



4th MEETING OF COUNCIL 2018/2019

31 October 2018

UCC Community Room
7:00

1. **Call to Order**
2. **O Canada**
3. **Western Song**
4. **Land Recognition**
5. **Roll Call**
6. **Comments from the Chair**
7. **Consent Agenda**

Governance & Finance Standing Committee:

- i. Motion to Bring the USC Governance Framework In-line with Current Organizational Practices and Terminology (Consent Motion 1, Appendix 1, Appendix 2, Appendix 3) -- I. Name, *Title*

8. **Approval of Agenda**
9. **Approval of Minutes**

Meeting of Council (26 September 2018)

10. **Presentations**

- i. Governance Revival (10 minutes, 5 minute Q&A) – A. Bejan, *Secretary Treasurer*
- ii. CHRW Radio Western (20 minutes, 5 minute Q&A) – A. Barton, *Station Manager (CHRW)*
- iii. Teaching Quality at Western Paper Presentation (10 minutes, 5 minute Q&A) – D. Chang, *USC Vice-President*

11. **For Action**

Other:

- i. Ratification of the 2018-2019 USC Deputy Speaker of Council (Motion 1) -- I. Name, *Title*

Advocacy Standing Committee:

- ii. Motion to Approve the Teaching Quality at Western Policy Paper (Motion 2, Appendix 1) -- D. Chang, *USC Vice-President*
- iii. Motion for the Creation of an Ad Hoc Committee to address Mature and Transfer Student Issue (Motion 3, Appendix 2) -- J. Forman, *Social Science President*

Governance & Finance Standing Committee:

- iv. Standing Resolutions of Council: Executive In-Camera Privileges (Motion 4, Appendix 3) -- I. Name, *Title*
- v. Motion to Restructure the Appeals Board as Outlined in Bylaw #6 (Motion 5, Appendix 4, Appendix 5) -- M. Pratt, *USC President*

Student Experience Standing Committee:

- vi. Motion to Endorse and Distribute an Inclusivity and Accessibility Checklist to Event Programmers on Campus (Motion 6, Recommendation Report 1, Appendix 6) -- V. Barroso, *Science Councillor*



12. For Information

- i. Executive Reports (45 minutes)
- ii. Report of the Chair of the Board of Directors (15 minutes)
- iii. Report from the Chair of the Student Senators (10 minutes)
- iv. Report from Standing Committee Chairs (10 minutes)
 1. Governance and Finance Standing Committee
 2. Advocacy Standing Committee
 3. Student Experience Standing Committee
 4. Agenda and Council Operations Standing Committee

13. For Discussion

- i. Western University Freedom of Expression Policy (20 minutes) – M. Pratt, *USC President*

14. New Business

15. Termination



CONSENT AGENDA

For Action

Governance & Finance Standing Committee:

- i. Motion to Bring the USC Governance Framework In-line with Current Organizational Practices and Terminology (Consent Motion 1, Appendix 1-3) – Mover, *Title*

The Unanimous Consent Agenda

The Council's parliamentary authority -- Robert's Rules of Order -- explains the consent agenda:

The consent agenda (or in some cases, the consent calendar) allows members to vote on a group of items en bloc (as a group) without discussion. This is a good way to dispose of business that is non-controversial. Approving the minutes, paying the bills, and approving customary donations are examples of non-controversial business. For an organization to use a consent agenda, it needs to adopt a special rule of order.

The presentation of the consent agenda is established by a special rule of order and should be taken up before committee reports. If the consent agenda includes the approval of the minutes, then it should be taken up before any business is transacted. Every member should have a printed copy of the consent agenda when the presiding officer presents it. When presenting it, the chair asks if any member wants to extract an item from the consent agenda.

A number of Canadian university Boards and Councils have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the Board/council to focus on major items of business. While approval of an omnibus motion saves time at meetings, members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

The Speaker identifies action and information items that are routine and/or likely non-controversial. In so doing, she may consult with the relevant committee chair, and principal resource persons. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda and in committee reports that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their council agendas, they should review all reports in the usual manner. If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, he or she can have it be removed from the consent agenda by contacting the Speaker of Council prior to the meeting or by asking that it be removed before the Speaker calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Council meeting, before the unanimous consent motion is presented for approval, the Chair of the Council (1) will advise the Council of items that are to be removed from the list, based on prior requests from Council members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved en bloc without discussion, saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.



Consent Motion 1

Motion to Bring the USC Governance Framework In-line with Current Organizational Practices and Terminology

Be it resolved that the proposed amendments to the following policies be adopted by Council (**Appendix 1 - Appendix 3**);

- Bus Pass Policy
- Bylaw #3 (Previously Bylaw #5)
- Clubs Governance Committee Terms of Reference
- Associate and Coordinator Selection Directive (formerly Commissioner and Coordinator Selection Directive)
- Conference and Retreat Policy
- Constituency Council President Terms of Reference
- Deputy Speaker Terms of Reference
- Dry Off-Campus Programming Policy
- Elections Governance Committee Finance Procedure
- Elections Governance Committee Terms of Reference
- Executive Officer Accountability and Discipline Policy
- Executive Officer's Salaries Procedure
- Grant Fund Policy
- Grants Committee Terms of Reference
- Peer Support Center Usage Policy
- Speaker of Council Terms of Reference
- Standing Committee Terms of Reference
- Standing Orders of Council
- Standing Resolutions of Council
- Summer Council Authority Policy

Be it further resolved that the following policies be struck down by Council (**Appendix 2, Appendix 3**):

- Advertising Materials Policy
- Advertising Oversight Committee Terms of Reference
- Advertising Oversight Procedure
- Advertising Priorities Policy
- Annual Budget Review Subcommittee
- Environmental Sustainability Policy
- Office Hours Policy
- Voting Member Attendance Policy

MOVER/Seconder



Appendices:

Appendix 1

All proposed amendments can be found here:

<https://drive.google.com/open?id=1Zsh1VCfHZXHYcmvqevzYraJcc06UISp8>

Please download and view the documents in Word if the formatting seems strange when viewed on Google Drive.

Appendix 2

All policies up for cutting can be found in the USC Policy and Procedure Manual, found here:

<https://drive.google.com/open?id=1ytAiYR1mA-524sO7iMO5AlpmZC8rAITn>

Appendix 3

A detailed changelog, including the justification for all proposed changes and cuts, can be found here:

<https://docs.google.com/document/d/1Mac5b60Fn7D0nYzU69DXIREunQvMAvCUHjYLUVulr8M/edit?usp=sharing>



Council Agenda

31 October 2018



Motion 1

Ratification of the 2018-2019 USC Deputy Speaker of Council

Be it resolved, that the 2018-2019 USC Council ratify Daniel Petrov as the Deputy Speaker of Council.

MOVER/Seconder



Motion 2

Motion to Approve the Teaching Quality at Western Policy Paper

Be it resolved that, Council ratify the Teaching Quality Paper, per Section 6(4) of the Advocacy Papers Policy.

CHANG/Secunder



Appendix 1

Teaching Quality at Western Policy Paper

Teaching Quality at Western University

Legislative History
Approved by Council in October 2015
Reviewed by Council in June 2018
Approved by Council in X 20[18/19]
To be reviewed by Council in its 2021-2022 sitting

Original Author(s)	Author(s) of Renewed Paper
Lindsee Perkins Vice-President External University Students' Council <i>With files from</i> Sanasi Jayawardena Associate Vice-President, Campus Affairs University Students' Council	Danny Chang Vice-President University Students' Council Jacob Ferguson Associate, Research University Students' Council

Increasing Availability of Student Feedback

Principle: Prior student evaluations of courses and instructors provide useful information that current and future students can use when choosing courses and planning their degree progression

Principle: Information about professor teaching quality should be easily accessible and viewable by students

Concern: Currently, students are not adequately aware of how prior student evaluations can be consulted

Concern: Certain important measures of teaching performance, such as receipt of teaching awards, are not easily accessible to students

Recommendation: UWO make the Student Questionnaires on Courses and Teaching website more prominently displayed to students, and better inform students of its ability to show teaching performance evaluations from prior years

Recommendation: UWO list instructor receipt of teaching awards in the Student Centre course registration portal

Students' experience and performance in courses is greatly impacted by the professor(s) of that course, with some sources estimating that the impact of teachers on student academic performance is two to three times larger than any other factor.¹ Since this factor heavily impacts student experience, students should be provided with information on teacher quality when planning their timetable. The provision of prior student evaluations to current students is already made possible at UWO through the Student Questionnaires on Courses and Teaching (SQCT) website, which has a Feedback Results section in which students can search for instructor performance evaluations from prior years.² However, many students are currently unaware of this resource, and it is not easily accessible during the course selection workflow. This information could be made more accessible to students by prominently displaying a link to the SQCT website within the Student Centre website. Particularly, the SQCT should be hyper-linked within the course registration section of the Student Centre website, ensuring that students come across this link and have the opportunity to peruse this resource while they are making course selection decisions. A brief description of the website, including its ability to display past student reviews, should also be included to inform students of this website's value.

