule of Studies) and templates (course forms and course outlines) for any new courses proposed to support the program will be required with the submission (see Volume II: Supporting Documentation).

G. Human and Physical Resource Requirements

Preamble: In addition to the core anthropology faculty members listed in the following table, the Department of Sociology and Anthropology anticipates hiring 3 additional anthropology faculty members in the next 2 years. Currently, the department is in the early phases of recruitment for a position in 2012-2013. In addition, the current College plan includes two additional anthropology faculty hires in 2012-2014. These hires will facilitate the growth of the PIA program.

1. Complete Table 1.

TABLE 1. Faculty members by field.

| Faculty Members by Field | | | |
|----------------------------|----------------------------|------------------------|----------------------------|
| Faculty Name & Rank | Home Unit | Supervisory Privileges | Fields |
| | | | Public Issues Anthropology |
| Category 1 | | | |
| E. Finnis - Associate | Sociology and Anthropology | Full | X |
| E. Hedican - Professor | Sociology and Anthropology | Full | X |
| S. Kawano - Associate | Sociology and Anthropology | Full | X |
| B. Leach - Professor | Sociology and Anthropology | Full | X |
| M. Rohatynskyj - Associate | Sociology and Anthropology | Full | X |
| R. Sylvain - Associate | Sociology and Anthropology | Full | X |
| Category 2 | | | |
| N/A | | | |
| Category 3 ⁴ | | | |
| A. Hovorka – Associate | Geography | Co-supervisory | X |
| S. Humphries – Associate | Sociology and Anthropology | Co-supervisory | X |

⁴ Note: The faculty listed here are all Sociology, Sociology/IDS, or Geography/IDS faculty who have contributed to the PIA program as co-supervisors, committee members, and MA defense examiners.

| | | | |
|--------------------------|----------------------------|----------------|---|
| L. Kowalchuk – Associate | Sociology and Anthropology | Co-supervisory | X |
| K. Preibisch – Associate | Sociology and Anthropology | Co-supervisory | X |
| V. Shalla – Associate | Sociology and Anthropology | Co-supervisory | X |
| J. Varghese – Assistant | Sociology and Anthropology | Co-supervisory | X |
| Category 4 | | | |
| N/A | | | |
| Category 5 | | | |
| S. Barrett – Emeritus | Sociology and Anthropology | Co-supervisory | X |
| F. Schryer – Emeritus | Sociology and Anthropology | Co-supervisory | X |
| Category 6 | | | |
| N/A | | N/A | |

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.

Category 3: **Tenured or tenure-track** core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 4: **Non-tenure track** core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 5: **Other core faculty:** this category may include **emeritus professors** with supervisory privileges and other **Associated Graduate Faculty** members.

Category 6: **Special Graduate Faculty** members.

2. Areas of strength and expertise of the faculty up to, and including, its current status, and also any plan for future development. The commitment of the core faculty to the graduate program through sustained participation in activities involving graduate students (e.g., seminars, colloquia, conferences, journal clubs, etc.) should be demonstrated.

Anthropology faculty do research on public issues. We are extremely well positioned to develop and maintain a Public Issues Anthropology program because we are engaging with topics that go beyond issues of academic concern. Faculty research interests are public issues. We do research with contemporary populations who are struggling with issues of food and health, human rights, citizenship and inclusion, and environmental changes. Our research as public issues includes:

Finnis: Public concerns with food sovereignty, food security and environmental uncertainties.

Hedican: A specialist in applied anthropology on public issues including Canadian Aboriginal land claims, justice, treaty rights, and governance.

Kawano: Examines the impact of declining birthrates on the Japanese family-based caregiving systems for both the living and the dead; the ways in which aging urbanites reconfigured their relations with younger generations and their postmortem identity through the creation of a new mortuary ritual; the perceptions of available childrearing support among urban mothers of preschoolers and their evaluation of the state's childrearing support programs.

Leach: Issues on the public agenda including employment and unemployment in the context of economic crisis, migration regimes and immigration policy.

Rohatynskyj: Gender & development; micro credit organization in India; interaction of discrete situations & global problems. (Drawn by Chair from 2011 T & P docs)

Sylvain: Social justice issues, specifically gender, race, and class inequalities and indigenous peoples' rights in southern Africa, and engaging with public debates and discussions concerning labour relations, racial/ethnic relations, gender equity, and indigenous/ethnic minority rights, as well as culturally appropriate and gender-sensitive development interventions.

