Western
UNIVERSITY·CANADA

Members are reminded of the requirement that they give notice of conflict of interest prior to consideration of any matter on the Board open and closed session agendas

BOARD OF GOVERNORS MEETING – OPEN SESSION

Date: Thursday, September 22, 2022
Time: 10:30 a.m. – 12:00 p.m.
Place: Western Interdisciplinary Research Building, Room 3000/Zoom

Members of the community who wish to attend the open session remotely may request the Zoom meeting details by contacting secretariat@uwo.ca.

			Action	Time
1.0	Land Acknowledgement			
2.0	Approval of Agendas and Minutes			5
	2.1	Adoption of Agenda – Open Session	Approval	
	2.2	Approval of the Open Session Minutes of the Meeting of June 28, 2022	Approval	
	2.3	Business Arising from the Minutes		
3.0	Report of the President		Information	20

Agenda

			Action	Time
4.0	Committee and Senate Reports			
	4.1	Report of the Audit Committee		
		4.1(a) Audited Financial Statements for the Year Ended April 30, 2022	Approval	30
		4.1(b) Financial Statements Related Corporations	Information	5
	4.2	Report of the Senior Policy and Operations Committee		
		4.2(a) Appointment of a Board Representative to the Vice-President (Research) Search Committee	Approval	5

Lunch (12:00-1:00 p.m.); Closed Session (1:00 – 2:00 p.m.)

ITEM 1.0 - Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

E. Sapuridis will offer a land acknowledgement.

Dr. Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated that it is important to remind ourselves regularly of our commitment to reconciliation and decolonisation, and to ensure that these objectives remain central in our collegial decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was extended to the Board's committees.

Members of the Governance and By-Laws committee were broadly supportive of this practice, while also being mindful that land acknowledgments should be meaningful and dynamic, and not simply a rote exercise.

Some suggestions for practices that might be most meaningful and relevant to the Board and committees are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating to education
- a reminder of elements of Western's Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

ITEM 2.1 - Adoption of Agenda – Open Session

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the Agenda for the Open Session be approved as
circulated.

ITEM 2.2 - Approval of the Open Session Minutes of the Meeting of June 28, 2022

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the open session minutes of the meeting held June 28, 2022, be approved, as circulated.

ATTACHMENTS:

Open Session Minutes of the Meeting of June 28, 2022

MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS

JUNE 28, 2022 – OPEN SESSION

The meeting was held at the Western Interdisciplinary Research Building, Room 3000 and on Zoom.

PRESENT: Rick Konrad, Chair
                      Amy Bryson, Secretary

                      Susan Bennett   Bruce Ross
                      Wade Boye   Effie Sapuridis
                      Arzie Chant   Alan Shepard
                      Greg Dick   Sarah Shortreed
                      Keith Gibbons   David Simmonds
                      Artika Pahargarh   Carol Stephenson
                      Grace Parraga   Jane Toswell
                      Stephen Pitel   Sam Trosow
                      Cecil Rorabeck   Harold Usher

In-Coming Members: Ethan Chen, Marlene McGrath, Beth MacDougall-Shackleton, Ken Yeung

By Invitation: Althea Blackburn-Evans, Ruban Chelladurai, Paul Elochuk, Lynn Logan, Eric Mallory, Jane O'Brien, Jeff O'Hagan, Lisa Riggs, Florentine Strzelczyk

Secretariat Resource: Bonnie Brown

Regrets: Michelle Banik, Cathy Burghardt-Jesson, L. Hasenfratz, Ed Holder, Geoff Pollock, Michael Surkont

Chair R. Konrad called the meeting to order at 10:33 a.m.

Land Acknowledgement

R. Konrad offered the land acknowledgement.

BG.22-102   **Adoption of Agenda – Open Session**

Moved by H. Usher, seconded by S. Trosow:

That the agenda for the open session be approved as circulated.

CARRIED

BG.22-103   **Approval of the Open Session Minutes of the Meeting of April 28, 2022**

Moved by G. Parraga, seconded by C. Rorabeck:

That the open session minutes of the meeting of April 28, 2022, as amended, be approved.

CARRIED

By request, it was agreed to amend the minutes of the April 28, 2022 meeting to include the text of the petition referenced in item 4.1(b) and to note the archeological survey requested under item 6.0 was in relation to the indigenous engagement on Western's land.

BG.22-104   **Business Arising from the Minutes**

R. Konrad advised the Governance and By-Laws Committee reviewed the cost and benefits of membership to the Association of Governing Boards (AGB). The committee is not recommending membership at this time.

BG.22-105   **Report of the President**

A. Shepard, President and Vice-Chancellor, referred to the written report provided to the Board of Governors in advance of the meeting.   In addition to the items presented in the report, A. Shepard extended his appreciation to those supporting and participating in the convocations. Further appreciation was extended to Western's Sport & Recreation Services and Western's Hospitality Services on the successful bid for the Vanier Cup to be played at Western in the fall.

A. Shepard reported on the Information Fair and breakfast to be held in the fall at the Convention Centre noting it will be an opportunity to provide information about Western's programs, engage the community, and share Western's story.

Appreciation was extended to Western's Communications team for their work this year. Alumni elected/re-elected to parliament were congratulated.

A. Shepard reported student admission and enrollment numbers are strong for the coming school year. He advised that $1.6 M has been made available to support Ukrainian student and faculty refugees. In concluding, he provided an update on 450 Talbot noting construction should be completed in 15 to 20 months.

AGENDA

COMMITTEE AND SENATE REPORTS

REPORT OF THE PROPERTY AND FINANCE COMMITTEE

BG.22-106   **Out-of-Province Tuition Fees**

G. Dick presented, for approval, the implementation of tuition fee increases for domestic non-Ontario students in all undergraduate programs, and some master's programs offered by the Ivey Business School.

R. Chelladurai, Associate Vice-President (Planning, Budgeting, and Information Technology), responded to questions of clarification regarding the tuition fee increases for some master's programs at Ivey, the communication and consultation completed in this regard, implementation of the increases, and market tolerance for the increase.

It was noted the term 'fees' and 'rates' are interchangeable and are not intended to be distinct terms.

Moved by C. Stephenson, seconded by G. Parraga:

That the Board of Governors, on the recommendation of the Property and Finance Committee, approve the implementation of tuition rate increases for domestic non-Ontario students in all undergraduate programs, and some masters programs offered by the Ivey Business School, as follows:

1. As per the Province's framework, the allowable 5% increase for domestic Non-Ontario students be applied in 2022-23 to all undergraduate tuition rates (as shown in Table A) and the Ivey masters programs (as shown in Table B);

2. Given the late timing of the Government's announcement and in order to allow the University adequate time to communicate to students and develop the necessary procedures/systems for implementation of the differential tuition rates, students will not be charged the increased tuition rates until 2023-24; and

3. The tuition rates for 2023-24 will be determined based on the 2022-23 rates (as shown in Table A and B) and the Province's tuition framework for 2023-24 when it is announced.

CARRIED

REPORT OF THE SENIOR POLICY AND OPERATIONS COMMITTEE

BG.22-107   **Annual Reports on the Code of Student Conduct**

The annual reports on the Code of Student Conduct for the periods from May 1, 2020 to April 30, 2021 and May 1, 2021 to April 30, 2022 were provided for information.

A. Shepard responded to questions regarding the application of the Code to students living off campus and to off campus events. The substantive efforts to prevent/address student conduct from leading to a serious incident were described. From a legal perspective, it was noted the extension of the Code to large off-campus gatherings has been a positive step.

BG.22-108   **Annual Report on Gender-Based and Sexual Violence**

The annual report on Gender-Based and Sexual Violence (GBSV) for the period May 1, 2021 to April 30, 2022 was presented for information.

A. Shepard responded to questions of clarification regarding police reporting, training, and the availability of additional training for graduate students.

REPORT OF THE AUDIT COMMITTEE

BG.22-109   **Health, Safety and Well-being Annual Report**

R. Konrad referred to the Health, Safety and Well-being Annual Report 2021 provided in the agenda package.

J. O'Brien, Associate Vice-President (Human Resources), responded to questions of clarification regarding the current status of ergonomic consultation services to staff. In response to a concern regarding the level of service, J. O'Brien advised the issue is being discussed at the Joint Occupational Health and Safety Committee.

In response to a question regarding the vacant Director role in Health and Safety, J. O'Brien advised the leadership requirements for the team are being reviewed.

REPORT OF THE GOVERNANCE AND BY-LAWS COMMITTEE

BG.22-110   **Revisions to Resolution re: Presentations to Retiring Members**

S. Shortreed presented for approval revisions to Resolution re: Presentations to Retiring Members of the Board. If approved, the Resolution re: Commissioning of Portraits may be rescinded.

A concern was raised regarding the minimal level of service required for recognition. It was suggested Board members ought to serve their full term versus one year. In response, it was suggested the intent is to recognize the fact of service.

The discussion also focused on the commissioning of a photographic portrait and whether the practice is outdated and whether those being recognized ought to have a choice in directing funds to a scholarship instead. It was suggested photographs contribute to the archival history of the organization.

Moved by S. Bennett, seconded by K. Gibbons:

> That, on the recommendation of the Governance and By-Laws Committee, the Board of Governors approve the revisions to Resolution re: Presentations to Retiring Members and rescind Resolution re: Commissioning of Portraits as presented in item 4.4(a).

CARRIED

There was a suggestion that the policy return to the committee for further review in the future to consider the feedback from the committee.

With respect to the archiving of the photographic portraits, it was suggested the McIntosh Gallery be consulted in this regard.

BG.22-111 **UNANIMOUS CONSENT AGENDA**

Moved by H. Usher, seconded by A. Chant:

> That the items listed in the consent agenda be approved or received for information by the Board of Governors by unanimous consent.

CARRIED

ITEMS FROM THE PROPERTY AND FINANCE COMMITTEE

BG.22-112 **New Scholarships, Awards, and Prizes**

The terms of reference approved by the Property and Finance Committee for the new scholarships, awards, and prizes was received for information in item 5.1(a).