The receipt of teaching awards is another relevant piece of information that students should be provided with when making course selection decisions. The USC and Senate currently give out teaching awards to UWO faculty members in recognition of teaching excellence.^{3 4} Instructors

¹ RAND Corporation. *Teachers Matter: Understanding Teachers' Impact on Student Achievement*. 2018.

² Student Questionnaires on Courses and Teaching. *Feedback Results*. 2018.

³ University Students' Council. *Teaching Awards*. 2018.

who have received this awards should have this accomplishment listed in the Student Centre course registration portal, further allowing students to make informed decisions about which courses to take.

Western Degree Outcomes

Principle: One of the major goals of courses at Western is to teach students broad, transferable skills that they can apply throughout their academic life

Principle: University should prepare students to join and succeed in the workforce and society

Concern: The broad, underlying skills that a course develops are not always clear to students,

Concern: Students may not realize that their course experience is connected to certain professional competencies

Concern: Employers are increasingly hiring on the basis of skill set rather than just a degree, and students frequently find it difficult to articulate the full skill set they developed in their university courses

Recommendation: The Western Degree Outcomes* of a course should be highlighted to students through the syllabus, verbally by the professor, and/or through online course and departmental resources

*Western Degree Outcomes are professional competencies and learning outcomes that have been endorsed by the Western Senate as skills that all Western graduates should possess. Examples include knowledge, resilience and lifelong learning, and global and community engagement.

To best support intellectual development and employment prospects, universities must provide students not only with subject-specific expertise, but also with fundamental professional skills that can be applied in a wide range of employment areas. An emphasis on broad, transferable skills is particularly crucial given that over 40% of Canadian Bachelor graduates work in a field that is not closely related to their university program.⁵ While the subject-specific expertise developed by courses is typically clear to students, the underlying professional competencies honed by their degrees are not as clearly apparent. By informing students of the professional skills developed by their degrees, university educators better empower to students to navigate the competitive labor market.

⁴ Western Senate. *Western Awards for Excellence in Teaching*. 2018.

⁵ Statistics Canada. *Graduating in Canada: Profile, Labour Market Outcomes and Student Debt of the Class of 2009-2010 - Revised*. 2015.

Recognizing the importance of professional skills development, in May 2016 Western Senate released a list of “Western Degree Outcomes (WDOs),” learning competencies that all Western students should have upon graduation.⁶ These competencies are based upon the University Undergraduate Degree-Level Expectations framework proposed by the Council of Ontario Universities⁷ and include:⁸

- Knowledge
- Literacies and interdisciplinarity
- Communication
- Resilience and life-long learning
- Global and community engagement
- Critical inquiry + adaptive thinking
- Professionalism and ethical conduct

The WDOs align closely with recent research on the values desired by Canadian employers with traits such as speaking, critical thinking, and reading comprehension all being highly sought.⁹

To the extent reasonably possible, students should be informed of the connections between their courses and these fundamental skills. Course syllabi should list the main Western Degree Outcomes targeted by a course. For instance, the Medical Sciences Honors Thesis course syllabus could explicitly note that participating in research builds resiliency, lifelong learning, and often requires interdisciplinarity since one project can span multiple scientific disciplines. Additionally, departments could encourage professors to orally elaborate on the broad professional skills developed by course material and assignments. Wherever possible, these verbal articulations of competencies should link specific components of the course to specific competencies (e.g. a group presentation fosters communication skills) rather than generally outlining traits honed by the course. Specificity allows students to better understand how these competencies are developed by the course, and empowers students to more tangibly convey how their education developed professional skills to prospective employers.¹⁰ Finally, professors could encourage students to reflect on and document the learning outcomes they develop during a course. Research has indicated that student-documented evidence of competencies is most convincing to potential employers, indicating that this method of competency articulation may be the “gold standard” to strive for.¹¹

Increasing Use of Open Educational Resources

⁶ Institutional Quality Assurance Process. The Western Degree Outcomes. *The Western Degree Outcomes*. Nd. Accessed at: <https://www.uwo.ca/pvp/vpacademic/iqap/doc/WDOs.pdf>

⁷ Council of Ontario Universities. *Ontario Council of Academic Vice-Presidents: Guidelines for University Undergraduate Degree Level Expectations*. 2015.

⁸ Institutional Quality Assurance Process. The Western Degree Outcomes. *The Western Degree Outcomes*. Nd. Accessed at: <https://www.uwo.ca/pvp/vpacademic/iqap/doc/WDOs.pdf>

⁹ RBC Royal Bank. *Humans Wanted: How Canadian youth can thrive in the age of disruption*. 2018.

¹⁰ American Council on Education. *Communicating the Value of Competencies*, p. 36. 2016.

¹¹ American Council on Education. *Communicating the Value of Competencies*, p. 21. 2016.

Principle: Textbook and learning material costs present substantial barriers to students and hinder the accessibility of education

Principle: Open educational resources are effective alternatives to traditional, costly learning materials, providing high-quality educational content without financial burden

Concern: Western can increase its provision and use of open educational resources beyond current levels

Concern: Limitations in the funding and scope of existing campus services with expertise in open educational resources impedes the incorporation of these free resources into curricula

Recommendation: Through the eLearning Technology Team and the Instructional Technology Resource Centre, Western provide the financial and personnel resources to inform faculty of open educational resource opportunities and connect interested faculty with relevant resources and programming

Textbook and other course-associated costs act as a barrier that impedes student learning. In a 2017 survey, the Ontario Undergraduate Student Alliance found that Western University students spent an average of \$628 on textbooks and course packs per year.¹²

Students may avoid courses they would have otherwise taken due to prohibitively high textbook costs, or may enroll in a course but be unable to afford costly course resources, preventing them from fully engaging with course material.¹³ The burdensome nature of textbook costs is illustrated by the declining percentage of students who purchase all of their textbooks as total textbook costs increase. For instance, research from British Columbia found that while more than four out of five students with textbook expenses below \$200 per semester bought all recommended and required learning material, less than half of students with textbook expenses of greater than \$800 per semester bought all learning materials.¹⁴

Open educational resources (OERs) are a promising solution to the access barriers and equity issues posed by expensive course educational materials. OERs are learning materials that have been open-sourced through creative commons licensing and can be freely distributed to students.¹⁵ Additionally, OERs can be adapted and revised by professors to better suit a particular course. Western has already taken productive steps to connects students to OERs. Western's eLearning Technology team (ETC) and Instructional Technology Resource Centre

¹² Ontario Undergraduate Student Alliance. 2017. Ontario Post-Secondary Student Survey. Accessed through personal correspondence with Danny Chang, Vice-President, University Students' Council and President, Ontario Undergraduate Student Alliance

¹³ Jhangiani, R. and Jhangiana, S. 2017. "Investigating the Perceptions, Use, and Impact of Open Textbooks: A survey of Post-Secondary Students in British Columbia." *International Review of Research*

¹⁴ Jhangiani, R. and Jhangiana, S. 2017. "Investigating the Perceptions, Use, and Impact of Open Textbooks: A survey of Post-Secondary Students in British Columbia." *International Review of Research*

¹⁵ eCampus Ontario. *Tap into a World of Open Knowledge: Open Textbook Library*. Nd. Accessed at: <https://www.ecampusontario.ca/open-education-resources/>

(ITRC) provide information on open textbooks and support technologically-integrated, accessible learning.^{16 17} The ITRC has produced digital course resources such as ‘Atlas of Nerves,’ an online module covering anatomy relevant for anesthesiology courses, and a digital SlideBox, a repertoire of course-related images for a histology course.¹⁸

The initial work performed by the ETC and ITRC demonstrates that these groups are highly qualified to integrate OERs into Western courses and are well-suited to lead a university-wide effort to develop and disseminate OERs on campus. These groups could be tasked with connecting interested faculty to professionally developed OERs ready for adoption into the classroom. Many implementation-ready OERs can be found in eCampusOntario’s OpenTextbook library so the ETC or ITRC could be tasked with navigating these resources and identifying materials relevant for professors interested in using OERs.¹⁹ A pilot project aiming to connect University of Calgary professors to OERs was supported by ten grants, with a sample grant request being \$3200, indicating that the total project was funded by roughly \$30 000.^{20 21} Western should follow this approach and allocate \$30,000 to the ETC and/or ITRC to incentivize faculty implementation of OERs.