In addition, anthropology faculty members share our research in both public and academic fora. Examples of sharing our work with public, broader audiences include serving as consultants, publishing in non-academic journals, and giving public talks. For example, Sylvain has given many public lectures on San issues and gender in Africa, has served as a consultant for two NGOs, the Working Group of Indigenous Minorities in Southern Africa (WIMSA) and the Omaheke San Trust (OST), and has produced a report on San women and youth for the Pan-Commonwealth Secretariat. Hedican has given numerous Wellington County Historical Society talks, and has acted as a consultant on land claims, including White Sands Indian Band claim. Finnis has published in non-academic venues aimed at public audiences, and in academic-public hybrid magazines (such as *Gastronomica*), and has shared her research in public lectures, and lectures for high school students in both Canada and Paraguay. More detail on these kinds of public-engagement activities by faculty members can be found on the attached detailed CVs.

Public Issues Anthropology students are active in the organization of the annual SOAN Graduate Student Conference (ENGAGE), and they regularly present papers at this conference; faculty members typically function as chairs of conference sessions or as the Keynote Speakers at the conference (for example, Belinda Leach was the Keynote Speaker for the 2011 ENGAGE conference, and Elizabeth Finnis was chair for conference sessions in 2011 and 2009).

In addition, the department hosts a gathering for incoming and returning graduate students each September, in order to meet with department faculty and staff. This is intended to help facilitate graduate student integration within the department, and across cohorts. We host other activities that

are intended to facilitate student integration intellectual development, and professional development. These include:

1 – A department Speakers' Series, and graduate students are strongly encouraged to attend talks as part of their intellectual development and integration into the department.

2 – A grant writing workshop (focussed on OGS and SSHRC) for all graduate students in the department (PIA, Criminology, Sociology). This is typically hosted by the graduate coordinators of the three graduate programs in our department.

3 – A workshop on applying to PhD programs that is available to all MA students who are close to completing their degree.

The Institute on Community Engaged Scholarship provides opportunities for graduate students through the Research Shop to work with community organizations and individuals to identify and address social problems and develop policies for positive change. ICES has a unique model for this work, placing graduate students as embedded researchers with community organizations, and then providing support for the students through its topic focused (currently, food security, community drug strategy, poverty) teams of graduate students at different stages in their graduate studies. PIA students have been employed as Research Shop interns.

The development of a strong stand-alone Public Issues Anthropology MA is part of the Department of Sociology and Anthropology's 5-year strategic plan. In the department's recently completed Strategic Plan (part of a College-wide process) we have indicated a request for two additional anthropology faculty members in the next 2-3. Likely replacement of retired faculty in the next 3-5 years will provide future fortification of our strategic plan objectives.

3. For doctoral and thesis-based master's programs, evidence of scholarly activity and intellectual atmosphere of the academic unit based on the number and quality of significant publications of the members and by the unit's continuing insistence on originality and excellence. (In the case of programs in professional areas, there must be a solid basis of appropriate scholarly or creative activities.)

| Faculty Member | Number of peer-reviewed journal articles since 2008 | Number of peer-reviewed book chapters since 2008 | Number of peer-reviewed books (editor of an edited volume, single-author or co-author) since 2008 | Number of Other Publications ⁵ since 2008 | Number of reprinted articles/chapters (in anthologies or collections) |
|----------------------------------|---|--|---|--|---|
| Core Anthropology Faculty | | | | | |
| Finnis | 4 (one forthcoming 2012) | 3 (two in book edited by Finnis – see next column) | 1 (edited volume; includes 2 of the chapters included in previous | 3 | |

⁵ Includes book reviews, invited commentaries, discipline-specific but not peer reviewed articles (such as articles in *Anthropology News*), non-academic articles including newspaper articles, and policy reports.

| | | | | | |
|--------------------------------------|--------------------------|--------------------------|--|----------------------|---|
| | | | column) | | |
| Hedican | 2 (forthcoming 2012) | | 1 (forthcoming 2012, solo-author) | | |
| Kawano | 1 (2010-2011) | 1 (accepted) | 1 (solo-author book) | | |
| Leach | 3 | 5 | 1 edited volume (includes 2 of the chapters included in previous column), 2 forthcoming 2012 | 1 | 1 |
| Rohatynskyj | 1 | 1 | | | |
| Sylvain | 1 | | | | 3 |
| Emeritus Anthropology Faculty | | | | | |
| Barret | 2 | 3 | | | |
| Schryer | | 2 | | 1 (forthcoming 2012) | |
| Other Faculty | | | | | |
| Hovorka | 13 | | 1 co-edited volume | 1 | |
| Humphries | 2 | 3 | | 2 | |
| Kowalchuk | 4 | | | 2 | |
| Preibisch | 6 (including 1 in press) | 6 (including 2 in press) | | 5 | |
| Shalla | | 2 | 2 edited volumes | 3 | 1 |
| Varghese | 2 | | | 1 | |