BG.22-113 **Report of the Investment Committee**

An update on the activities of the Investment Committee, a subcommittee of the Property and Finance Committee, was received for information in item 5.1(b).

BG.22-114   **Semi-Annual Ratio Report on Non-Endowed Funds**

The quarterly activity of the non-endowed funds and report on the ratio of investments to obligations against the target ratio was received for information in item 5.1(c).

BG.22-115   **2021-22 Operating Budget Update (Year-End) as at April 30, 2022**

A year-end update on the University's 2021-22 operating budget was received for information in item 5.1(d).

BG.22-116   **Ancillary Financial Report as at April 30, 2022**

The preliminary financial results for the 2021-2022 student fee-funded units, ancillaries, academic support units, and associated companies was received for information in item 5.1(e).

BG.22-117   **Distinguished University Professor and Faculty Scholars**

On recommendation of the Property and Finance Committee in the report received in item 5.1(f), and by unanimous consent, the Board of Governors approved the revised terms for Distinguished University Professors and Faculty Scholars.

BG.22-118   **Robert Hodder Chair in Economic Geology**

The report advising the Board of Governors on the Property and Finance Committee's approval of the establishment of the Robert Hodder Chair in Economic Geology and the appointment in the Faculty of Science, was received in item 5.1(g).

BG.22-119   **Goodmans LLP Faculty Fellowships in Legal Ethics**

The report advising the Board of Governors on the Property and Finance Committee's approval of the establishment Goodmans LLP Faculty Fellowships in Legal Ethics and the appointment in the Faculty of Law, was received in item 5.1(h).

ITEM FROM THE SENIOR POLICY AND OPERATIONS COMMITTEE

BG.22-120   **University Discipline Appeals Committee Membership**

On recommendation of the Senior Policy and Operations Committee in the report received in item 5.2(a), and by unanimous consent, the Board of Governors approved the appointment of the following individuals to the University Discipline Appeals Committee:

Chris Sherrin to serve as Chair (term July 1, 2022 to June 30, 2023)
Aaron Hodgson (term July 1, 2022 to June 30, 2025)
Dana Broberg (term July 1, 2022 to June 30, 2023)
Heidi Steeves (term July 1, 2022 to June 30, 2023)
Orlando Scarlett (term July 1, 2022 to June 30, 2023)

ITEM FROM THE GOVERNANCE AND BY-LAWS COMMITTEE

BG.22-121   **Trustees-Jeffery Stamp Collection**

On the recommendation of the Governance and By-Laws Committee in the report received in item 5.3(a), and by unanimous consent, the Board of Governors approved the dissolution of the Trustees – Jeffery Stamp Collection as a standing committee of the Board and designated that the Jeffery Stamp Collection continue to be administered by the University Library as part of its special collections.

ITEMS REFERRED BY SENATE

BG.22-122   **Report of the Academic Colleague**

The report from the May meetings of the COU Academic Colleagues was received for information in item 5.4(c).

ITEMS REMOVED FROM THE CONSENT AGENDA

ITEMS REFERRED BY SENATE

BG.22-123   **Subcommittee on Enrolment Planning and Policy (SUEPP) Report**

The annual report on targets and processes for first-year undergraduate enrolment and overall enrolment projections for Western and its Affiliated University Colleges was received for information in item 5.4(a).

In response to a comment regarding the increase in the number of first year undergraduate students over the last five years, and a question regarding planning for appropriate classroom space, A. Shepard noted planning does anticipate the need for classroom spaces but he also noted the trend towards online learning may decrease the need for larger classroom spaces in the future.

In response to a comment regarding the need to increase the number of first-generation students attending Western, A. Shepard agreed the current percentage of first-generation students at Western is relatively low and that work needs to be done in this area.

BG.22-124   **MAPP 7.0 – Academic Integrity in Research Activities**

L. Riggs, Vice-President (Research), described the extensive consultation completed during the review of MAPP 7.0, changes made to align the policy with best practice, and the updates to modernize the language in the policy.

It was clarified the policy is being presented for approval. The procedures are presented for information only. It was noted the procedures are dynamic and responsive to needed changes.

A question of clarification regarding the kinds of conduct covered by the policy was addressed by L. Riggs.

A number of friendly amendments to the policy, provided to the Secretariat were accepted.

Moved by C. Rorabeck, seconded by J. Toswell:

> That on recommendation of the Senate in the report received in item 5.4(b), and by unanimous consent, the Board of Governors approved the amendments to MAPP 7.0 - Academic Integrity in Research Activities as presented and the renaming of the policy to MAPP 7.0 - Responsible Conduct of Research.

CARRIED

QUESTIONS FROM MEMBERS - None.

BG.22-125   **OTHER BUSINESS**

R. Konrad expressed his appreciation to out-going Board members, Jina Kum, Artika Pahargarh, Michael Lerner, Sarah Neiman, Grace Parraga, Carol Stephenson, Jane Toswell, and Harold Usher.

On behalf of the Board, K. Gibbons thanked R. Konrad for his leadership and passion for Western over the last 18 years and in particular over the last two and a half years as Chair. A. Shepard further expressed his appreciation of R. Konrad, highlighting his dedication.

ADJOURNMENT TO CLOSED SESSION

The meeting adjourned at 12:03 p.m.

_____   _____
R. Konrad   A. Bryson
Chair   University Secretary

ITEM 2.3 - Business Arising from the Minutes

ACTION: ☐ APPROVAL ☐ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

There is no business arising at this time.

ITEM 3.0 - Report of the President

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

A. Shepard, President and Vice-Chancellor, will provide the Report of the President.

ATTACHMENT(S):

Report of the President

REPORT OF THE PRESIDENT

To:	Board of Governors
From:	Alan Shepard
Date:	September 14, 2022
Re:	Quarterly Report for September 2022

Dear Members of the Board,

I hope you've had a great summer and share my excitement for getting our new academic year underway. The past few months have been busy with preparations to welcome students back to campus, which includes over 6,400 first-year undergrads on main campus, about 5,000 of whom are settling into residence.

OWeek has unfolded extremely well. We worked to ensure a safe and inclusive environment for all students, as well as for faculty and staff. Among the new welcome initiatives we added this year were 'Care Hubs' in three strategic locations around campus. In these hubs, staff, faculty, and mental health counsellors were available to help guide and orient students to their new home, answer questions, and offer support for special needs. Each hub was stocked with a variety of supplies and equipped with a private area where students could access one-on-one counselling. Another important addition was upper-year safety ambassadors in all residences – these individuals are on-site in addition to residence staff. We thank everyone for making Western a place where we all feel a sense of belonging and commitment to our collective academic mission.

The following report highlights some noteworthy developments since my June 21, 2022, report.

COVID-19 update: On September 1, Health Canada approved Moderna's updated COVID-19 bivalent vaccine which targets the Omicron variant. While we don't know exactly when this vaccine will be available, we anticipate it will be early this fall. It's also likely that a new bivalent vaccine from Pfizer will be available soon after. After consulting again with medical experts, we have decided to extend the deadline for submitting proof of vaccination for a booster dose from October 1 to January 9, 2023. Campus members will have the option to get a booster shot of one of the new vaccines once they become available, or getting boosted now with a current vaccine in order to be eligible again in 90 days for a bivalent vaccine. And, as of September 1, medical-grade (ASTM level 3) masks are required indoors in instructional spaces for degree credit courses such as classrooms, labs and seminar rooms, and may be required for

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large indoor events. See **https://www.uwo.ca/coronavirus/vaccine.html#faqs** for more details and watch **https://www.uwo.ca/coronavirus/** for the latest pandemic updates.

In-person convocation: It was a joy returning to Alumni Hall for in-person convocations in June and July to celebrate the achievements of some 8,000 new alumni, including the Class of 2022 as well as graduates from the Classes of 2020 and 2021 who were unable to cross the stage earlier due to pandemic restrictions. We hosted 30 separate ceremonies and conferred honorary degrees upon 18 outstanding individuals, plus held a special graduation ceremony back in March for Indigenous graduates, organized by Western's Indigenous Student Centre.

Campaign planning: We continue to work closely with Campaign Counsel partners, Grenzebach Glier & Associates (GG+A), on campaign preparations. Through the summer, a donor survey was conducted, as well as interviews with Senior Leadership, Academic Leaders and key University Advancement staff as part of an Institutional Campaign Readiness Study that will be completed in September. An institutional Case for Support is being developed in consultation with senior leaders with a first draft expected by mid-October. Leadership briefings and interviews with top donors will be initiated in November and into December as part of a Feasibility Study to test our Case for Support.

Minor in Black studies adds to growing list of new programs: Our Department of Gender, Sexuality & Women's Studies has launched a new minor in Black studies that is open to all students and provides a range of local, national and global perspectives on Black history, culture and heritage. Curriculum was developed by colleagues in the Faculties of Arts & Humanities, FIMS, and Social Science. This is the latest in a growing list of newly developed and launched academic programs that inclues an AI specialization in Engineering; compressed RPN-to-BScN Nursing degree; graduate specialization in Machine Learning in Health & Biomedical Sciences; Creative Arts & Production program; Ivey's Women in Asset Management course; virtual-reality program for Personal Support Workers; and new micro-credentials in healthy aging, pedorthics, and biotechnology for the food & bio-pharmaceutical industries.

Accolades: Congratulations to the following campus community members who, among others, have received special honours in recent months:

- **Kim Baines** (Chemistry), **Aaron Fenster** (Medial Biophysics), **William Fisher** (Psychology) and **Adrian Owen** (Psychology and Physiology & Pharmacology) named *Fellows of the Royal Society of Canada*.

- **Arghya Paul** (Chemical & Biochemical Engineering) inducted to the *Royal Society of Canada's College of New Scholars, Artists & Scientists*.

- **Valerie Oosterveld** (Law) named recipient of the *Royal Society of Canada's Ursula Franklin Award in Gender Studies* in recognition of her research and efforts to instigate change and further the understanding and formation of international criminal law.

- **Christopher Alcantara** (Political Science) named recipient of the *Royal Society of Canada's Yvan Allaire Medal* in recognition of his outstanding contribution in governance in governance of public and private organizations.