These bodies could also develop an introductory, faculty-facing guide on OERs. This guide could outline the merits of OERs, address frequently-asked OER questions or common OER concerns, and outline how pre-existing OERs can be identified and adopted into classrooms, or how novel OERs can be developed. Queen’s University has developed a similar document that could be used as a reference for developing a Western OER guide.²²

Eliminating Unnecessary Textbook and Course Material Expenses

Principle: Western has access to a comprehensive suite of online resources through its digital library collections

Concern: Lack of awareness of online resources contained in Western’s digital library collections may result in unnecessary payment to acquire those resources from other sources

¹⁶ eLearning Technology Team. “About Us.” 2018.

¹⁷ TeachOnline. “Supporting Technology Integration – The Instructional Technology Resource Centre at Western University.” 2013.

¹⁸ TeachOnline. “Supporting Technology Integration – The Instructional Technology Resource Centre at Western University.” 2013.

¹⁹ eCampus Ontario. “Frequently Asked Questions (FAQs).” Nd. Accessed at: <https://openlibrary.ecampusontario.ca/frequently-asked-questions/>

²⁰ University of Calgary. “OER Pilot Project Budget: Description of OER Project.” Nd. Accessed at: <https://www.ucalgary.ca/open/files/open/oer-pilot-project-budget-template.pdf>

²¹ University of Calgary. “OER Pilot Project Budget: Description of OER Project.” Nd. Accessed at: <https://www.ucalgary.ca/open/files/open/oer-pilot-project-budget-template.pdf>

²² Queen’s University Library. “Open and Affordable Course Materials: Create Your Own Open Textbook in 4 Steps.” 2018.

Recommendation: Western Libraries create a working group purposed with identifying learning materials that students are currently paying for which they have free access to through Western's expansive library collections

Western Libraries has access to an expansive, world-class collection of professional educational resources, totalling over 11 million print and electronic items.²³ This repository is handled by Collections Librarians, personnel tasked with maintaining access to resources and obtaining new materials that support the research and teaching aims of the university.²⁴ Each individual Collections Librarian is responsible for monitoring resources related to (a) particular subject area(s).²⁵

Given the expansiveness of Western Libraries' Collections, it is possible that certain courses are paying for educational resources that are either freely available through Western's library resources, or that have equally-suitable alternative resources accessible through Western's library collections. Accordingly, it would be beneficial to systematically investigate whether any such 'double payments' currently exist, in order to avoid imposing unnecessary expenses on students. Recognizing this potential issue, the University of Toronto implemented a 'Zero-to-Low Cost Courses' (ZTLCC) initiative which identified and eliminated payment for resources that were already present in the university's library collections.²⁶ The ZTLCC project reached out to professors in departments that heavily used course packs and obtained syllabi for courses in these departments. Library staff then searched the library collections for material that students were currently purchasing as part of their course pack. This project found that 55% of resources that students were paying for were freely available in the university's electronic resource collection, representing a large expense that could be avoided by using the freely-available library materials.²⁷

A similar project should be carried out at Western to avoid systematic double-payment of already-available educational materials. Such a project would align with Western Libraries' goal to "champion open access and the transformation of scholarly communication" described in the Library Strategic plan.²⁸ The University of Toronto ZTLCC project required roughly 60 librarian working staff hours,²⁹ a figure that Western can use to determine the approximate resource allocation required to support a similar initiative. Identifying materials that students are currently

²³ Western Libraries. *Collections Management*. 2018.

²⁴ Western Libraries. *Principles and Guidelines for Collection Management*. 2016.

²⁵ Western Libraries. *Collections Librarians*. 2018.

²⁶ Cancilla, N. et al. *Journal of Librarianship and Scholarly Communication*. *Engaging Faculty and Reducing Costs by Leveraging Collections: A Pilot Project to Reduce Course Pack Use*. 2017.

²⁷ Cancilla, N. et al. *Journal of Librarianship and Scholarly Communication*. *Engaging Faculty and Reducing Costs by Leveraging Collections: A Pilot Project to Reduce Course Pack Use*. 2017.

²⁸ Western Libraries. *2015-2020: Strategic Plan*. Nd. Accessed at: <https://www.lib.uwo.ca/files/aboutwl/strategicplan.pdf>

²⁹ Cancilla, N. et al. *Journal of Librarianship and Scholarly Communication*. *Engaging Faculty and Reducing Costs by Leveraging Collections: A Pilot Project to Reduce Course Pack Use*. 2017.

paying for and could get for free through existing library resources is a feasible first step towards developing a more robust OER framework at Western.

Expanding the Role of Peer Tutoring Services

Principle: Students should have reasonably convenient access to academic support resources that help them understand course content

Concern: Professor office hours, while an excellent resource, are unable to provide adequate support alone, as some students are unable to attend office hours due to class conflicts or may have a learning style that does not optimally match the professor's instructional style

Concern: There are many faculty- and department-specific peer academic support resources that are underutilized due to student's being unaware of these programs

Recommendation: Departments maintain and distribute to professors a list of relevant academic resources, including student-led tutoring/review groups, and inform students of these additional options to receive help

Students commonly require academic support to properly understand course content. Traditional mechanisms of offering support such as holding professor office hours or informal answering of student questions after class are beneficial, but in some cases may be insufficient by themselves to adequately support students. Students may feel uncomfortable attending office hours due to the hierarchical nature of the professor/student relationship or concerns of making a bad impression.^{30 31} Even when students do go to office hours, research indicates that professor/student discussions are typically short, with a mode duration of 6-10 minutes, in part due to students' concern at taking up too much of a professor's time.³²

Limitations of traditional academic support mechanisms result in a gap that can be filled by new forms of academic assistance, such as peer tutoring (PT). PT is a broad term that encompasses many forms of student-to-student academic support, including individualized tutoring or student-led group review sessions, typically characterized by the tutor being holding a slightly more advanced academic standing than the tutee (e.g. an upper-year student tutor and a first-year student tutee). PT is generally well-received by students, with one study finding that tutees agreed that tutoring improved their understanding of course material, helped them do better on assignments, and increased their confidence.³³ Additionally, research has found that

³⁰ Hagenauer, G. and Volet, SE. Oxford Review of Education. *Teacher-student relationship at university: an important yet under-researched field*. 2014.

³¹ Li, M. and Zhao, Y. *Exploring Learning & Teaching in Higher Education*, p. 211. 2015.

³² Hagenauer, G. and Volet, SE. Oxford Review of Education. *Teacher-student relationship at university: an important yet under-researched field*. 2014.

³³ Colver, M. and Fry, T. Journal of College Reading and Learning. *Evidence to Support Peer TUtoring Programs at the Undergraduate Level*. 2015.

receiving peer-tutoring is associated with substantial course grade improvement.³⁴ PT is also viewed positively by faculty.³⁵

Western currently has a well-developed network of PT services, ranging from centralized programs such as the Peer Academic Learning Centre and Peer Writing Advisor program to department- or course-specific programs such as the Biochemistry Club, which leads review sessions for core Biochemistry courses, and the Biology and Genetics Mentorship Programs, related programs that support first-year biology and second-year genetics courses, respectively.