H. Funding and Resource Availability

1. Evidence of adequate resources to sustain the research activities and quality of scholarship produced by students, including information technology support, and laboratory access.

The Department of Sociology and Anthropology recently completed a Graduate Student Computer Lounge in our department (MacKinnon # 628). Along with lounge space, the room contains 5 new computers that support key software packages (Word, Adobe, SPSS, Nvivo, STATA) necessary to student data analysis.

Graduate students in the Department of Sociology and Anthropology are provided with study and desk space in Blackwood Hall. Computing and printing facilities are also available in Blackwood Hall and in the student computer lounge.

Graduate students are offered funding packages that include: Teaching Assistantships, Dean's scholarships (competitive), and BGSRS scholarships (competitive). Students have also received research assistantships associated with individual faculty research projects. All Guelph students who have been admitted to the current joint Public Issues Anthropology program have received funding packages.

2. Notable resources available to the program demonstrating institutional appropriateness (e.g., research institutes, centres and chairs; unique library collections or resources; facilities such as computer, laboratory, other acquisitions, etc.)

See above re: graduate student computer lounge and key software packages.

In addition, the Institute on Community Engaged Scholarship is anticipated to become a formal University Institute, and joins the Centre for Families, Work and Well-being in providing a framework for supporting graduate student research and knowledge mobilization activities that are connected to the community. Both of these initiatives provide unique and appropriate opportunities for students working on public issues in anthropology.

3. Complete **Table 2**.

TABLE 2

| Total Operating Research Funding by Source and Year for the Past 4 Years⁶ | | | | |
|---|--|--|------------------|---|
| | Source | | | |
| Year | Granting Councils | Other Peer Adjudicated | Contracts | Others |
| 2008-09 | Hovorka (123 950) Leach (210 000) Shalla (20 000) Sylvain (27 688) | Humphries (275 000) ⁷ | | Finnis (1000) Preibisch (800) Shalla (16 160) |
| 2009-10 | Finnis (16 703) Hovorka (60 000) Kowalchuk (77 676) Leach (210 000) | Finnis (20 000) ⁸ Kawano (14 510) ⁹ | | Hovorka (40 000) Kowalchuk (800) Preibisch (800) Preibisch (3750) Shalla (11 000) |
| 2010-11 | Finnis (43 267) | | | Leach (10 000) Preibisch (800) |
| 2011-12 | Finnis (40 093) | | | Kowalchuk (800) Leach (10 000) Varghese (10 000) Varghese (6000) |
| Totals | 1 218 777 | 309 510 | | 111 910 |

⁶ The funding here includes funds in which the faculty member is PI, or co-PI. Grants in which the faculty member is a participant or collaborator are not included.

⁷ CIDA

⁸ Shastri Indo-Canadian Institute; Research Partnership Development Grant

⁹ Japan Foundation; Research Grant

1.

4. Expected level and source(s) of student stipend, if any, to be provided.

Student funding for the stand-alone PIA program is unchanged from the funding offered by the joint PIA program. Our department guarantees our MA students (PIA and Sociology) two semesters of full TA funding. Top students are typically offered 4 full TAs. Each full TA is approximately \$5300 a semester (thus, \$10 600/year).

We have additional competitive and grade associated scholarships for incoming students. The Dean's Scholarships are worth \$2500, and the BGS Research Scholarships are worth \$2000. We endeavour to recruit students who come in with external (Tri-Council) funding. While they are not eligible for the Dean's Scholarships, they do receive a Dean's Graduate Scholarship, which is worth \$5000.

Students are also eligible for GRA funding from faculty. This may involve research assistance in Canada, or in other countries.

5. If not included in the appended CVs of core faculty, in a table list the source of research operating funds to core faculty members for the past six years (e.g., granting councils, industry, government, foundations, etc)

Please see appended individual CVs of core faculty.