- **Joy MacDermid** (Physical Therapy) and **Juan Luis Suárez** (Languages & Cultures) each awarded Western's 2022 *Hellmuth Prize for Achievement in Research*.

- Forty-three Western scholars awarded funding from the *Social Sciences & Humanities Research Council*, including $2.4M for a project co-led by **Fiona Webster** (Nursing) examining the marginalization of patients engaged in chronic pain research, and $2.5M for a project co-led by **Abe Oudshorn** (Nursing) studying homelessness.

- Sixty-seven Western scholars awarded funding from the *Natural Sciences & Engineering Research Council*, including $1.65M for an international project led by **Yolanda Hedberg** (Chemistry) to train the next generation of corrosion scientists.

- Thirteen Western scholars awarded funding from the *Canadian Institutes of Health Research*, including $1M to **Nathalie Bérubé** (Anatomy & Cell Biology) for work that aims to improve the memory in children with intellectual disabilities.

- **Marilyn Ford-Gilboe** (Nursing) awarded $2M in federal funding to support the national research project she is leading to develop an intervention program that aims to improve the safety, health and well-being of women who experience intimate partner violence.

- **Ryan Willing** (Mechanical & Materials Engineering) awarded US$2.3M from the National Institutes of Health as the co-investigator in an international research project that aims to improve the longevity of artificial knee replacements.

- **Western's Wind Engineering, Energy & Environment Research Facilities** (aka, WindEEE Dome) named recipient of a $4M grant from the *Canada Foundation for Innovation Major Science Initiative Fund*.

- Nine Engineering faculty members named *Fellows of the Canadian Academy of Engineering*: **Dean Ken Coley** (Mechanical & Materials); **Sohrab Rohani**, **Kibret Mequanint**, **George Nakhla** and **Ajay Ray** (Chemical & Biochemical); **Han-Ping Hong**, **Greg Kopp** and **Moncef Nehdi** (Civil & Environmental); and **Hanif Ladak** (Electrical & Computer).

- BMSc candidate and Western Board of Governors member **Kenisha Arora** named top-10 finalist for the *Chegg.org Global Student Prize*, which is given to one exceptional student who has made a significant impact on learning, the lives of peers, and society.

- Masters candidate **Jahin Khan** (Epidemiology & Biostatistics) recognized with the *2022 Women's Health Scholars Award from the Council of Ontario Universities*.

- MD candidate **Gavin Raner** named recipient of the *Dr. Ramsay Gunton Canadian Medical Hall of Fame Award*, recognizing their being the first non-binary medical student registered with the OMA and for their leadership at on EDID issues at Schulich.

- Six first-year students **Brent Davison** (Engineering and Business), **Xander Chin** (Engineering), **Eric Hout** (Science), **Holly Morton** (Science), **Marianna Speranza** (Science), and **Tina Xu** (Engineering) awarded *Schulich Leader Scholarships*, each valued between $80,000 and $100,000.

- Alumni **Stacey Ann Allaster** (LLD'14, MBA'00, BA'85); **James Lloyd Cassels** (LLB'80); **Dr. William Foster Clark** (MD'70); **Dr. Zane Cohen** (BA'65); and **Guy Jacques Pratte** (BA'78) appointed to the *Order of Canada*.

ITEM 4.1(a) - Audited Financial Statements for the Year Ended April 30, 2022

ACTION: ☒   APPROVAL   ☐   INFORMATION   ☐   DISCUSSION

RECOMMENDED: That on recommendation of the Audit Committee, the Board of Governors approve the draft audited combined financial statements for the University for the fiscal year ended April 30, 2022.

EXECUTIVE SUMMARY:

The general-purpose, audited financial statements are presented annually to the Board of Governors for approval in accordance with the Audit Committee Terms of Reference. The related companies and other organizations representing the financial statement package are included for information only.

ATTACHMENT(S):

The University of Western Ontario Financial Statements 2021-2022 (posted in a separate file)

ITEM 4.1(b) – Financial Statements Related Corporations

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The financial statements for related companies and other organizations of The University of Western Ontario for the fiscal year ended April 30, 2022, are included in the financial statement package and are provided for the information of the Board of Governors.

Related Companies and Other Organizations

The following financial statements for related companies and other organizations of The University of Western Ontario for the fiscal year ended April 30, 2022, are included in the financial statement package and are provided for the information of the Audit Committee:

The University of Western Ontario Research and Development Park, as audited by its auditors, KPMG, and as approved by its Directors.

The Siebens-Drake Research Institute, as audited by the Institute's auditors, KPMG, and as approved by the members of its board.

The University of Western Ontario Foundation Inc., as audited by the Foundation's auditors, KPMG, and as approved by the members of their board.

Ivey Business School Group of Companies, as compiled by Ivey's auditors, KPMG.

Ivey Business of School Foundation and **Ivey Business School Asia Limited**, as audited by Ivey's auditors, KPMG, and as approved by their Board of Directors.

Windermere Manor Ltd, as compiled by KPMG.

The Pension Plan for Members of the Academic Staff and The Pension Plan for Members of the Administrative Staff for the fiscal year ended December 31, 2021, as audited by the Pension Plan auditors, KPMG, and as approved by the Joint Pension Board.

ATTACHMENT(S):

The University of Western Ontario Financial Statements 2021-2022 (posted as a separate file)

ITEM 4.2(a) – Appointment of a Board Representative to the Vice President (Research) Selection Committee

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

<u>Composition of Selection Committee</u>

A committee to select a Vice-President (Research) shall consist of:

(a)   the President & Vice-Chancellor, who shall be Chair
(b)   a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
(c)   5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty maybe from the same Faculty, and only one may be a Dean.
(d)   1 person elected by the Board of Governors.

Required: 1 person elected by the Board

Nominee: Keith Gibbons, Board Chair

ITEM 4.3(a) – Revisions to Board Election Procedures

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That on recommendation of the Governance and By-Laws Committee the Board of Governors approve the revisions to the Board Election Procedures as shown in Item 4.3(a).

EXECUTIVE SUMMARY:

Revisions to the Board Election Procedures are proposed to remove specific timelines for nominations, campaigning, and balloting. The changes will more closely align the Board Election Procedures with the Senate Election Procedures and will provide flexibility regarding the timeline for elections as needed. Importantly, this increased flexibility will allow for elections to the undergraduate student constituency to be timed to run in conjunction with the University Students' Council (USC) elections, which often have minor changes to the timelines from year to year.

Approval of these changes is requested by the Board of Governors in September to allow for the election schedule for 2023 to be brought forward to the Board in November.

ATTACHMENT(S):

Proposed Revisions to Board Election Procedures

Election Procedures

Effective Date: ==September 1, 2022== ~~September 21, 2021~~

Supersedes: ==September 21, 2021;== November 19, 2020; November 26, 2016;
January 30, 2014

_____

Pursuant to the provisions for membership on the Board of Governors (hereinafter referred to as the Board) as set out in the University of Western Ontario Act 1982 as amended in 1988 and 2016 (hereinafter referred to as the Act) and By-Law No. 1, the following shall be the procedures for election or appointment to the Board.

For purposes of these Election Procedures, "the University" means Western University, excluding the Affiliated University Colleges; and

The "Affiliated University Colleges" means Brescia University College, Huron University College, and King's University College.

A.   CONSTITUENCIES: FACULTY-AT-LARGE, ADMINISTRATIVE STAFF, UNDERGRADUATE STUDENTS, GRADUATE STUDENTS

A.1   General

(1)   The University Secretary shall be the Chief Returning Officer.

(2)   The schedule for calling for nominations, publication of candidates' names, and time lines for ==campaigning and== balloting shall be as published by the University Secretary ==on or before November 30 each year==. Normally, nominations are open for approximately ==two== ~~three~~ weeks in early January, followed by a ~~one- to two-week~~ campaign period ~~(depending on constituency). The campaign period may continue up to and including the day of the close of balloting. Balloting shall take place on-line over a two-day period.~~

(3)   Candidates for election must be nominated by means of an official nomination form available from the University Secretary and accessible on the University Secretariat website: http://www.uwo.ca/univsec/

(4)   Nomination forms must be signed by 10 persons eligible to vote in the

constituency concerned.

(5)   The nomination forms shall convey information on eligibility for and restrictions upon election to the Board, as provided in the Act, collective agreements, memorandums of agreement and Board policy.

(6)   Nominees must declare on the nomination form:

    (a)   that they are willing to stand as candidates for election and to serve if elected; and

    (b)   that they meet the eligibility requirements for the constituency.

(7)   Nominees must submit with the nomination form a statement of interest up to a limit of 200 words and may submit a digital photograph for publication. The University Secretary shall have discretion in restricting the published statement to 200 words. The statement and digital photograph (if provided) of the candidate will be posted on the election website and linked to the ballot, and by submitting the statement and photograph, candidates agree to such posting.

(8)   Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the University Secretary.

(9)   When only sufficient nominations to fill the vacancies for any constituency are received, the University Secretary shall declare the person or persons elected by acclamation, except when more than one seat with varying term lengths are to be filled and a vote is required to determine the candidate who shall serve the longer term. Where no candidates are nominated for the faculty or staff constituencies, the seat shall remain vacant until the next election. Where no candidates are nominated for a student constituency, the seat shall be filled in a manner determined by the Governance and By-Laws Committee.

(10)   Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the constituency concerned.

(11)   The candidate receiving the largest number of votes shall be elected. Should there be more than one seat to be filled in a constituency in any given election, the candidate with the plurality of votes shall be elected to the longer membership term and the candidate with the next highest number of votes shall be elected for the shorter membership term.

(12)   In cases where two or more candidates receive the same number of votes, the tie shall be broken by a lottery conducted by the University Secretary in the presence of the tied candidates or their agents.

(13)   An election shall not be invalidated by any irregularity which, as determined by the University Secretary, does not affect the outcome of such an election.

Notification of any irregularity must be received by the University Secretary within five days of the closing of the polls.

(14)   The results of the election shall be announced as soon as possible after the closing of balloting. The number of votes received by each candidate will be made public.

(15)   A list of voting results, validated by the University Secretary, shall be retained for a period of at least two years.