The main area for improvement is improving the communication between PT programs and the courses for which they provide support. Departments should be encouraged to maintain a comprehensive list of PT groups, and professors should encourage students to reach out to these groups for assistance throughout the semester. Additionally, peer tutors should reach out to professors to determine which content areas classes are struggling with, so that they can design programming to address those weak areas. An auxiliary benefit of enhanced PT/instructor communication is PT quality assurance. Strong communication will allow instructors to informally evaluate the PT program to ensure students are receiving accurate, clear information, and instructors may provide PT organizers with their lecture notes or PowerPoint slides to enable the PT service to better align with content covered in class. Finally, PT services should develop feedback mechanisms to determine whether students found the tutoring helpful and to identify how the service can be improved for future years. To carry out these recommendations, University Students' Council Faculty Councillors may raise these points during Faculty meetings, and Faculty Council representatives can reach out to department- and course-specific PT groups, as well as the relevant instructors, to initiate this bidirectional communication.

Considering Teaching Quality in Hiring and Promotion

Principle: Teaching is a vital role of a professor, and as such, it should be prominently incorporated into professor hiring and promotion processes

Principle: If professors are assessed based on teaching quality, the metric of assessment must be fair to the professor and not reflective of factors other than individual teaching quality that could impact the feedback a professor receives

Concern: There are many additional roles that professors must hold, and those roles' heavy consideration in hiring and promotion processes leaves teaching quality susceptible to being undervalued

³⁴ Colver, M. and Fry, T. Journal of College Reading and Learning. *Evidence to Support Peer Tutoring Programs at the Undergraduate Level*. 2015.

³⁵ Li, M. and Zhao, Y. *Exploring Learning & Teaching in Higher Education*, p. 220. 2015.

Concern: In an age of digital disruption and change in societal and economic demands, the classroom experience, as a vital part of an undergraduate education, is falling behind in its innovative and learner-driven approaches

Recommendation: Measures of teaching quality, including student feedback from previously taught courses, student-led recognition programs, and the use of open educational practices, be considered when evaluating a professor's candidacy for promotion (and hiring, provided such information is available)

Recommendation: Feedback be compared against the feedback of other instructors teaching the same or similar courses, enabling identification of and correction for biased feedback due to course-specific (rather than instructor-specific) factors

A principal task of any university is to educate its student body. The paramount importance of this role should be reflected in faculty hiring and promotional processes, with teaching performance being a prominent factor. UWO promotion and tenure guidelines currently do include teaching as one of three areas to be considered when determining candidacy for promotion.³⁶ While these guidelines do provide some details regarding how teaching performance will be evaluated (e.g. soliciting the opinions of current and former students), they do not describe the extent to which teaching performance will be considered, allowing for undue variation in the teaching performance consideration between candidates.³⁷ In addition to potential harm caused by inter-candidate variation, the lack of information on the extent of teaching performance consideration leaves this area vulnerable to receiving less attention than is warranted due to the many other factors evaluated when assessing candidates for promotion.

Given this, the USC recommends that UWO develop more explicit guidelines on the extent to which teaching quality is considered when hiring and promoting faculty. Updated guidelines could specify that teaching performance will comprise at least a certain percentage of candidates' consideration for hiring or promotion. An exact number would require further investigation and faculty input to determine, but the value should be high enough to reflect that teaching performance is one of only three major areas considered when assessing promotional candidacy.

An additional limitation of the current teaching performance evaluation scheme is the manner in which it assesses student feedback. It is currently noted that teaching ability evaluations "shall include results of Student Questionnaires on Courses and Teaching (Student Evaluations)."³⁸

³⁶ University of Western Ontario. *Promotion and Tenure*. Nd. Accessed at: <https://www.uwo.ca/facultyrelations/pdf/promotion/promotion-tenure-article.pdf>

³⁷ University of Western Ontario. *Promotion and Tenure*. Nd. Accessed at: <https://www.uwo.ca/facultyrelations/pdf/promotion/promotion-tenure-article.pdf>

³⁸ University of Western Ontario and University of Western Ontario Faculty Association. *Promotion and Tenure: 2014-2018 Faculty Collective Agreement*. Nd. Accessed at: https://www.uwo.ca/facultyrelations/pdf/promotion/PT_Presentation_TSC_Dec_2014.pdf

Incorporating the student perspective is vital when assessing teaching quality, so this is a valuable component of the current promotion application process. However, simply reviewing student evaluations may not optimally gauge instructor competency. The Ontario Confederation of University Faculty Association notes that factors beyond a professor's reasonable control are associated with the feedback they receive.³⁹ Factors that may influence professor teaching scores include course difficulty, class size, lecture time, and even personal factors such as gender and race.⁴⁰ It is clearly unfair to faculty if a metric by which they are evaluated is partially beyond their ability to control. However, it is also harmful to students, as inaccurately measuring teaching performance may result in excellent teachers failing to obtain promotion because their teaching score was harmed by factors beyond their control (e.g. teaching an early morning class).

Accordingly, the USC recommends that, to the extent possible, UWO account and adjust for extraneous factors that impact student evaluations of teacher performance. This will preserve the crucial student perspective when determining teaching abilities, but will do so in a manner that is more fair for faculty members and better allows their teaching capabilities to be addressed. The specific methodology by which extraneous factors should be adjusted is beyond the scope of this paper and may require input from data analysis professionals. As a rough outline, a professor's student evaluations for a certain course could be compared to the evaluations that other professors received while teaching the same or similar courses. This would allow for the student evaluations to be adjusted to account for course difficulty, as the professor's score is now being considered in the context of student evaluations given during other, similarly-difficult courses. Likewise, UWO could determine the extent to which student evaluations vary based on lecture start time, and use this information to adjust the scores for professors who taught courses at early times, which has been associated with lower teaching evaluations. Further development of this rough adjustment model will allow student evaluations to be considered in a manner that better identifies teaching excellence.

³⁹ Ontario Confederation of University Faculty Association. *Briefing Note: Student questionnaires on courses and teaching*. Nd. Accessed at: <https://ocufa.on.ca/assets/OCUFA-Briefing-Note-Student-Questionnaires.pdf>

⁴⁰ Ontario Confederation of University Faculty Association. *Briefing Note: Student questionnaires on courses and teaching*. Nd. Accessed at: <https://ocufa.on.ca/assets/OCUFA-Briefing-Note-Student-Questionnaires.pdf>



Motion 3

Motion for the Creation of an Ad Hoc Committee to address Mature and Transfer Student Issues

Whereas, the current life-saving mental health support provided by the University is grossly inadequate for addressing Mature and Transfer student issues;

Whereas, the USC needs a mechanism by which to collect and analyze data in order to properly address student needs;

Whereas, there is insufficient support for Mature and Transfer students who are parents or caregivers;

Whereas, part-time students, the overwhelming majority of which are mature students, do not receive health benefits of any description;

Whereas, mature students are excluded from entrance scholarships allocated to students entering directly from high school regardless of their admission average, despite often having more severe financial obligations upon entering University;

Whereas, senior students are excluded from some scholarships unless they are part-time students

Whereas, there has been a growing request from many Mature and Transfer students on campus for the creation of this committee;

Be it resolved that, council pass the Ad Hoc Mature and Transfer Student Issues Committee Terms of Reference;

Be it further resolved that, council will conduct a preferential ballot vote immediately following the passing of this motion to elect the committee representatives, and destroy the ballots immediately after the votes have been counted.

FORMAN/Seconder



Appendix 2

AD HOC MATURE AND TRANSFER STUDENT ISSUES COMMITTEE TERMS OF REFERENCE

1. Objective

To determine the issues facing Mature and Transfer students on campus and formulate solutions that address these concerns. Represent the interests of the executive, council, and the Mature and Transfer student community.

2. Mandate

The Mature and Transfer Student Issues Committee shall:

1. Conduct surveys, focus groups and other forms of data collection in order to gain better understanding of issues faced by the Mature and Transfer student community.
2. Review the current conditions of support services on campus, and provide a report to council in the January meeting.
3. Report to council during every USC meeting in regard to the status of the work being done.
4. Based on research collected, determine solutions to address mature student issues and provide a final report outlining these solutions to council at the February meeting.
5. Conduct monthly open consultation session with students from the mature student community to maintain appropriate accountability to that community.