6. In a (separate) table, list other types of research funding (e.g., equipment, travel, publication)

| Funding Type/Equipment Type | Source | Amount |
|--|--|--|
| Conference travel stipend (available to graduate students) | Department of Sociology and Anthropology | \$500-1000, depending on the location of the conference/travel. |
| Computing equipment and site licenses for data analysis software (available to graduate students in Graduate Student Computer Lounge, see Section H.1) | Department of Sociology and Anthropology | Computers (5): \$7500 Printers (2): \$900 Nvivo (5): US\$2500 STATA: \$1200 |

I. Duplication, Student Demand and Societal Need

1. Similar programs offered by other institutions in the Ontario university system and evidence of justifiable duplication based on demand and/or societal need.

No other department in Canada offers a Public Issues Anthropology MA with a sociocultural anthropology focus. The current joint Guelph-Waterloo program is on track to be dissolved before the 2013 cohort.

2. Convincing evidence of student demand for the program. Per the MTCU checklist, consider the following in making these determinations:

a) evidence of student demand through application statistics: (e.g., number of enquiries, applications received, number of qualified applicants)

Enquiries:

Typically the Guelph PIA program receives approximately 35 enquiries per year (sent to either the Graduate Secretary or the Graduate Coordinator).

Applications/Qualified applications (based on minimum average requirements). Note: these are applications to Guelph only – the Waterloo applications for the joint program are not included:

| Cohort Year | Number of Applications Total | Number of Qualified Applications | Admitted |
|--------------------|-------------------------------------|---|-----------------|
| 2007 | 7 | 7 | 5 |
| 2008 | 17 | 14 | 6 |
| 2009 | 17 | 16 | 6 |
| 2010 | 7 | 6 | 3 |
| 2011 | 15 | 13 | 7 |

Since 2007, we have had sustained interest in the program. The 2011 cohort was our largest cohort (seven students), indicating that the PIA program is increasingly well known and in demand by students.

b) origin of student demand (% domestic and visa students):

90% domestic (from a range of universities including York, UBC, Windsor, McGill, Waterloo, Manitoba, Guelph, and McMaster)

10% international (countries have included the US, Pakistan, Bangladesh)

c) duration of the projected demand (e.g., short, medium or long-term demand from specified sources):

Long-term – we have had sustained interest in the joint program since 2007 (as noted above, the 2011 cohort was our largest cohort yet) and anticipate that a stand-alone program will have increased demand due to a reduction in logistical issues and a clearer focus on sociocultural anthropology. Moreover, the Public Issues Anthropology approach is increasingly known in the university system – we therefore anticipate that this increasing awareness (due to recruitment activities as well as longevity of the program) will mean increased enquiries and applications. New faculty hires will also help with this process, as it demonstrates a dynamic department, which is key to generating knowledge of and interest in the program.

d) evidence of review and comment by appropriate student organization(s), if applicable.

In November 2010-January 2011, all current PIA students and some former students were contacted to ask for feedback about the strengths and challenges of the joint Guelph-Waterloo PIA program, particularly as it pertained to the jointness aspect. Students were assured their feedback would be anonymous. The quotes below highlight some of the strengths students noted about the program, and the challenges that a joint program entailed. As discussed in **Section A.3**, the challenges students faced in terms of jointness are part of the decision to seek a stand-alone PIA MA at Guelph.

Strengths:

"One thing I REALLY liked in the program was for the Public Issues Anthropology course we took...we had an assignment that was extremely useful and relevant to a Public Issues Anth. course - this assignment was in 2 parts, where we had to write a paper in the regular academic style on our research topic. Then the 2nd part of the assignment required us to take that same material and present it in 'layman's terms' -- or in a paper style that would be accessible to the larger public. For me, this was one of the best assignments I ever had in my university career and it was REALLY important to my academic growth and to my understanding and success in the program. Why? Because as academics studying issues in popular culture, issues that are dominant in the public sphere, we must not only be able to share and communicate with our peers and others in the university setting, but we MUST be able to communicate and share our ideas with the public - in regular terms, without the jargon."

"I really like the freedom and space I have to explore issues that interest me. I've also had great support from faculty and from the other PIA students. This program has enabled me to conduct research that I'm passionate about and to work with people who are smart, experienced and encouraging. That has been incredibly valuable."

"I think the ideas and goals are just what contemporary anthropology needs."

"Our theory class was fantastic."