A.2   Eligibility

A.2.1 Faculty-at-Large Constituency (2 members)

(1)   To be **eligible for election**, a candidate must be a full-time member of the Faculty of the University, or a Clinical Academic appointed under *Conditions of Appointment for Physicians (2017),* at the rank of Assistant Professor or higher who has held academic appointments at the University for at least four academic years. Elected faculty whose employment status at the University ends during their term shall cease to be Board members.

(2)   The following members of Faculty are **eligible to vote**:

(a)   all full-time members of the academic staff of the University at the rank of Lecturer, Assistant Professor, Associate Professor, or Professor;

(b)   all Clinical Academics appointed under *Conditions of Appointment for Physicians (2017),* at the rank of Assistant Professor, Associate Professor, or Professor; and

(c)   all part-time members of the academic staff of the University at the rank of Assistant Professor or higher who are listed as such in the records of Human Resources.

A.2.2 Administrative Staff Constituency (2 members)

(1)   To be **eligible for election**, a candidate must be a member of the full-time administrative staff of the University and be listed as such in the records of Human Resources. A member of the full-time administrative staff of the University who is a member of Faculty (excluding limited duties appointments) is not eligible for election in the administrative staff constituency. Elected administrative staff whose employment status at the University ends during their term shall cease to be Board members.

(2)   All members of the full-time administrative staff of the University, except those who are members of Faculty (excluding limited duties appointments), are

eligible to vote in the administrative staff constituency.

A.2.3 Undergraduate Student Constituency (2 members)

(1)   To be **eligible for election**, a candidate must be an undergraduate student in the University who will have completed one academic year as a full-time student or the equivalent as a part-time student by the start date of the term of the seat. Full-time and part-time undergraduate students of the University who are full-time members of the administrative staff or members of Faculty are not eligible for candidacy in the undergraduate student constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Board members.

(2)   Students registered at an Affiliated University College are ineligible for candidacy.

(3)   All full-time and part-time undergraduate students in the University are **eligible to vote** in the undergraduate student constituency.

A.2.4 Graduate Student Constituency (1 member)

(1)   To be **eligible for election**, a candidate must be a graduate student in the University as may be verified by the official student records of the University. Graduate students of the University who are full-time members of the administrative staff or members of Faculty are not eligible for candidacy in the graduate student constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Board members.

(2)   Students registered at an Affiliated University College are ineligible for candidacy.

(3)   All graduate students in the University are **eligible to vote** in the graduate student constituency.

A.3   **Procedures:**

A.3.1 Faculty-At-Large/Administrative Staff Constituencies

(1)   In a year in which vacancies occur in the Faculty-at-Large or Administrative Staff Constituencies, the University Secretary shall call for nominations.

(2)   Completed nomination forms must be submitted to the University Secretary in accordance with the deadline provided in the posted Election Schedule. The University Secretary shall publish the list of valid nominations on the University Secretariat website as soon as possible after the close of nominations. The official list shall be organized by constituency with

candidates listed alphabetically by last name and with the title and academic/administrative unit of each nominee.

(3)   Balloting will be conducted during a designated period at an election site linked to the University Secretariat website.

(4)   The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of balloting.

A.3.2   *Undergraduate Student and Graduate Student Constituencies*

(1)   When possible, elections to the Undergraduate and Graduate Student Constituencies are ~~normally~~ timed to run in conjunction with the University Students' Council (USC) and Society of Graduate Students (SOGS) presidential elections. **Calls for nomination will be issued in accordance with the posted Election Schedule.** ~~In years in which there is a vacancy in these constituencies, the University Secretary will normally issue a call for nominations during the first week of classes in January. Completed nomination forms must be submitted to the University Secretary not less than seven but not more than fourteen consecutive days from the official date of call for nominations.~~ Undergraduate students may be required to submit a bond to the USC, subject to the USC's By-Law #2 – Election Procedures of the University Students' Council.

(2)   A mandatory all-candidates meeting will be scheduled for undergraduate student candidates following the close of nominations. Undergraduate student nominees who do not attend or have not made arrangements to send an alternate will be disqualified from candidacy. Following the all-candidates meeting, the University Secretary shall publish a list of valid nominations on the University Secretariat website for the undergraduate and graduate student constituencies. The official list shall be by last name alphabetically, and show for each candidate the academic program and year of registration as recorded in the official student records of the University.

(3)   For undergraduate students, the University Secretary may employ the USC Election Committee to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Election Committee's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in USC By-Law #2 and those of the Board, the policies and procedures of the Board shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

(4)   For graduate students, the University Secretary may employ the SOGS CRO

and Appeals Review Commission to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Appeals Commission's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in SOGS election regulations and those of the Board, the policies and procedures of the Board shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

(5)   When either the USC or SOGS processes are not employed, candidates will be required to adhere to the campaign requirements and processes established by the Governance and By-Laws Committee of the Board.

B.   CONSTITUENCIES: FACULTY ELECTED BY SENATE; ALUMNI MEMBERS; BOARD-ELECTED MEMBERS

B.1   Faculty Elected by Senate (2 members)

(1)   To be eligible for election by the Senate, the candidate must be a member of the faculty constituency of Senate (see A.2.1 of the Senate Election Procedures) and a member of the Senate at the time of election.

(2)   The election of members to the Board by the Senate shall be the responsibility of the Senate and by such procedure as the Senate shall determine.

B.2   Members Elected by the Alumni Association (4 members)

The election of members to the Board by the Alumni Association shall be the responsibility of the Association.

B.3   Members Elected by the Board (4 members)

(1)   The election of members by the Board under section 9(1) of the Act, clause (h) shall be by a majority of those members of the Board entitled to vote in such election present at the meeting at which the election takes place, provided that a quorum of fourteen such eligible members are present.

(2)   The Senior Policy and Operations Committee shall be responsible for the identification of candidates as vacancies occur and shall make nominations to the Board.

(3)   Voting shall be by show of hands, ballot or electronic means as may be determined by the Chair of the Board.

C.   <u>**FILLING OF VACANCIES - Elected and Appointed Members**</u>

C.1   When a vacancy occurs prior to the expiration of the membership term of a member elected by the faculty-at-large, the administrative staff, or students, action in respect to the filling of the vacancy shall be as follows:

      (1)   If the time remaining in the term of office is six months or less, the seat shall normally remain vacant until the next regular election. However, for faculty, administrative staff and student constituencies, if the time remaining in the term of office is six months or less and the vacancy occurs after the February elections and prior to the commencement of new terms in July, the member-elect in the same constituency will be invited by the University Secretary to assume the vacant seat.

      (2)   If the time remaining in the term of office is more than six months but less than two years, the vacancy shall be filled from among the eligible candidates of the constituency concerned who were unsuccessful in the last election, in a priority determined by their plurality in that election, and provided that to be thus eligible a candidate must have polled at least 20% of the votes cast in that election. Failing such circumstances, the University Secretary shall call a by-election.

      (3)   If the time remaining in the term of office is more than two years, the vacancy shall be filled by a by-election.

    The conduct of a by-election shall be the same as that of a regular election.

C.2   When a vacancy occurs prior to the expiration of the membership term of a member elected or appointed by the Council of the City of London, the Lieutenant Governor in Council, the Alumni Association, the Senate, or the Board, the body responsible for electing or appointing such member shall be requested to appoint a person to fill the vacancy for the time remaining in the membership term except that if the time remaining in the term of office is six months or less, the Board may declare by resolution that the seat remain vacant until the next regular appointment period.

ITEM 5.0 – Unanimous Consent Agenda

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the items listed on the consent agenda be approved or received for information by the Board of Governors by unanimous consent.

EXECUTIVE SUMMARY:

The Board's parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *Sturgis Standard Code of Parliamentary Procedure)* - explains the consent agenda:

> Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

> Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

A number of Canadian university governing bodies 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 governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, Board members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

The Secretary identifies action and information items that are routine and/or likely non-controversial. In so doing, they may consult with the Chair of the Board, 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 that are <u>not</u> noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Board 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, they can have it be removed from the consent agenda** by contacting the Secretary of the Board of Governors prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Board meeting, before the unanimous consent motion is presented for approval, the Chair of the Board (1) will advise the Board of items that are to be removed from the list, based on prior requests from Board 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.

The minutes of the Board meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

ITEM 5.1(a) – New Scholarships, Awards, and Prizes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Scholarships, Awards, and Prizes are funded in two different ways, through donor funding and through operating funding. Donor-funded scholarships, awards, and prizes are recommended by the Senate for approval by the Property and Finance Committee on behalf of the Board in accordance with the Property and Finance Committee Terms of Reference. These scholarships, awards, and prizes are shown in Item 5.1(a). There were no operating-funded scholarships, awards, and prizes reported.

ATTACHMENT(S):

New Scholarships, Awards, and Prizes

New Scholarships, Awards, and Prizes

Any Undergraduate Program

Bill Groat Memorial Award
Awarded to full-time undergraduate students based on financial need and academic achievement. Candidates must be Indigenous (First Nations, Inuit or Métis) students. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

Value: 1 at $1,500
Effective: 2022-2023 to 2026-2027 academic years inclusive

This award was established by the Groat family in memory of Bill Groat. Bill Groat was a survivor of the Sixties Scoop and an intergenerational survivor of the Indian Residential School System. In his later life he became a public speaker sharing his experiences in the child welfare system and working to assure that the records of similar experiences were publicly accessible.

Faculty of Arts and Humanities

Faculty Association Scholarship in Arts and Humanities
Awarded to full-time undergraduate students in the Faculty of Arts and Humanities based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 3 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Neen Hodgins Award
Awarded to full-time undergraduate students in first year of the Faculty of Arts and Humanities based on academic achievement. Preference will be given to candidates who belong to an equity-deserving group who are pursuing a program offered by the Department of English and Writing Studies. The Office of the Registrar will select the recipients. This award was established by a generous gift from William Hodgins (BA 1954).

Value: 5 at 3,000, awarded annually
Effective Date: 2022-2023 academic year

Neen Hodgins Bursary
Awarded to full-time undergraduate students in the Faculty of Arts and Humanities based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will

select the recipients. This bursary was established by a generous gift from William Hodgins (BA 1954).