3. Composition

1. The committee shall be comprised of:
 - a. Three members from Council:
 - i. With at least one (1) councillor from the Advocacy Standing Committee
 - ii. With at least one (1) councillor from the Student Experience Standing Committee
 - b. One (1) of the Coordinators of the Society of Mature and Transfer Students
 - c. Six (6) representatives from the mature students' community
2. Membership selection shall be carried out using the following method:
 - a. Council representatives shall be elected by the USC council through ranked ballot voting
 - b. Resource members shall be selected by the Society of Mature and Transfer Students



4. Meetings, Chair, and Reporting

1. The Mature and Transfer Student Issues Committee shall meet at least once per month until the February reporting deadline:
 - a. Should the committee require more time to complete their task, they may choose to extend the mandate for as long as deemed necessary via a majority vote of the committee
2. The Mature and Transfer Student Issues Committee Chair shall be elected in the first meeting of the committee through preferential ballot, and this individual will be mandated to:
 - a. Schedule the meetings
 - b. Create an agenda for each meeting
 - c. Report to the executive and council

5. Context and Enactment

1. Documents Repealed - N/A
2. Supporting/Related Documents – N/A
3. Date Passed -
4. All Previous Amendments - N/A



Motion 4

Standing Resolutions of Council: Executive In-Camera Privileges

Be it resolved that, Council approve the amendments to the Standing Resolutions of Council pertaining to Executive In-Camera Privileges (**Appendix 3**).

MOVER/Seconder



Appendix 3

Executive In-Camera Privileges

—
Effective Date: --
Expiry Date: in perpetuity

Be it resolved that the Secretary Treasurer, Communications Officer, and Student Programs Officer be preemptively considered invited by Ordinary Members of Council to all In-Camera meetings of Council ex officio and in perpetuity.

MOVER/Secunder



Motion 5

Motion to Restructure the Appeals Board as Outlined in Bylaw #6

Be it resolved, that Council repeal Bylaw #6 (Appendix 4);

Be it further resolved, that Council update the Nominating Committees Terms of Reference (Appendix 5).

MOVER/Seconder



Appendix 4

By Law 6



University Students' Council of Western University

By-Law #6- Appeals Board By-Law

Authority: Council	Date Ratified: November 29, 2017
	Previous Amendments:

1.00 DEFINITIONS

1.01 **"Affiliate"** includes King's University College, Huron University College and Brescia University College;

1.02 **"Appeal"** includes any proceeding to set aside or vary any Judgment of the decision making body appealed from;

1.03 **"Appeals Board"** means the Appeals Board of the University Students' Council as established by this By-Law;

1.04 **"Appeals Board Term"** means the annual term of the Appeals Board starting and ending on May 1st and April 30th respectively;

1.05 **"Appeals Board Chair"** is the member of the Appeals Board elected by the Board to serve in this role. The responsibilities of the Appeals Board Chair, in addition to her duties as a regular Appeals Board Member, include administrative duties, coordinating the other Appeals Board Members and making rulings on procedural issues. The Appeals Board Chair's vote on a Judgment is of equal weight to the votes of all other Appeals Board Members;

1.06 **"Appeals Board Member"** or **"ABM"** means a voting member of the Appeals Board and includes the Appeals Board Chair;

1.07 **"Case"** means any Appeal or any other proceeding before the Appeals Board. A Case shall be referred to by its style of cause, which includes the names of the Petitioner, Respondent, year, case number and subject matter;

(1) For example where the USC is the Petitioner, John Smith is the Respondent, the year is 2014, it is the third decision in that calendar year and it is regarding elections:

i. *University Students' Council v John Smith, 2014:3 Election;*

1.08 **"Confidential Information"** includes that which is referred to in By-Law #1;

1.09 **"Intervening Third-Party"** means a third party who is not a Petitioner or a Respondent. For an Intervening Third-Party to be considered to have standing to make submissions by a Panel they must demonstrate that they or their office would be materially affected by the outcome of the Case and therefore ought to be heard as part of the hearing;



1.10 **“Judgment”** when used in reference to the decision making body appealed from, includes any judgment, rule, order, decision, decree or sentence thereof, and when used with reference to the Appeals Board, includes any judgment or order from the Appeals Board;

1.11 **“Panel”** means the group of Appeals Board Members brought together for the purposes of adjudicating a Case. Panels shall consist of an odd number of ABMs;

1.12 **“Panel Chair”** means the Appeals Board Member in charge of a Panel. It is the Appeals Board Chair if she sits on the panel; otherwise each Panel shall elect from amongst themselves a Chair. The Chair ensures that rules and procedures are followed and deals with administrative issues that may arise during the Case;

1.13 **“Party”** means the Petitioner or Respondent;

1.14 **“Petitioner”** means the person or group who initiated the matter before the Appeals Board;

1.15 **“Respondent”** means the person or group whom the complaint was filed against in the matter before the Appeals Board;

1.16 **“Student”** means any individual undergraduate student of the University or an Affiliate, regardless of full, part time, or special status;

1.17 **“University”** means Western University;

1.18 **“Witness”** means an individual brought forth by a Party in order to testify in front of the Appeals Board.

2.00 GENERAL

2.01 The Appeals Board is the dispute resolution body of the USC empowered to hear Cases and try facts in accordance with its jurisdiction.

2.02 The Appeals Board follows the principles of natural justice, including fairness and good conscience.

2.03 Only Students, not paid for their services by the Party, shall act as advocates for Parties involved in actions before the Appeals Board. Parties are free to represent themselves.

2.04 All electronic submissions to the Appeals Board Chair referred to in this By-Law should be addressed to appeals@westernusc.ca.

2.05 Any and all questions pertaining to the Appeals Board and its procedures are to be addressed directly to the Appeals Board Chair at the above-mentioned email address or delivered to the USC Offices located at:



340 UCC Building
University of Western Ontario
London, Ontario
N6A 3K7

2.06 All forms mentioned in this By-Law are available on the USC's website.

3.00 COMPOSITION

3.01 The Appeals Board shall be composed of nine (9) Students;

(1) At least three (3) of the Students shall be enrolled in the Faculty of Law but no more than 6;

(2) The remaining Students may be enrolled in any faculty.

3.02 Members of the Appeals Board shall not be voting members of Council, Directors, or members of any Committee from which, according to their By-Laws, policies, or procedures, Appeals are adjudicated by the Appeals Board. Members of the Appeals board shall not hold an executive position in a USC Ratified Club.

3.03 Hearings before the Appeals Board should typically occur before a Panel of three (3) Appeals Board Members. However the Appeals Board Chair, at her discretion, may decide to increase the amount of Appeals Board Members sitting on a Panel to a maximum of nine (9), so long as the number of Appeals Board Members sitting on each Panel is not even.

4.00 ELECTION OF APPEALS BOARD MEMBERS

4.01 The Board & Appeals Nominating Committee, a committee of Council, shall oversee the process of recommending candidates to fill vacancies on the Appeals Board. It shall nominate a slate of Appeals Board Members to the University Students' Council on an annual basis and shall nominate candidates to fill any vacancies that occur during the Appeals Board Term.

4.02 The Board and Appeals Nominating Committee shall be composed of:

(1) the Chair of the Board;

(2) two (2) additional Directors elected by the Board, and;

(3) three (3) Ordinary Members elected by the Council.

4.03 The Board and Appeals Nominating Committee shall conduct its business as per its Terms of Reference.



5.00 APPEALS BOARD CHAIR

5.01 The Appeals Board Chair shall be elected by the members of the Appeals Board at the first meeting, which shall occur as soon as possible after the start of the Appeals Board Term.

5.02 Should the Appeals Board Chair resign her position, the Appeals Board shall meet as soon as possible to elect a new Appeals Board Chair.

5.03 The Appeals Board Chair shall appoint a Deputy Appeals Board Chair:

(1) The Deputy Appeals Board Chair shall take on the responsibilities of the Appeals Board Chair if there is a vacancy in the office of Appeals Board Chair or if the Appeals Board Chair is unavailable.

6.00 TERMS OF OFFICE

6.01 Members of the Appeals Board shall serve a term of either one (1) or two (2) years.

(1) No more than three (3) members of the Appeals Board shall be appointed for a two (2) year term in any given year.