Challenges:

"It has been difficult to establish any sort of relationship with students and professors from Waterloo because of the distance."

"The traveling was a total pain - by bus (Guelph city transit, Greyhound, K/W city transit) it took us almost 3 hours to get to the UW campus, and then of course, 3 hours to get home. Throw in the 3 hour class in the middle and it made for a ridiculously long day. In my first semester, we had 2 classes at UW. Which made for two 9 hour days."

"The UW department seems to show very little interest in Guelph students...I've had regular meetings with my advisor, that's been no problem whatsoever. But each time when I asked about meeting with my UW committee member, they were busy/out of town/unable or unwilling to travel to Guelph."

"I think that being a joint program was actually one of the biggest weaknesses of the program and one that caused a lot of frustrations for students. For our cohort there was very little support for us in

commuting to and from classes....Having two campuses also meant that we at Guelph didn't go to any of the departmental events that were held in Waterloo to welcome students and none of the Waterloo students came to anything that happened at Guelph."

"There was an issue with transportation when travelling to and from Guelph-Waterloo. There were days when we had to rent a vehicle, as well as days when we had to take a GO Bus and then Waterloo public transportation. It always seemed like a bit of a hassle getting to and from the different universities (time and \$\$)."

3. Identify the societal need for the proposed program including:

a) dimensions of the societal need for graduates (e.g., socio-cultural, economic, scientific, technological):

In the current era of increasing public accountability, it is timely to introduce and sustain programs that have been consciously developed to foster public accountability by addressing public problems in public ways. The PIA program addresses the issue of accountability directly, through its claim that anthropology has a major role to play in serving the broader society through its insights and methods.

Furthermore, outstanding public intellectuals like Noam Chomsky and Edward Said have pointed out that intellectuals have a moral responsibility to contribute in public ways to public life, that is to an audience that can do something about the issues at hand. This responsibility is advanced through the creation of graduates who have been trained to do so.

b) geographic scope of the societal need for graduates (e.g., local, regional, provincial, national):

There are no limits to the geographical scope of the society need. However, it is crucial that such programs exist within Canada that are able to contribute to debates within the Canadian 'public', within Canadian public policy, and to nurture a Canadian variant (and history) within a broader realm of public anthropology.

c) trends in societal need for graduates:

Not only does the PIA program address accountability issues directly, but its graduates are well positioned to take their understandings of applied principles and research into their work organizations and institutions.

Programs in Public Anthropology prepare students for careers in public service, community organizing and social advocacy through their skills in critical inquiry, problem solving, and especially the public communication of complex ideas. Graduates are likely to find work in expanding areas of need such as cultural resource management, women's and minority health, educational equity, refugee resettlement and immigrant settlement, human rights, environmental justice, AIDS, transitions from mass violence, eating disorders. We already have evidence that the graduates of PIA MA program are being employed in organizations with a strong social justice component. This includes GLBT-rights NGOs in Sub-saharan Africa.

In addition, our program trains students to be able enter doctoral programs, or professional programs. Some of our graduates have therefore entered PhD programs in Anthropology, or professional programs such as Law.

d) duration of the societal need (e.g., short, medium, or long-term).

Indefinite

VOLUME II: SUPPORTING DOCUMENTATION

A. Letter of support from the relevant Dean(s), including confirmation of the adequacy of required resources (***requested by Unit***)

B. Letter of support from the Head of Information Resources indicating a completed Library Assessment and adequate library resources (***as requested by Office of Graduate Studies***)

C. Confirmation of support from other units a) implicated in the proposal or b) affected by the proposal (***as requested by Division Committees of Board of Graduate Studies***).

D. Calendar copy: Include the proposed calendar copy for both this program (Preamble, Schedule of Studies) and each new course proposed to support the program (***provided by Unit***).

E. Current *curriculum vitae* of faculty members named in proposal (***Tenure & Promotion format***)

UNIVERSITY SECRETARIAT



To: Members of Senate

From: Byron Sheldrick, Chair, Committee on Student Petitions

Subject: 10. Committee on Student Petitions Report

Meeting: December 5, 2012

a) Annual Report 2011-12

The annual report from the Senate Committee on Student Petitions (September 2011 to September 2012) is presented for information (enclosed).

The report was also presented to the Boards of Undergraduate and Graduate Studies at their November meetings.