Value: Number and value will vary as funds permit (initially 1 at $2,000)
Effective Date: 2022-2023 academic year

Neen Hodgins Graduating Scholarship
Awarded to students graduating from the Faculty of Arts and Humanities with an Honours Specialization or Honours Major in English Language and Literature who have demonstrated academic excellence throughout their program. The Faculty of Arts and Humanities will select the recipients. This scholarship was established by a generous gift from William Hodgins (BA 1954).

Value: 1 at $2,000, awarded annually
Effective Date: 2022-2023 academic year

Neen Hodgins Indigenous Continuing Admission Scholarship
Awarded to full-time undergraduate students in first year of a four-year degree program and intending to pursue an Honours Specialization, Specialization or Major in the Faculty of Arts and Humanities who are Indigenous (First Nations, Inuit or Métis) based on academic achievement. Preference will be given to students pursuing a program offered by the Department of English and Writing Studies. The award will continue for second, third and fourth year provided the recipient remains registered in an Honours Specialization, Specialization or Major in the Faculty of Arts and Humanities, maintains full-time status and achieves a minimum 70% average each academic year. If a student fails to retain a scholarship, a new recipient from the same year will be selected. The Office of the Registrar will select the recipients. This award was established by a generous gift from William Hodgins (BA 1954).

Value: 1 at $40,000, awarded annually ($10,000 per year for up to 4 years)
Effective Date: 2022-2023 academic year

Neen Hodgins National Entrance Scholarship
Awarded annually to an outstanding secondary school student from across Canada who is entering year one studies in the Faculty of Arts and Humanities at Western University. Eligibility is based on outstanding academic performance (minimum 90%), a passion for the pursuit of learning, creative and innovative thought, engagement in extra-curricular activities such as the arts and athletics, as well as community service through contributions to school and community life and a preference for a student with financial need. To be considered, a student must be nominated by their school and submit an online National Scholarship application including an essay. In addition, a supplemental application providing financial information is required. The deadline for the application and all supporting documentation is February 14th. Selected candidates will be invited for a National Scholarship Interview in early April. Scholarship offers will be communicated to selected recipients by the end of April. This scholarship will continue for a maximum of 4 years provided the recipient remains registered in the Faculty of

Arts and Humanities, maintains an 80% average, a full course load (5.0 courses) and continues to demonstrate financial need every year. This scholarship was established by a generous gift from William Hodgins (BA 1954).

Value: 1 at $80,000, awarded annually ($20,000 per year for up to 4 years)
Effective Date: 2022-2023 academic year

Neen Hodgins President's International Entrance Scholarship
Awarded annually to an outstanding international student from secondary school (or equivalent) who is entering year one studies in the Faculty of Arts and Humanities at Western University. International students studying in Canada or abroad can be considered. Eligibility is based on outstanding academic performance (minimum 90%), a passion for the pursuit of learning, creative and innovative thought, engagement in extra-curricular activities such as the arts and athletics, as well as community service through contributions to school and community life. To be considered, a student must be nominated by their school and submit an online National Scholarship application including an essay by February 14th. Selected candidates will be invited for a National Scholarship Interview in early April. Scholarship offers will be communicated to selected recipients by the end of April. This award will continue for a maximum of four years provided the recipient remains registered in the Faculty of Arts and Humanities, maintains an 80% average and full course load. This scholarship was established by a generous gift from William Hodgins (BA 1954).

Value: 1 at up to $80,000, awarded annually ($20,000 per year for up to 4 years)
Effective Date: 2022-2023 academic year

Ivey Business School

Arthur Cockfield Class of 1990 Award
Awarded to a full-time HBA2 student at the Ivey Business School who is in their first year of the HBA/JD dual degree program, based on academic achievement and community leadership. The recipient will be a domestic student. Students will be selected by the HBA Program Office for the HBA/JD dual degree program based on their acceptance into the program. The HBA Scholarship Review Committee will make the final selection of the recipients.

Value: 1 at $4,000, awarded annually
Effective Date: 2022-2023 academic year

This scholarship was established with a generous gift from friends, classmates, and colleagues in honour of Arthur Cockfield to provide direct support for extraordinary students pursuing the HBA/JD dual degree. Arthur Cockfield received his Business degree at the Ivey School of Business at Western University, obtained his law degree from Queens in 1993 and completed his doctoral studies in law at Stanford University. He was a Law Professor and Associate Dean of Academic Policy at Queens University, and one of the world's leading Tax Law scholars.

Faculty Association Scholarship in Business
Awarded to full-time undergraduate students in the HBA program at the Ivey Business School based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 2 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty of Education

Faculty Association Scholarship in Education
Awarded to full-time undergraduate students in the Faculty of Education based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 2 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty of Education Students' Council Award for Student Excellence
Awarded annually to full-time undergraduate students graduating from any Bachelor of Education program based on exceptional performance in both course work and practice teaching. The Faculty of Education will select the recipients.

Value: 1 at $2,500
Effective: 2022-2023 to 2036-2037 academic years inclusive

Faculty of Engineering

Dean's Scholarship in Engineering
Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates whose activities have enhanced the life of their faculty and fellow students, including but not limited to involvement in student governance, student clubs and teams, research, or as a recruitment student ambassador. Online applications are available through the Faculty of Engineering website and must be submitted by September 30. The Dean's Scholarships in Engineering are made available through the generosity of alumni and friends of Western Engineering.

Value: 3 at $2,000, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

<u>Faculty Association Scholarship in Engineering</u>
Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 3 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

<u>Chris Lakich and Family Engineering Award</u>
Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates in the Department of Electrical and Computer Engineering. The Office of the Registrar will select the recipients. This award was established through a generous donation from Chris Lakich (BESc, '98).

Value: 1 at $2000, awarded annually, as funds permit
Effective Date: 2022-2023 to 2027-2028 academic years inclusive

<u>Dr. Kwan Yee (K.Y.) Lo Undergraduate Research Award</u>
Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to students in Year 4 of Civil and Environmental Engineering in the Faculty of Engineering, who have achieved research excellence in the Department of Civil and Environmental Engineering. The Faculty of Engineering will select the recipients. This award was established with a generous gift from the Lo Family in honour Dr. Kwan Yee Lo, who was the Director of Geotechnical Research Centre from 1995 to 2019.

Value: 1 at $4,000, awarded annually
Effective Date: 2022-2023 academic year

<u>NOVA Chemicals Indigenous Scholarship in Engineering</u>
Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates who are Indigenous (First Nations, Inuit or Métis). The Office of the Registrar will select the recipients. This scholarship is made possible by a gift from NOVA Chemicals.

Value: 1 at $5,000, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

<u>Software Engineering Alumni Award</u>
Awarded to full-time undergraduate students in Year 2 of the Faculty of Engineering based on academic achievement. Preference will be given to candidates in the Software Engineering program in the Department of Electrical and Computer Engineering. The Faculty of Engineering will select the recipients. This award was established with many generous gifts from alumni of Western's Software Engineering program.

Value: 1 at $2,500
Effective: 2022-2023 to 2026-2027 academic years inclusive

Faculty of Health Sciences

Cam Miller Scholarship
Awarded to full-time graduate students in the Faculty of Health Sciences based on academic achievement. Preference will be given to candidates graduating from the Speech-Language Pathology program (MClSc) in the School of Communication Sciences & Disorders. A committee in the School of Communication Sciences & Disorders will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was created by the Harmonize for Speech Fund, Ontario District Association of Chapters of SPEBSQSA.

Value: 2 at $2,000, awarded annually
Effective: May 2022 to April 2027 inclusive

Daniel Belliveau Memorial Scholarship
Awarded to full-time undergraduate students in the Faculty of Health Sciences, School of Heath Studies based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty Association Scholarship in Health Sciences
Awarded to full-time undergraduate students in the Faculty of Health Sciences based on academic achievement. At least one scholarship is to be awarded to a student in each of the Schools of Kinesiology, Nursing. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 3 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Harmonize for Speech Bursary
Awarded to full-time graduate students in the Faculty of Health Sciences based on financial need. Preference will be given to candidates entering the MClSc Speech-Language Pathology program in the School of Communication Sciences and Disorders. A committee in the School of Communication Sciences and Disorders will select the recipients. At least one representative of the committee must hold membership in the

School of Graduate and Postdoctoral Studies. This bursary was created by the Harmonize for Speech Fund, Ontario District Association of Chapters of SPEBSQSA.

Value: 2 at $2,000, awarded annually
Effective: May 2022 to April 2027

Faculty of Information and Media Studies

Faculty Association Scholarship in Information & Media Studies
Awarded to full-time undergraduate students in the Faculty of Information and Media Studies based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty of Law

Faculty Association Scholarship in Law
Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Schulich School of Medicine & Dentistry

Faculty Association Scholarship in the Schulich School of Medicine & Dentistry
Awarded to full-time undergraduate students in the Schulich School of Medicine & Dentistry School based on academic achievement. At least one scholarship is to be awarded to a student in the Honours Specialization in Neuroscience Bachelor of Science program. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

J.A.F. Stevenson Memorial Scholarship
Awarded to full-time undergraduate students in the Schulich School of Medicine & Dentistry, Department of Medicine based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only

once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Don Wright Faculty of Music

Adrianne Pieczonka Award for Vocal Excellence
Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates in the Bachelor of Music program who demonstrate performance excellence in Voice. The Don Wright Faculty of Music will select the recipients.

Value: 1 at $2,000, awarded annually
Effective Date: 2022-2023 to 2027-2028 academic years inclusive

This award was established by Dr. Adrianne Pieczonka, (BMus 1985 in Performance (Voice), who was keen to support the next generation of young voice students at Western. Adrianne was inducted into Western's Music Alumni Wall of Fame in 2008 and received her Honourary Doctor of Music from Western in 2012. Adrianne has performed for over three decades on the world's leading opera and concert stages and has made numerous recordings. In 2007 she was named "Kammersängerin" by the Austrian Government, to recognize her artistic excellence over many years at the Vienna State Opera. In 2008 Adrianne was named Officer of the Order of Canada. She is a Dora Award winner and Juno Award winner. Adrianne holds the distinguished position of Chair in Voice at the Glenn Gould School at the Royal Conservatory of Music in Toronto.