6.02 If a member seeks re-election to the Appeals Board following their initial term they may do so by the regular election process outlined in this By-Law.

7.00 REMOVAL

7.01 A member of the Appeals Board may be removed from office for impropriety, violation of the provisions of the USC's By-Laws, delinquency of duties or misappropriation of USC's funds, by way of a motion adopted at a meeting of Council, by a two-thirds (2/3) vote of the members of Council present.

7.02 The Board of Directors may, upon resolution passed by two-thirds (2/3) of the Board of Directors, present a member of the Appeals Board for removal before Council in accordance with the previous provision. Immediately upon the Board of Directors' recommendation of the removal of the Appeals Board Member, said Appeals Board Member shall be suspended from hearing any cases or rendering any decisions until such time as Council is able to meet and decide on the proposed removal of said Appeals Board Member.

7.03 The member of the Appeals Board against whom a request for removal from office is directed shall be notified of the place, the date, and the time of the meeting of Council called to remove her within the same time frame as that provided by By-Law #1 for the calling of such meeting. Such member of the Appeals Board shall have the right to attend and to speak at the meeting or, in a written statement and read by the Speaker, to put forth the reasons why such member of the Appeals Board opposes the proposed removal from office.



8.00 QUORUM

8.01 Quorum of the Appeals Board is met with three (3), five (5), seven (7) or nine (9):

(1) The Appeals Board shall decide which Appeals Board Members shall sit on the Panel once a Case application has been accepted for hearing by the Appeals Board;

i. At least one (1) of the Appeals Board Members on the Panel shall be enrolled in the Faculty of Law; a. If no Appeals Board Member enrolled in the Faculty of Law is available to sit on a Panel either in person or as otherwise provided for in this By-Law, this requirement may be waived by the Appeals Board;

ii. Those Appeals Board Members who have conflicts of interest in regards to the Case shall not be selected for the Panel nor shall they decide on whether the application is to be accepted by the Appeals Board;

iii. The Appeals Board Chair may assign Appeals Board Members to sit on a Panel if the Appeals Board is unable to meet in time to decide or are unable to reach a consensus;

(2) Appeals Board Members sitting on the Panel shall be present throughout the entire oral hearing;

(3) The absence of any of the Appeals Board Members during a significant part of oral proceedings shall render the absent Appeals Board Member unable to vote on the Judgment;

(4) In the event that an Appeals Board Member must depart the hearing after the commencement but before the end of an oral hearing, the remaining Appeals Board Members, in consultation with the Parties, may decide that:

i. The hearing be recessed until all Parties and Appeals Board Members are able to re-convene; or

ii. If time is of the essence, the hearing continue and if the remaining Appeals Board Members are split on their decision, the decision of the decision making body from which the Case was appealed shall be upheld.

8.02 If Quorum is not reached on the date of an oral hearing, additional Appeals Board Members may be added by Panel, unless an objection is made by either petitioner or respondent, before the commencement of oral arguments by means of video or telephone conference in order to meet Quorum.

8.03 In extraordinary circumstances requiring expediency as decided by the Appeals Board Members who are present (or if no Appeals Board Members are present, by the Appeals Board Chair) and where a Quorum would otherwise be unattainable, additional Appeals Board



Members may be added to the Panel prior to the commencement of oral arguments by way of video or telephone conference.

9.00 RECORDS

9.01 The Panel shall make available written, reasoned Judgments within a reasonable amount of time after the hearing.

9.02 A record of all written Judgments by the Appeals Board shall be kept by the USC and be made available to the public.

10.00 CONFIDENTIALITY

10.01 If a Party or Witness to a case wishes to remain anonymous, they may apply to the Panel Chair adjudicating their Case with reasons for such status before the commencement of the oral hearing.

10.02 The Panel Chair may grant anonymous status if she decides the Party or Witness applying for said status requires protection from slander, libel or personal attack, or to prevent the public disclosure of medical information or extenuating personal circumstances.

10.03 In Cases where anonymity to a Party or Witness has been granted, the oral hearing shall be closed to the public and press and the Party or Witness shall only be referred to by their initials in the written Judgment.

(1) The written judgment shall still be published publicly but with the private information redacted.

10.04 In cases where Confidential Information of the USC is required, the hearing shall be held *in camera* and the Judgment shall not be made publically available if the information cannot be redacted.

(1) The Judgment shall remain available to current and future Appeals Board members for consultation.

11.00 JURISDICTION

11.01 The Appeals Board has the authority to adjudicate all matters referred to the Board by Council or the By-Laws;

(1) In deciding on sanctions or awards for either Party in a Case on Appeal, the Appeals Board shall be limited to any such sanctions or awards that were available to the initial decision making body regardless of whether the initial decision making body decided to enact such sanctions or awards.



11.02 Parties to an appeal are the student against whom the decision has been made (Petitioner) and the Election Governance Committee (Respondent).

11.03 By filing a petition, the Petitioner agrees to submit the dispute to the sole jurisdiction of the Appeals Board and agrees to be bound by its Judgment.

11.04 The Appeals Board shall decide, within forty-eight (48) hours after receiving the Petitioner's application whether it has jurisdiction to hear an action brought before it.

(1) The Appeals Board shall not entertain petitions which are frivolous, vexatious, of inconsequential merit, or otherwise outside its jurisdiction.

11.05 All Judgments of the Appeals Board are final, binding and conclusive and are not open to question or appeal in a court on any grounds.

(1) Excepting in the case of Senate or Board of Governors elections, which may be appealed to the University Secretariat as per their policies.

12.00 PROCEDURE

12.01 Commencing Proceedings:

(1) Proceedings shall be initiated when the appropriate appeal form is filed to the Appeals Board Chair by the Petitioner;

i. Petitions on behalf of the USC as a whole may be brought by the member of the USC Executive initiating a matter in conjunction with the President of the USC, or by a majority vote of council;

(2) The Appeals Board shall decide within forty-eight (48) hours after receiving the Petitioner's application whether it has jurisdiction to hear an action brought before it;

(3) The Appeals Board shall then either:

i. Inform the Petitioner of the failure of the application; or

ii. Inform the Petitioner of the success of the application, inform the Respondent of the existence of a pending Case against them and the basis of the Case and consult both Parties on available dates for an oral hearing, keeping in mind the time it takes for written submissions to be drafted and submitted prior to the oral hearing.

12.02 Submissions of Parties

(1) Both the Petitioner and Respondent shall be granted the opportunity to submit their written submissions prior to the oral hearing;



(2) Written submissions shall be drafted according to a template which shall be made available to the Parties.

12.03 Intervenor

(1) The Appeals Board Chair shall inform the President of the USC and the Chairman of the Board of Directors of the impending Case upon deciding to grant a Petitioner's application, both of whom may apply to intervene by completing an application for Intervention within three (3) days of receiving such notice;

(2) Following the acceptance of the Case by the Appeals Board, an invitation may be extended by the Appeals Board through the USC website to anyone wishing to intervene in the dispute by duly completing an application for intervention and submitting an electronic copy to the Appeals Board Chair no more than three (3) days following the final publication of the notice; The Appeals Board may, at their discretion, recognize intervening parties where those parties may be necessary for a fair and complete resolution of the Case. Interveners shall be notified by the Appeals Board Chair if they have been accepted as Intervenor within a reasonable amount time;

(3) Intervenor may elect to make oral submissions at the hearing, written submissions in advance, or both. In the case of written submissions, they must be submitted to the Appeals Board Chair no later than three (3) days before the hearing.

12.04 Preliminary Conference

(1) The Parties to the dispute and members of the Panel may, time permitting, then meet in a preliminary conference and discuss a number of issues informally, including but not limited to:

- i. agreement on non-contentious facts of the dispute;
- ii. explanation of hearing procedures, and;
- iii. setting a date for the hearing.

12.05 Independent Arbitrator

(1) Where, at any point, the Appeals Board comes to the conclusion that the case at hand would be better served by the appointment of an independent arbitrator, it may do so by a vote of the Appeals Board.