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UNIVERSITY OF GUELPH

To Senate;

From: Byron Sheldrick, Chair, Senate Committee on Student Petitions

Subject: Senate Committee on Student Petitions Annual Report September 2011 to September 2012

The Petitions Annual Report (September 2011 to September 2012) is a summary of the hearings processed through the Judicial Office and/or subsequently heard by the Senate Committee on Student Petitions. The report has been compiled by the Judicial Officer, Philip Zachariah.

In the table below, please find statistics for the Petitions Committee for several prior academic years, with detailed statistics for the last three years following in the attached pages.

The latter information is presented according to 1) the Program of the student who filed the Petition, and 2) the Grounds upon which the Petition was based.

| Academic Year | Total Petitions Received | Total Number Granted | Total Number Denied | Total Number Withdrawn* |
|---------------|--------------------------|----------------------|---------------------|-------------------------|
| 2011/2012 | 27 | 10 | 14 | 3 |
| 2010/2011 | 20 | 3 | 15 | 2 |
| 2009/2010 | 17 | 5 | 8 | 4 |
| 2008/2009 | 13 | 5 | 6 | 2 |
| 2007/2008 | 19 | 2 | 14 | 3 |

Significant Trends and Events:

1. Academic Misconduct Appeals

- There has been an increase in the number of academic misconduct cases that get appealed to the Petitions Committee every year. At the same time, the number of findings of academic misconduct against students vary year upon year with no perceptible trend.
- Of the cases of academic misconduct before the Petitions Committee, 8 were for Unauthorized Cooperation or Collaboration, 3 were for Plagiarism, 1 was for Unauthorized Aids during an exam, and 1 was for Falsification of transcripts.
- Most of the Unauthorized Collaboration cases were conducted as group hearings as multiple students were charged under the same set of facts.

2. Appeals of Academic Consideration Decisions, and Grade Reassessment Decisions

- There was no particular trend in regards to appeals of denial of Academic Consideration. In general, such cases are decided on the strength of evidence that a student is able to bring in support of their case.
- All Readmission to Program cases involved Graduate Students, in particular International students. This is consistent with the observed trend for the last few years.
- The last year also saw increased participation in hearings by parents and/or lawyers. This reflects a growing trend. The presence of lawyers in Petition hearings has tended to increase the complexity of cases, and the amount of evidence that is put before the Committee.
- There has also been an increase in the number of students who are registered with the Centre for Students with Disabilities who are appealing denials of academic consideration.

* "Withdrawn" refers to appeals that were filed with the Judicial Office, but were withdrawn before the Hearing either through being overturned by the original decision maker or abandoned by the student.

Disposition by Program

2011/2012 (27 Cases)

| Degree Program | Petitions Received | Petitions Granted | Petitions Denied | Petitions Withdrawn |
|-----------------|--------------------|-------------------|------------------|---------------------|
| B.A.Sc | 0 | 0 | 0 | 0 |
| B.A. | 5 | 1 | 3 | 1 |
| B.A.S. | 4 | 3 | 1 | 0 |
| B.B.R.M. | 0 | 0 | 0 | 0 |
| B.Comm. | 4 | 3 | 1 | 0 |
| B.Comp. | 0 | 0 | 0 | 0 |
| B.Eng. | 5 | 0 | 5 | 0 |
| B.L.A. | 0 | 0 | 0 | 0 |
| B.Sc. | 4 | 2 | 1 | 1 |
| BSc. (Agr) | 0 | 0 | 0 | 0 |
| Graduate | 5 | 1 | 3 | 1 |
| Open Learning | 0 | 0 | 0 | 0 |
| D.V.M. | 0 | 0 | 0 | 0 |
| Assoc. Dip. | 0 | 0 | 0 | 0 |
| Total | 27 | 10 | 14 | 3 |

2010/2011 (20 Cases)

| Degree Program | Petitions Received | Petitions Granted | Petitions Denied | Petitions Withdrawn |
|----------------|--------------------|-------------------|------------------|---------------------|
| B.A. | 5 | 2 | 3 | 0 |
| B.A.S. | 1 | 0 | 1 | 0 |
| B.Comm. | 1 | 0 | 1 | 0 |
| B.Eng. | 6 | 0 | 6 | 0 |
| B.Sc. | 4 | 1 | 3 | 0 |
| BSc. (Agr) | 1 | 0 | 1 | 0 |
| Graduate | 2 | 0 | 0 | 2 |
| Total | 20 | 3 | 15 | 2 |