Faculty Association Scholarship in Music
Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Paul Danard Jazz Music Award
Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates who demonstrate performance excellence as a member of the Jazz Ensemble. The Don Wright Faculty of Music will select the recipients. This award was established through contributions from family and friends, in memory of Paul Danard, BMusA'97.

Value: 1 at $2,000, awarded annually
Effective Date: 2022-2023 to 2026-2027 academic years inclusive

Faculty of Science

Allan Heinicke Memorial Scholarship
Awarded to full-time undergraduate students in the Faculty of Science, Department of Mathematics based on academic achievement. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Bursary in Science for Equity, Diversity, and Inclusion
Awarded to full-time undergraduate students in the Faculty of Science based on financial need. Preference will be given to candidates who self-identify as belonging to any equity-deserving group. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients. This bursary was established by donations from many Western Science alumni and friends, including a generous gift from Dr. Charmaine Dean and Mr. Farrell Hall. Dr. Dean was the first female Dean of Science at Western University from 2011 to 2017.

Value: 1 at $1,200, awarded annually
Effective: 2022-2023 academic year

Drudge Family Award for Women in Science
Awarded to full-time undergraduate students in the Faculty of Science based on financial need and academic achievement. Preference will be given to students who are self-identified women in programs where they are under-represented. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients. This award was established with a generous gift from Dr. Keldon Drudge (PhD '98) and his family to help support and inspire women in science.

Value: 1 at $1,000, awarded annually
Effective Date: 2022-2023 academic year

Faculty Association Scholarship in Science
Awarded to full-time undergraduate students in the Faculty of Science based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 5 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty Association Scholarship in Science PT - Vicki Olds Memorial Scholarship
Awarded to part-time undergraduate students in the Faculty of Science based on academic achievement. Students must have completed ten courses in order to be eligible. Selection will be based on the average of the last five courses taken at the 1000-level or above. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty of Social Science

Faculty Association Scholarship in Social Science
Awarded to full-time undergraduate students in the Faculty of Social Science based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 6 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty Association Scholarship in Social Science PT
Awarded to part-time undergraduate students in the Faculty of Social Science based on academic achievement. Students must have completed ten courses in order to be eligible. Selection will be based on the average of the last five courses taken at the 1000-level or above. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).
Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

G. Edward Ebanks Scholarship
Awarded to full-time undergraduate students in the Faculty of Social Science, Department of Sociology. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

W. Balderston Memorial Scholarship
Awarded to full-time undergraduate students in the Faculty of Social Science, Department of History, based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This

scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at $1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

ITEM 5.2(a) - Western Retirement Plans Report

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

This report covers the calendar year January 1, 2021 to December 31, 2021 and was prepared using data as of December 31, 2021. The Academic and Administrative Staff Pension Boards are responsible for the administration and oversight of two pension plans (the Academic Staff Pension Plan and the Administrative Staff Pension Plan). The Pension Boards are accountable to the Board of Governors to ensure all fiduciary and statutory requirements relating to the pension plans are met. They report annually to the Board through the Audit Committee.

ATTACHMENT(S):

Western Retirement Plans Report

<u>Western Retirement Plans Report to the Audit Committee June 2022</u>

1. **<u>Plan Overview</u>**

- Contributions defined through collective bargaining and allocated to investment funds at member's direction
- Huron University College and Brescia University College also participate in the respective plans for their faculty and administrative staff, contribution rates vary
- $1,414 million in assets in total
- 7,337 member accounts in total
- Pension income for members is based on their accumulated balance of investments and flexible income vehicles at retirement
- Thirteen (13) investment options
- Recent changes made to the underlying managers of the Diversified Equity Fund (also impacting the Balanced Growth and Balanced Income custom portfolios). The changes reflected decisions of the Boards to move from dedicated investment strategies for a particular region to strategies delivered by global managers with a broader expertise in world markets, inclusive of Canada.

Pension Member Performance
As at December 31, 2021

Member Historical Median Returns
- 1 year: 8.3%
- 3 year: 10.0%
- 5 year: 8.1%

Individual Account One Year Returns
- Maximum: 29.5%
- Average: 8.6%
- Median: 5.3%
- Minimum: -16.5%

Overview
Distribution of Plan Assets
As at December 31, 2021

TOTAL	$1,414.30	100.0%

Balanced Funds	**$462.84**	**32.7%**
Balanced Income	$393.60	85.0%
Balanced Growth	$69.24	15.0%

Diversified Equity Fund	**$737.33**	**52.1%**
Canadian Equity	**$149.39**	**20.3%**
BG Fundamental Cdn Equity	$74.33	10.1%
CC&L Canadian Equity Q Growth	$75.06	10.2%
US Equity	**$73.47**	**10.0%**
BlackRock US Equity Index (Reg Only)	$73.47	10.0%
Non North American Equity	**$73.58**	**10.0%**
AllianceBernstein International Value	$36.91	5.0%
MFS International Equity	$36.67	5.0%
Global Equity	**$367.20**	**49.8%**
BlackRock CDN MSCI ACWI Ex Canada	$73.26	9.9%
Fidelity Global Low Vol Equity	$72.74	9.9%
Fiera Capital Oakmark Global Pooled	$92.23	12.5%
T. Rowe Price Global Growth Equity	$91.90	12.5%
Arrowstreet Capital Global Small Cap	$37.08	5.0%
Emerging Markets Equity	**$73.69**	**10.0%**
CC&L Q Emerging Markets Equity	$36.68	5.0%
William Blair Emerging Markets	$37.02	5.0%

Canadian Equity Fund	**$79.99**	**5.7%**
BG Fundamental Cdn Equity	$39.80	49.8%
CC&L Canadian Equity Q Growth	$40.19	50.2%

US Equity Hedged Fund	**$53.14**	**3.8%**
WindWise S&P500 Index	$53.14	100.0%

US Equity Unhedged Fund	**$60.21**	**4.3%**
BlackRock US Equity Index (Reg Only)	$60.21	100.0%

Non North American Fund	**$30.34**	**2.1%**
AllianceBernstein International Value	$15.22	50.2%
MFS International Equity	$15.12	49.8%

Socially Responsible Global Equity Fund	**$23.92**	**1.7%**
MFS Responsible Global Research	$23.92	100.0%

Note: Amounts are in Millions and Balanced Funds are not included in the University of Western Ontario total plan market value.

(SFR) Suggested For Removal
(AM) Additional Monitoring   (W) On Watch

Distribution of Plan Assets cont.
As at December 31, 2021

Diversified Bond Fund	$331.60	23.4%
AB Core Plus Advanced Bond (AM)	$120.52	36.3%
AB Global Plus Fixed Income	$79.73	24.0%
BlackRock Universe Bond Index	$83.77	25.3%
Romspen Mortgage Investment Fund	$47.58	14.3%

Canadian Bond Fund	$16.54	1.2%
BlackRock Universe Bond Index	$16.54	100.0%

Long Term Bond Fund	$17.83	1.3%
BlackRock Long Bond Index	$17.83	100.0%

Money Market Fund	$51.53	3.6%
SLF Money Market Fund	$51.53	100.0%

Sun Life GDIA	$11.86	0.8%
Sun Life GDIA	$11.76	99.1%
SLFT GDIA	$0.10	0.9%

Investment management fees
Fees have remained stable from the prior year- managing fees helps members to grow their savings more efficiently

Investment Fund Management Fees
As at December 31, 2021

Western Member Reporting (Including HST)

Western Pension Fund	Assets as at Dec. 31, 2021	Western's Pension Fees			
		IMF	Custodian	FOE	Expected Avg. Fee
Balanced Income	69.24	0.35%	0.02%	0.07%	0.45%
Balanced Growth	393.60	0.43%	0.02%	0.06%	0.52%
Diversified Bond	331.60	0.30%	0.02%	0.08%	0.40%
Diversified Equity	737.33	0.48%	0.02%	0.05%	0.56%
Money Market	51.53	0.02%	0.02%	0.04%	0.09%
Canadian Bond	16.54	0.06%	0.02%	0.03%	0.11%
Canadian Long Term Bond	17.83	0.06%	0.02%	0.06%	0.14%
Socially Responsible Global Equity	23.92	0.46%	0.02%	0.09%	0.58%
Canadian Equity	79.99	0.25%	0.02%	0.04%	0.32%
US Equity Hedged	53.14	0.08%	0.02%	0.06%	0.17%
US Equity Unhedged	60.21	0.06%	0.02%	0.03%	0.11%
Non-North American Equity	30.34	0.65%	0.02%	0.09%	0.76%
Total	1,402.4	0.37%	0.02%	0.06%	0.45%

2. **Key Updates**

Prior Defined Benefit Program

Prior to July 1970 (Academic) and March 1974 (Administrative Staff), the University pension plans were a defined benefit design: annual pension income at retirement was promised based on a formula. The liabilities for the defined benefits are now substantially underwritten by annuity contracts with The Canada Life Assurance Company (annuity provider, part of the Great-West Life Assurance Company). In 2021 the final defined benefit entitlement under the Administrative Staff Pension Plan was settled to the last active employee. The benefit was settled from the general account of the plan, leaving a balance as at December 31, 2021 of approximately $228,500. In 2022 the Administrative Board will recommend a use of these general funds. The University will be applying to the *Financial Services Regulatory Authority of Ontario* for a discharge of all historical defined benefit liabilities under both the Academic and Administrative Plans which will allow the University to simplify its pension filing requirements.

Responsible Investing and the Western Pension Plans

The Western pension plans have considered environmental, social, and governance factors as part of their investment monitoring since 2007 and have offered a Socially Responsible Global Equity Fund since 2008. In April 2021 the Academic Pension Board was contacted by approximately 20 Faculty members who expressed concerns over a perceived lack of engagement from the pension plan with respect to the climate crisis. The Academic and Administrative Boards engaged in a listening session with the members to learn more about their concerns and to share on the activities that were actively part of the plan administration and oversight. Concurrently, the Pension Boards were made aware of initiatives that the Investment Committee of the Operating and Endowment were engaged in to align investment decisions to the United Nations sustainable development goals.