- i. The Appeals Board Chair shall be responsible for finding persons capable of acting as an arbitrator, and should be prepared to do so on short notice.
 - ii. The Board of Directors, on the recommendation of the Appeals Board Chair, shall hire an independent arbitrator agreed upon by the parties to the appeal or, if the parties are unable to agree, as selected by the Appeals Board Chair.
-



iii. The arbitrator shall provide directions for the conduct and determination of the appeal according to his/her discretion, including the submission of written materials and the convening of an oral hearing, if deemed necessary, and shall establish the applicable time limits for such steps. The arbitrator's decision shall be released to the interested parties, the Committee and the Executive, where possible, within 15 days of the arbitrator's appointment.

13.00 HEARING RIGHTS AND PROCEDURES

13.01 Hearings shall be open to the public, limited only by space restrictions in the designated hearing room or the discretion of the Appeals Board;

13.02 At the discretion of the Panel, oral submissions may be dispensed with where they are not possible or are clearly unnecessary.

13.03 The Panel may remove anyone from a hearing if the Panel decides that they are being disruptive, threatening or offensive.

13.04 No audio-visual recordings shall be taken during the hearing, although Parties may take notes as necessary.

13.05 Each Panel that does not include the Appeals Board Chair of the Appeals Board shall elect amongst themselves a Panel Chair to preside over the Case;

(1) If the Appeals Board Chair is a member of the Panel she shall be considered the Panel Chair unless she chooses to have the Panel elect a Panel Chair.

13.06 The Panel may, at their discretion, modify the general oral hearing procedure as they see fit.

(1) A copy of the procedures shall be provided to the participants no less than three (3) days prior to the hearing.

(2) A sample procedure for the oral hearing shall be found in Appendix 1.

14.00 DISPOSITION

14.01 At the end of an oral hearing the Panel may recess the proceedings to determine if they shall render an oral decision immediately.

14.02 Judgments by the Appeals Board may be rendered orally at the end of a hearing or may be reserved.



14.03 All Judgments, even if rendered orally, shall be accompanied by written reasons which are to be made available to the Parties and public within a reasonable amount of time after the oral hearing.

14.04 If Judgment is reserved, the Panel shall make its decision available within a reasonable amount of time;

(1) Written reasoned Judgments should be provided to the parties and the public within two (2) weeks of the oral hearing.

15.00 EMERGENCY PROCEEDINGS

15.01 At the discretion of the Appeals Board Members assigned to the Case, the timing and notice requirements in this By-Law may be waived in order to expedite the adjudicative process so long as doing so shall not materially disadvantage a Party.

15.02 If time is of the essence, Appeals Board Members shall communicate a Judgment to the Parties as soon as they reach a decision after the hearing and should deliberate in private until they have come to such decision.

16.00 ABSENCE

16.01 If at any time the Appeals Board lacks enough Appeals Board Members to meet the Quorum requirements, but the By-Laws or Council call upon the Appeals Board to adjudicate a Case, the Board of Directors (or at least three (3) Directors) shall sit as a Panel and adjudicate the dispute in a manner otherwise consistent with this By-Law.

17.00 ELECTIONS DISPUTES

17.01 During the Election Period, Appeals Board Members shall be on notice that Appeals of Elections Committee Judgments may require rapid adjudication;

(1) Applications for a hearing of Elections disputes shall be approved or rejected as soon as possible by the Appeals Board so as to not prejudice any candidate;

i. Due to the short time period of Elections disputes, as soon as an application is received by the Appeals Board, notice shall be given to the Respondent named in the application that there is a pending application against her. Details of the application shall only be released to the Respondent if the application for a hearing is granted;

(2) Notice of an approval or rejection of an Application shall be given forthwith to the Petitioner.



17.02 The Appeals Board should be prepared to hear expedited hearings during the Election Period within fifteen (15) hours of the Application.





Appendix 5

Nominating Committees Terms of Reference

Nominating Committees Terms of Reference

Effective: ~~September 14th 2016~~
Last Reviewed: September 14th 2016

USC Council
To be Reviewed: ~~November 2018~~

1. Objective

To better allocate nominating between Council, the Board, and the Appeals Board by spreading the workload between three highly specialized committees. To create checks and balances so that the appropriate bodies still have final say on the membership of each nominated position.

2. Board Nominating Committee

1. Mandate

- a. Coordinate promotion of Director postings.
- b. Develop interview questions, conduct interviews, and select a list of recommended candidates.
- c. Provide a detailed recommendation of new Directors to Council for ratification, outlining specific skill-sets, experience, and education that qualify recommended candidates for the position.

~~2. Composition~~

~~2.a. Voting~~

- i. Board Chair,
- ii. One (1) USC Director, and
- iii. One (1) USC Councilor,

~~2.b. Resource~~

- i. Senior Manager, Human Resources, (Resource)

~~3. Appeals Nominating Committee~~

~~1. Mandate~~

- ~~i. Coordinate promotion of Appeals Board postings~~
- ~~ii. Develop interview questions, conduct interviews, and provide a detailed recommendation of new Appeals Board members to the Board of Directors and Council for ratification.~~
- ~~iii. Recommendation must include information on specific skill-sets, experience, and education that qualify recommended candidates for the position.~~

~~2. Composition~~

~~2. Voting~~

- ~~i. The Chair of the Board of Directors;~~
- ~~ii. Two (2) additional directors elected by the board; and~~
- ~~iii. Three (3) Ordinary Members elected by the Council.~~

~~4. Executive Selection Committee~~

~~1. Mandate~~

- ~~a. The Executive Selection Committee is responsible for coordinating promotion, developing interview questions, conducting interviews, and selecting the Communications Officer and Secretary-Treasurer.~~

~~2. Composition~~

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- a. Voting
 - i. i. Incoming President ~~and CEO~~;
 - ii. ii. One (1) Director; and
 - iii. iii. One (1) Councillor.
- b. Resource
 - i. i. Outgoing President;
 - ii. ii. Outgoing Secretary-Treasurer (for Secretary-Treasurer selection) or Outgoing Communications Officer (for Communications Officer selection); and
 - ~~iii.~~ iii. iii. Senior Manager, Human Resources.

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8. Context and Enactment

- ~~1. Documents Repealed~~ Board and Appeals Nominating Committee
- ~~2. Supporting/Related Documents~~
- ~~3. Date Passed~~ September 14th 2016
- ~~4. All previous Amendments~~ iii.

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Motion 6

Endorse and Distribute an Inclusivity and Accessibility Checklist to Event Programmers on Campus

Whereas, it is in the interest of the USC to promote inclusivity and accessibility on campus;

Whereas, event-planners may be unaware of how their event may be inaccessible or non-inclusive to certain individuals;

Whereas, those who require accessibility and inclusivity accommodations may feel uncomfortable asking for them if they are not provided;

Whereas, there is currently no comprehensive guideline in place to promote the planning of inclusive and accessible events;

Let it be resolved that, the Inclusivity and Accessibility Checklist (Appendix 1) developed by the Peer Programs Coordinators be endorsed by council as a guiding resource for the planning and execution of events by USC affiliated groups;

Let it be further resolved that, this checklist be distributed to all USC affiliated programmers as determined by the Student Programs Officer, including but not limited to: associates, coordinators, corporate services, USC clubs, faculty councils, and soph teams.

Let it be further resolved that, this checklist be endorsed for use as a guideline rather than a strict set of requirements, recognizing that meeting all the criteria may not be possible or applicable to specific events.

BARROSO/Denezis



Recommendation Report 1

Student Experience Standing Committee Recommendation Report

Item:	Inclusivity and Accessibility Checklist
Author:	Student Experience Standing Committee
Purpose of Report:	For Information

Recommendation

It is the recommendation of the Student Experience Committee:

That the attached Inclusivity and Accessibility Checklist, developed primarily by the Peer Programs Coordinators:

- Be endorsed by council as a guiding resource for the planning and execution of events by USC affiliated groups.
- Be distributed to all USC affiliated programmers (including but not limited to: associates, coordinators, corporate services, USC clubs, and faculty councils)
- Be used primarily as a guide, as opposed to a strict list of requirements, recognizing that meeting all the criteria in the checklist may not be possible for certain events

Summary of Considerations

Member Councillors considered the following:

1. People planning events may be unaware of how their event may be inaccessible or non-inclusive to certain individuals.
2. Those who are in need of accessibility and inclusivity accommodations may feel uncomfortable asking for them.
3. There is currently no comprehensive guideline in place for planning inclusive and accessible events.
4. The Peer Programs Coordinators are knowledgeable in the areas of accessibility and inclusivity, and it would be beneficial to put their knowledge into a physical, consistent set of guidelines.