2009/2010 (17 Cases)

| Degree Program | Petitions Received | Petitions Granted | Petitions Denied | Petitions Withdrawn |
|----------------|--------------------|-------------------|------------------|---------------------|
| B.A. | 2 | 1 | 0 | 1 |
| B.A.S. | 1 | 0 | 1 | 0 |
| B.Comm. | 1 | 1 | 0 | 0 |
| B.Eng. | 2 | 0 | 0 | 2 |
| B.Sc. | 8 | 1 | 6 | 1 |
| Graduate | 3 | 2 | 1 | 0 |
| Total | 17 | 5 | 8 | 4 |

**Disposition by Grounds
2011/2012 (27 Cases)**

| Grounds | Petitions Received | Petitions Granted | Petitions Denied | Petitions Withdrawn |
|------------------------------|--------------------|-------------------|------------------|---------------------|
| Academic Consideration | 9 | 4 | 3 | 2 |
| Academic Misconduct | 13 | 4 | 9 | 0 |
| Methods and Criteria | 1 | 1 | 0 | 0 |
| Misapplication of Regulation | 0 | 0 | 0 | 0 |
| Readmission to Program | 4 | 1 | 2 | 1 |
| Total | 27 | 10 | 14 | 3 |

2010/2011 (20 Cases)

| Grounds | Petitions Received | Petitions Granted | Petitions Denied | Petitions Withdrawn |
|------------------------------|--------------------|-------------------|------------------|---------------------|
| Academic Consideration | 8 | 1 | 6 | 1 |
| Academic Misconduct | 7 | 0 | 7 | 0 |
| Methods and Criteria | 5 | 2 | 2 | 1 |
| Misapplication of Regulation | 0 | 0 | 0 | 0 |
| Readmission to Program | 0 | 0 | 0 | 0 |
| Total | 20 | 3 | 15 | 2 |

2009/2010 (17 Cases)

| Grounds | Petitions Received | Petitions Granted | Petitions Denied | Petitions Withdrawn |
|------------------------------|--------------------|-------------------|------------------|---------------------|
| Academic Consideration | 10 | 3 | 4 | 3 |
| Academic Misconduct | 5 | 1 | 3 | 1 |
| Methods and Criteria | 0 | 0 | 0 | 0 |
| Misapplication of Regulation | 0 | 0 | 0 | 0 |
| Readmission to Program | 2 | 1 | 1 | 0 |
| Total | 17 | 5 | 8 | 4 |

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UNIVERSITY SECRETARIAT



To: Members of Senate
From: John Kissick, Chair, Honours & Awards Committee
Subject: **11. Honours and Awards Committee Report**
Meeting: December 5, 2012

a) Call for Nominations - John Bell Award, Medal of Merit, Lincoln Alexander Medal

The Senate Honours and Awards Committee invites nominations from the University community for the following Senate awards (guidelines for each award enclosed):

The John Bell Award

- *For outstanding contributions to university education at the University*

The Medal of Merit

- *For 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*

The Lincoln Alexander 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*

The nomination forms and the lists of past recipients are available on-line at:
<http://www.uoguelph.ca/secretariat/senate/awards/>

Nominations for **Honorary Degrees, Honorary Fellows and University Professor Emeritus/a** are also invited.

Nominations are due to the University Secretariat by March 1, 2013.

14. Move to Closed Session

a) Move into Closed Session [Motion]

Senate is asked to,

RESOLVE, that Senate move into the Closed Session of the meeting.

Revised: October 2, 2007, September 23, 2008

The Senate Honours and Awards Committee shall receive suggestions for and present to Senate nominations for the John Bell Award.

1. Eligibility

The John Bell Award recognizes faculty members who have demonstrated outstanding educational leadership while at the University of Guelph. The award is made in honour of Professor John Bell who served the University with distinction from 1972 to 1987.

2. Criteria

The award will recognize a current individual faculty member who has shown educational leadership at the University of Guelph by demonstrating one or more of the following:

- i) evidence of outstanding contributions in course and curriculum design
- ii) substantial evidence of contributions to the development of materials, procedures, and ideas concerning university education
- iii) recognition for these contributions at the University of Guelph and in the wider university community

3. Nomination Process

The University Secretariat will distribute the call for nominations each fall. Nominations may be made by students, alumni or faculty.