The outcome of this member engagement was focused attention in 2021 on Board education; engagement with the recordkeeper (Sun Life) on developments in monitoring and investment options; and the calculation of carbon metrics for 2019 and 2020 by the Boards' external investment consultant (Mercer). The Board's attention continues to be focused in this area in 2022.

Change in UWOFA membership eligibility

Effective September 2021 pension contributions for members represented by UWOFA continue for active members until December 31 of the year the member reaches age 71 (previously age 69).

Option for Administrative Staff to Defer Membership up to 5 Years

Historically, regular full-time Administrative staff employees were eligible to join the pension plan from the time of hire, and provided the option to defer membership until it was mandatory to join at 5 years of service. Over the past 20 years, employees have infrequently exercised this option to defer. Western believes that membership in the pension plan is an important benefit and participation is in the best interest of employees, particularly early on in their career.

The following groups agreed to remove this deferral provision effective January 1, 2022: UWOSA, CUPE 2361 (Facilities Management). Similar change proposals will be made to the remaining staff groups as collective bargaining permits.

Historical Employee Contribution Formula of 6%-CPP Contributions

A small number of long-service Administrative staff employees have continued to contribute to the pension plan under an old formula, of 6% less their contribution to Canada Pension Plan (CPP). With the continued increase in the CPP rates, this has left some employees contributing at a rate of less than 1%, which is insufficient to meet retirement savings goals.

The following groups agreed to remove this CPP offset formula effective January 1, 2022: UWOSA, CUPE 2361 (Facilities Management). Similar change proposals will be made to the remaining staff groups as collective bargaining permits.

Automatic Enrolment for Employees with Other-than-full-time Employment
Each year hundreds of employees with an employment relationship other than regular full-time qualify to join the Western pension plans by meeting an earnings and service criteria. Historically, Western and Sun Life have communicated with members at the time of eligibility to encourage an active election to "opt in" to the pension plan. Participation rates have varied from 20-25% despite numerous and varied strategies to support members in joining. Members are required to contribute 1.5% to 5.5% depending on their employee group, and are eligible to receive Western's contribution of 7.5% to 8.5%.

In 2021 the University proposed to negotiating groups with bargaining unit members who become eligible under these rules, to permit automatic enrolment into the plan, while providing an option to "opt out" within 30 days of being notified of eligibility. This approach aligns with research on best practices and behavioural finance to align the "do nothing" option with that which is believed to be in the individual's best interest. The following groups agreed to this change effective January 1, 2022: UWOSA, CUPE 2361 (Facilities Management). To-date, no employee has elected to opt-out and no employee has expressed concern over their automatic enrolment. Similar change proposals will be made to the remaining staff and faculty groups as collective bargaining permits.

3. **Member Decisions:**

o **Plan Asset Mix** – allocation of assets between cash, fixed income and equities has continued to reflect the relative movement of the markets and not active trading by plan members.

	2021
Cash	5%
Fixed Income	26%
Equities	69%

o **Member investment choices** – although the average number of funds used per member remains low, the built-in diversification of the most frequently used options ensures members are benefitting from broad diversification.

	2021
Avg # of funds held per member	2.26
Fund with the most investors	Balanced Growth
Fund with the most assets	Diversified Equity

o **Voluntary Contributions and Transfers-in** from prior pensions/RRSPs – members continue to make use of the convenience of payroll deduction and the favourable investment fees to build their retirement savings under the pension plan through Additional Voluntary Contributions (AVCs). Members take advantage of the opportunity to consolidate their retirement savings by transferring in prior pension entitlements and personal registered retirement savings.

	2021
% of members making AVCs	31%
Total AVC $	$6.2 M
Average % of Pay	4.5%
Transfers-in from RRSP/ Prior Pension	$3.7 M by 45 members

o **Member Trading Activity**

	2021
Volume of Members who made at least one trade	9%
Number of members who made a short-term trade	2 members

4. **Communication and Education**

Members have access to various tools, reports, and material to assist them in the monitoring of their retirement funds. These resources include online access to detailed investment performance and analysis through the partnerships *Sun Life Financial* has with *Morningstar*. There is comprehensive and up-to-date performance information which members can access through Sun Life, and customized point-in-time messaging from Sun Life Financial.

Each January members receive a comprehensive and personalized annual statement for the prior year. Quarterly, electronic statements are posted to a plan members' account. Members are receiving personalized push communications from Sun Life, including prompts to take action, reminders of customized retirement planning/projection tools, and details on relevant on-campus workshops.

Members can access investment decision-making support from a licensed Investment Advice Specialist as well as account management support by phone on business days from 8 am to 8 pm. Three times per year Western and Sun Life offer members the option to meet one-on-one with a licensed Education Consultant. The Education Consultants offer the same services as are available by phone, but face-to-face on campus. Members who are closer to retirement can contact a Sun Life Retirement Consultant at any time to arrange a personal consultation. In March 2020 these meetings were moved to virtual consultations via Zoom. All consultation and member education remained virtual in 2021.

On-going Opportunities
• On demand, custom recordings for Western plan members:
  o Understand the Value of your Western Pension Plan

- o Investing: The Essentials
- o Choosing your Investments
- o Rebalancing your Pension Plan Investment Mix (new)
- o Becoming Retirement Ready (series)- Part 1: Assessing your Retirement Readiness; Part 2: Planning for Retirement Risks; Part 3: Living your Retirement Plan

- Sun Life Wellness Webinar Series: www.sunlife.ca/mymoney
- One-on-One support:
  - o All members through the Sun Life Client Care Centre, 8 am to 8 pm on business days
  - o Members within 5 years of retiring, support from a Sun Life Retirement Consultant (by appointment)

Initiatives in 2021
February 2021- Winter Wellness
Live Webinars:
- Investing: The Essentials (all career stages), Sun Life
- 5 Steps to Boost your Financial Health (all career stages), Sun Life
- The Western Pension Plan Investment Structure: an overview (all career stages), Sun Life and Western

1-on-1 Consultations: with a Sun Life Education Consultant (virtually) (112 appointments available)

Spring 2021- Annual Reporting from the Board
Live Webinars:
- Diversification: A Closer Look (all career stages), Sun Life and Western
- Government Benefits: CPP & OAS (mid career and late career), LifeWorks
- Plan and Save (early career and mid career), LifeWorks

On Demand:
- Annual Member Updates (all career stages), Western
  - o Western Investment Review
  - o Plan Member Decisions

1-on-1 Consultations: with a Sun Life Education Consultant (virtually) (115 appointments available)

Summer 2021 Education
Live Webinars:
- Sources of Retirement Income (late career), LifeWorks (June)
- Build Your Retirement Budget (mid career and late career), LifeWorks (July)
- Learn to Invest (early career and mid career), LifeWorks (August)
- Investing for Retirement (late career), LifeWorks (August)

Consultation Offer for Pre-retiree Planning Support (new)
- Sun Life reached out to 1459 plan members aged 49-69 to offer one-on-one retirement planning support from the specialised team of Sun Life Retirement Consultants

November 2021- Financial Literacy Weeks
Live Webinars:
- Sources of Retirement Income (late career), LifeWorks
- Legal Checkup (all career stages), LifeWorks
- Plan and Save (early career and mid career), LifeWorks

1-on-1 Consultations: with a Sun Life Education Consultant (virtually) (92 appointments available)

DIY Self Care for the Holidays
- Collaboration between Sun Life, LifeWorks and Western

5. <u>**Projects Underway as at December 31, 2021**</u>*:*
- Investments:
   - Expansion of the ESG Questionnaire used in all investment manager mandate reviews
   - A new section *Responsible Investing Update* was added to the Annual Investment Commentary (January 2022)
   - A new page in plan members' account with Sun Life is focused on creating awareness of responsible investing approaches (released April 2022)
   - Engagement with plan members through a panel discussion with live polling: *Responsible Investing and the Western Pension Plans* (May 2022)
   - Launched a survey of plan members to gather feedback on their interest and goals around the role of responsible investing and their Western pension plan (May 2022)
   - Formal point-in-time survey of all investment managers (May 2022)
   - Commentary within the Morningstar fund sheets (available to plan members online from Sun Life) on the responsible investing approach taken for each fund (expected fall 2022)

- Communications:
   - Launched re-design of Western's custom website: www.mysunlife.ca/western (February 2022)
   - Launched My Plan details in the Sun Life plan member site (customized plan information, improved accessibility) (April 2022)
   - Updating custom, on-demand recordings to support Western plan members (March 2022)
   - Working with employee group leaders to pilot education sessions organized by the employee group to meet the needs of their members (ongoing)

- Governance:
   - Pension Plan Provisions: enrollment and contribution provision changes to be reviewed and approved as required   54

    o Discharge of defined benefit obligations (expected summer 2022)
    o Use of general account funds remaining in the Pension Plan for Administrative Staff

6. Pension Governance and Operations

Each of the pension boards consist of 7 members: 4 elected by the membership and 3 appointed by the University. These boards work jointly in the design of investment, communication, and administrative policy (Joint Pension Board). The design and implementation of policy is completed with significant assistance from staff in human resources and financial services.