Context of the Issue(s) to be Addressed

While most people planning events do strive for them to be accessible and inclusive, oftentimes a simple lack of knowledge or foresight may prevent people from participating in them. The goal of developing a checklist of guidelines is to make programmers aware of how issues they may not have even considered can discourage people from participating in their event and how to mitigate these. The development of this checklist was specifically inspired by an incident where a student in a wheelchair could not participate in an event at The Wave because they needed access to the stage, but there was no ramp available.



Appendix 6

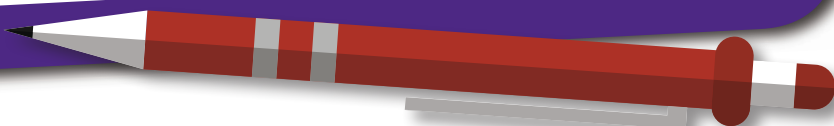
Inclusivity Checklist

ACCESSIBILITY AND INCLUSIVITY CHECKLIST

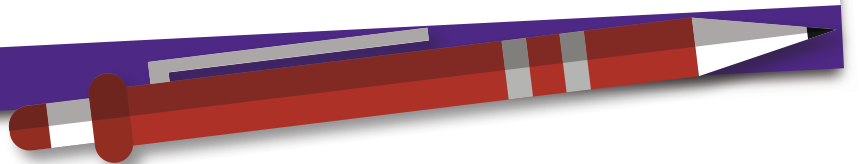
Are you planning or hosting an event? Do you intend on inviting people to this event? Then this is the resource for you! In an effort to make Western campus events and programs more accessible and inclusive for our student body, your University Students' Council Peer Programs Network has created this resource to ensure everyone has access to a set of guidelines that will help make our campus events better for everyone.

ACCESSIBILITY

- Do you have money set aside in your budget for accessible services (if required)?
- Is there an accessible pathway to access your event?
 - Do you need/have an accessible elevator or ramp? Elevator should have: Braille, Handrails and Audible and visual cues if possible.
 - Make sure the only way to access your event is not via stairs.
 - Pathway to event must not be blocked by miscellaneous objects.
 - If the accessible entrance to your event is hard to find, ensure that appropriate directions and/or signage indicating its presence are available
 - Try to hold your event if possible all on one level (if you use multiple levels make sure they are accessible to individuals who use mobility devices eg. walkers, wheelchair crutches etc.)
 - Before your event begins, re-check that the path to your location is still accessible. This includes clearing pathways outside and inside the venue, and during the event ensuring any aisles have not been obstructed with backpacks, bags, or other items.
- Are designated parking spots for persons with disabilities close to the entrance of the building?
- Does your event have aisles that are wide enough to allow a wheelchair to pass (approx. 1.1m-1.2m)?
 - Is there a space in or at the end of the hallways where an individual using a wheelchair can turn around/make a 180 degree turn (square area approx. 60" x 60")?
- Is there a door used to access your event?
 - Make sure that there is an actuator (push button) available. If not, keep the door propped open



- Does your event have flashing lights?
If so, have you provided sufficient warning for individuals entering the event? (i.e. notifying individuals in event descriptions and advertisements)
- Does your event run during the operation hours of an accessible shuttle?
- Is your event/the room your event is taking place in, properly lit given the context of your event?
Your event should not be too dimly lit in a way that hinders people with vision disabilities.
If your event requires darkness then this is not a priority.
- Does the area you are holding your event have fire alarms with a strobe function? (Not necessary based on building codes but should be considered).
- Are you selling tickets to your event?
Try to offer multiple methods of payment (eg. Debit/Credit, Cash, Online Payment).
If sold in person, make sure the booth/area is accessible (using pathway criteria above).
- Is there a counter?
If so is the counter low enough to be accessible (0.9m-1.2m)?
- Are there accessible washrooms in the building where you are holding your event?
- Is there an accessible path to the washroom (use pathway criteria above)?
- Does the door to the washroom have an actuator (push button)?
Grab bar should be "L"-shaped
There should be an accessible stall with a door swinging out
The sink should be low and have a space underneath of at least 73.5cm. Bathroom accessories should be within reach (1.2m).
- When promoting your event, did you include information about who to contact if any attendees require special devices or assistance?
If there is registration for the event, be sure to have an area where people may include if they require special devices or assistance.



Has an individual requested accommodation in advance?
If this event is affiliated with the USC or USC space, contact Sue Mckone (smkone@uwo.ca) to rent accessible services for your event.
American Sign Language/English Sign Language Interpreter.
Other accommodations.
Book these accommodations as early as possible if required.

Are the materials at your event ready in large print and electronic formats in-case somebody requests an alternate format?

Do you have priority accessible seating? Examples:

- Accessible wheelchair seating.
- Seating reserved for support persons.

How far is your event location from a parking lot? Can someone using a mobility device access the accessible entrance from the parking space/drop off zone? (Especially in the winter)

Must allow all service animals into event. Unless prohibited by law (food preparation areas).

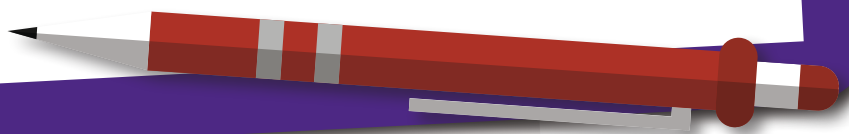
Do not charge an additional fee for support persons.
The support person is doing their job and not attending the event.
They require free access.

If you are booking space at another venue, please ensure there are all gender washrooms available, that they easy to locate, and that they are not locked if the gendered washrooms are locked.

If this event is affiliated with the USC or USC space, contact Sue Mckone (smkone@uwo.ca) to rent accessible devices for your event.

- American Sign Language/English Sign Language Interpreter.
- Other accommodations.
- Book these accommodations as early as possible if required.

If you have any question about the accessibility of your event, feel free to contact the USC Accessibility Coordinator at accessibility@westernusc.ca for consultation.



INCLUSIVITY:

Don't advertise for safe spaces unless you have guidelines for what that means and you are prepared and able to enforce them.

In the context of your event is it necessary to ask individuals to gender themselves?
ie. filling out a form

If your event has introductions, encourage hosts and/or attendees to include their personal pronouns when introducing themselves.

Does the facilitator/moderator of your event have the associated lived experience of the discussion they are leading?

If your event covers heavy content, are you providing attendees with resources they can access afterwards?

Does your event include any cultural references that are not relevant or do not pertain to those who are planning/attending the event?

Are we being mindful of the possibility of cultural appropriation?

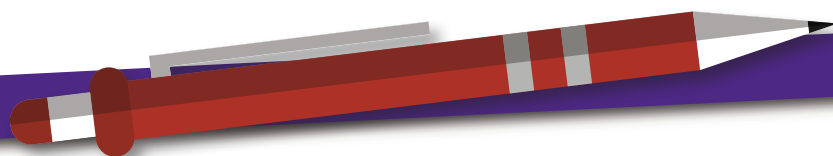
If your event offers contraception, is it mindful of all types of relationships (i.e. by offering internal condoms, dental dams, condoms)

Does your event offer individuals the opportunity to list personal pronouns on name tags/plaques/etc. if individuals so choose?

Is anything you are asking/requiring individuals to do, given your position of authority, compromising their capacity to consent?

Is your event mindful of different dietary restrictions?

Is there a part of your event that encourages or pressures individuals to engage in activities that may cause discomfort?



If you have any question about the inclusivity of your event,
please contact any of the following
USC Peer Programs coordinators for consultation:

Ally Western Coordinator:
allywestern@westernusc.ca

Ethnocultural Support Coordinator:
ethnocultural@westernusc.ca

Pride Western Coordinator:
pridewestern@westernusc.ca

Indigenous Relations Coordinator:
indigenousrelations@westernusc.ca

Gender Equality Network Coordinator:
genderequalitynetwork@westernusc.ca

Health Promotions Coordinator:
healthpromotions@westernusc.ca