4. Documentation

Documentation should include the [nomination form](#), an up-to-date C.V. for the candidate, and relevant letters of support. The nomination form is available on the University Secretariat website at <http://www.uoguelph.ca/secretariat/senate/awards/>.

5. Procedure for the Award

All nominations will be considered by the Senate Honours and Awards Committee, which may put forward the name of one candidate, together with one page of factual information, for consideration by Senate. Senate will vote *in camera* on the acceptance of the nomination in a matter similar for that used for honorary degrees. Previous recipients of the award may be nominated on a subsequent occasion only if the new nomination cites contributions different from those which led to the prior award.

6. Method of Presentation

Public recognition of recipients of a John Bell Award shall be given at a convocation to which the recipient shall be invited. Normally the award shall not be made *in absentia*. The award will consist of a medal, together with a citation.

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Revised: September 23, 2008

The Senate Honours and Awards Committee shall receive suggestions for and present to Senate nominations for Medals of Merit.

1. Eligibility

The Medal of Merit will be awarded only to those professors who have retired from the University of Guelph. To be eligible a person must have served as a regular full-time faculty member and must normally have held the rank of Professor upon retirement. A person who is employed full-time by the University in any capacity is ineligible to receive this award.

2. Criteria & Qualifications

The criteria should include one or more of the following:

- a) outstanding contributions to teaching
- b) significant contributions to the functioning of the University
- c) significant contributions in other areas which have resulted in substantial improvement to the academic life and character of the University.

While there is no limit on the number of persons who can receive the Medal, the award is intended to be selective and distinctive. In determining which candidates within a department or college are suitable for nomination to this category, comparison should be made with Professors who have recently retired or who are due to retire.

3. Nomination Process

Suggestions for nominations for the Medal of Merit may be made by students, faculty, staff or alumni, and shall be forwarded to the Department Committee for Tenure and Promotion on the appropriate nomination form, obtainable from the Department. The Department Committee shall forward the nominations it endorses to the College Committee for Tenure and Promotion, with comments. The College Committee shall forward, with comments, those nominations of which it approves to the Senate Honours and Awards Committee. The Honours and Awards Committee shall present to Senate only those nominations which it endorses.

4. Documentation

Documentation should include the [nomination form](#), an up-to-date C.V. for the candidate, and relevant letters of support. The nomination form is available on the University Secretariat website at <http://www.uoguelph.ca/secretariat/senate/awards/>.

5. Procedure for Awarding Medals of Merit

The procedure shall be the same as for the election of candidates for University Professor Emeritus. Nominations for Medals of Merit and the voting on these nominations shall be conducted in camera and the proceedings shall be confidential.

6. Method of Presentation

Public recognition of recipients of Medals of Merit will be listed in a separate section in the undergraduate calendar.

They shall (i) have library privileges equal to those of faculty members, (ii) have the right to participate in the academic processions of convocation, and (iii) receive invitations to attend departmental seminars and to hear outside speakers invited to the University.

Recipients of the Medal of Merit will be encouraged through department chairs and deans to maintain contact with their colleagues and with the University.

Revised: September 23, 2008

The Senate Honours and Awards Committee shall receive suggestions for and present to Senate nominations for the Lincoln Alexander Medal of Distinguished Service.

1. Eligibility

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. Active members of faculty, staff and students are not eligible.

2. Criteria & Qualifications

The medal is awarded to a person who has made a very significant contribution to the University whilst not an employee of the University or an in-course student. The criteria should include one or more of the following:

- a) significant contributions to the governance of the University
- b) significant contributions in areas which have resulted in substantial improvement to the academic life and character of the University.

3. Nomination Process

Suggestions for nominations for the Medal of Distinguished Service may be made by students, staff, faculty or alumni.

4. Documentation

Documentation should include the [nomination form](http://www.uoguelph.ca/secretariat/senate/awards/), and relevant letters of support. The nomination form is available on the University Secretariat website at <http://www.uoguelph.ca/secretariat/senate/awards/>.

5. Procedure for Award

All nominations will be considered by the Senate Honours and Awards Committee, which may put forward the name of one candidate together with one page of factual information for consideration by Senate. Senate will vote *in camera* on the acceptance of the nomination, as for the election of candidates for University Professor Emeritus.

6. Method of Presentation

Public recognition of recipients of a Medal of Distinguished Service shall be given at a convocation to which the recipient shall be invited. Normally the award shall not be made in absentia. The award will consist of a medal and a citation which shall be read at the convocation ceremony at which the award is presented