Joint Pension Board (2021-2022):

Elected Academic Board Members
- Stephen Foerster, Professor, Ivey (since 2008)
- Barry Hawn, Lecturer, DAN Management (since 2020)
- Saurin Patel, Professor, Ivey (since 2021)
- Shahbaz Sheikh, Professor, DAN Management (since 2021)

Elected Administrative Board Members
- Ab Birch, Director, Financial Systems and Chair of the Administrative Pension Board (since 1997)
- Rachel Halaney, Executive Director, Office of the Dean, Schulich School of Medicine and Dentistry (since 2020)
- Jim Loupos, Internal Auditor, Financial Services (since 2009)
- Katey Senese, Financial Officer, Faculty of Education (since 2021)

University Appointed Members (common to both Boards)
- Louise Koza, Director, HR & Digital Operations, Secretary, Academic Pension Board and Administrative Pension Board (since 2003)
- Eric Mallory, Associate Vice-President, Financial Services and Chair of the Academic Pension Board (since 2019)
- Jane O'Brien, Associate Vice-President, Human Resources (since 2000)

Pension Staff at Western:

Name	Role
Louise Koza	Director, HR Digital & Operations
Martin Belanger	Director Investments
Tom Keenleyside	Associate Director, Investments
Ibad Cheema	Manager, Finance and Administration (HR)
Cara Bourdeau	Senior HR Consultant, Total Rewards
Bekki Ollson	Total Rewards Consultant
Kyle Digby	Benefits Specialist

Service Providers:

Provider	Services
Sun Life Financial	Pension: custodian, record keeping, education and financial advice Other: Preferred provider of Retirement Income Fund (RIF/LIF)
Mercer Canada	Investment Consulting
Brown Mills Klinck Prezioso LLP	Legal counsel
KPMG	Auditors
LifeWorks (formerly Morneau Shepell)	Actuarial valuation, Member education

ITEM 5.2(b) – Annual Report on the Non-Discrimination/Harassment Policy

ACTION: ☐   APPROVAL   ☒   INFORMATION   ☐   DISCUSSION

EXECUTIVE SUMMARY:

The Non-Discrimination/Harassment Policy report is provided annually to the Board of Governors through the Audit Committee for information in accordance with the Audit Committee Terms of Reference. The report provided outlines work conducted by Western's Human Rights Office and the Office of the Associate Vice-President, Human Resources in respect of harassment and non-discrimination from May 1, 2021 to April 30, 2022.

ATTACHMENTS:

Annual Report on the Non-Discrimination/Harassment Policy May 1, 2021 to April 30, 2022

Western's Human Rights Office
Annual Report on the Non-Discrimination/Harassment Policy
May 1, 2021 to April 30, 2022

Western's Human Rights Office ["HRO"][1] prepares this report in accordance with Western's *Non-Discrimination/Harassment Policy,* MAPP 1.35, section 12 ["the Policy"]. The report focusses on harassment and discrimination matters addressed by the HRO and the Office of the Associate Vice-President, Human Resources.[2]

Western's Human Rights Office (HRO)

The HRO serves all members of the Western community. Under the Policy, the HRO facilitates the development, implementation and ongoing management/coordination of Western's policies and programs relating to discrimination and harassment.

The HRO offers the following services:

- Confidential consultation, support and information to campus members;

- Support, education and advice to Administrative and Academic leaders;

- Culture and climate reviews, as appropriate; and

- Training and presentations related to the Policy.

Office of the Associate Vice-President, Human Resources

The Office of the Associate Vice-President, Human Resources' role under the Policy is primarily the administration of the complaint and request for investigation process. The Office of the Associate Vice-President, Human Resources may, from time to time, provide consultation and support in relation to matters under the Policy.

Contacts

Over the past academic year, the HRO recorded **479** contacts. Contacts are made by email, telephone, or through the online reporting tool. In-person (or 'drop-in') contacts were limited due to the pandemic. Contacts are categorized as follows:

- **211 Individual Contacts** - individuals who indicated they directly experienced behaviour(s) related to discrimination or harassment;

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[1] The former Equity & Human Rights Services was renamed the Human Rights Office as of September 1, 2021, see https://www.uwo.ca/hro/about/name_change.html for further details.
[2] Visit the Human Rights Office website (www.uwo.ca/hro) for more information.

- **57 Academic or Administrative Leaders** - those with the authority and responsibility to address concerns;

- **124 Third Parties** - often friends, coworkers or persons in non-authority roles seeking assistance in supporting others and/or seeking to bring awareness to a concern. Additionally, those who chose "witnessed or been made aware" on the online reporting tool are considered third parties; and

- **87 General/Other** – this category includes requests for resource material and/or information.

Individual Contacts (n = 211)

The chart to the right illustrates the categories of concerns for the **211** individual contacts (i.e., those reporting direct experiences). For the majority of contacts, each individual is offered a consultation with the HRO.[3] Based on the information the HRO receives, matters are categorized based on the central concern articulated. It is important to note that the HRO does not investigate nor make any determination based on concerns communicated to the HRO.

Code-Based Discrimination/Harassment – where concerns relate to protected grounds under the Ontario *Human Rights Code*[4]. Note: Individuals may contact the HRO with concerns relating to multiple grounds. As such, the number of grounds displayed in **Table 1** totals more than the 211 individual contacts.

Workplace Harassment – where concerns involve employees and potentially meet the threshold definition of harassment, specifically "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome."

Personal Harassment – where concerns involve students and/or non-employees and potentially meet the threshold definition of harassment as outlined above.

Chart: Categories of Concerns

Personal Harassment 28

Workplace Harassment 40

Conflict/ Other 38

Code-Based Discrimination/ Harassment 134

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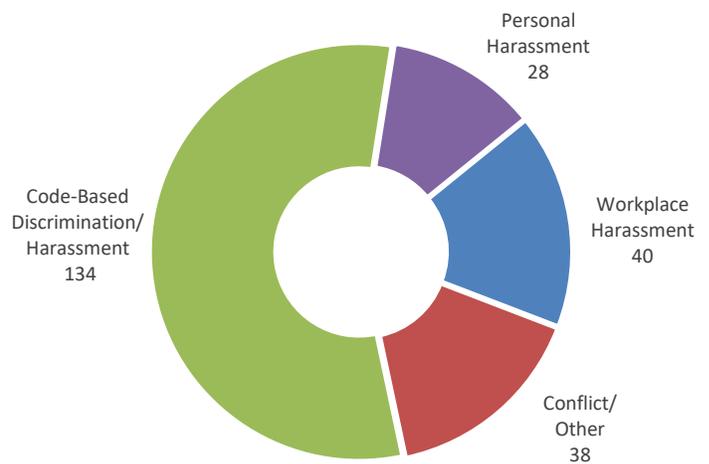
[3] Where contacts are anonymous and do not provide contact information, the HRO is unable to follow up to arrange a consultation.

Conflict/Other – where concerns do not fall within the scope of the Policy. Examples include interpersonal issues; misunderstandings about role or job clarity; challenges within organizational structure, etc. The HRO recognizes that unresolved conflict(s) can affect the workplace and academic environment. In such cases, the HRO will collaborate with and/or refer individuals within Western's network of support services.

Table 1: Code-Based Discrimination/Harassment Grounds

Grounds	Number
Creed (incl. accommodation)	13
Family	9
Sexual Orientation	4
Gender Identity / Expression	5
Disability (incl. accommodation)	40
Race	43
Sex (harassment and discrimination)	41

Table 2 displays the institutional identity of **Individual Contacts**. The HRO supports all members of the Western community, including students, staff and faculty. We also receive inquiries from alumni, members of affiliated colleges, and community members (identified as "Other") and make referrals, as appropriate.

As of February 2021, the HRO began receiving online reports. Individuals using the online reporting tool may choose to identify that they have "directly experienced" or that they "witnessed or been made aware" of harassment or discrimination. Those who choose to report that they "directly experienced" harassment or discrimination within the online tool are included within Table 2 (those reporting the "witnessed or been made aware" option are included in the count of "Third Parties" referenced on page 1 of this Report). Additionally, the online reporting tool also allows for anonymous reports. The HRO received 19 anonymous, "directly experienced" reports.

Table 2: Individual Contacts – Institutional Identity

Role	Number
Undergraduate	62
Graduate	38
Faculty	28
Staff	40
Other	22
Total	**211**

Note: Safety and Domestic Violence

Where a concern is shared with the HRO that carries the possibility of violence or a threat to an individual's safety, the HRO refers or reports the concern to Campus Safety and Emergency Services (formerly, CCPS). The HRO referred to, or contacted, CSES on **4** occasions this past year.

Procedural Options: Alternate Resolution and/or File a Complaint and Request Investigation

The HRO offers all identifiable Individual Contacts a consultation.[5] Where an individual's concern(s) falls within the scope of the Policy (i.e., meets the threshold definitions of discrimination and/or harassment, is within Western's jurisdiction, and is within the timeframes afforded under the Policy), an individual has the option to (a) request alternate resolution or (b) file a formal complaint and request investigation. Not all individuals will elect one of these options. Some will choose, following consultation, to attempt to resolve the situation themselves and/or consult with other resources, such as their employee groups or other support services.

The HRO primarily coordinates options under alternate resolution. Over the past year, the HRO offered some form of alternate resolution in **11 matters.** Alternate resolution typically involves ongoing engagement with the HRO over an extended period (i.e., multiple meeting/communications). Alternate resolution might include mediation, facilitation, educational sessions, as well as HRO-led inquiries to support the proper application of the Policy.

The Office of the Associate Vice-President, Human Resources receives and administers formal complaints under the Policy. This past year, the AVP-HR received **31** complaints. Of these, 14 were investigated and 11 are currently under investigation. Two are being reviewed. Four complaints did not proceed to investigation.

Academic and Administrative Leader Support

Western's Policy requires Academic and Administrative Leaders to report any incidents that **may be related** to harassment and discrimination to the HRO. Leaders are also required to involve the HRO in any unit-based attempts at resolving or mediating potential harassment.

Table 3 and Table 3A display the Code-Based and non-Code-Based issues reported by the **58** Academic and Administrative Leaders who contacted the HRO over the past year. Understanding the issues that leaders are facing assists the HRO in designing and delivering support and resources.

Table 3: Code-Based Grounds

Code-Based Grounds	Number
Creed (incl. accommodation)	7
Family	-
Sexual Orientation	-
Gender Identity / Expression	1
Disability (incl. accommodation)	7
Race	12
Sex (harassment and discrimination)	9

Table 3A: Non Code-Based Discrimination and Harassment Grounds

Non-Code-Based Issues	Number
Workplace Harassment	11
Personal Harassment	5
Conflict/Other	20

[4] The HRO is unable to contact anonymous reporters through the online tool unless some form of communication method is provided.

Education and Outreach

The HRO conducts workshops, lends materials, and engages in outreach to colleagues and groups across campus. This year, the HRO provided education and training to over **2000** Western members. We routinely provide training related to the Policy (and rights and responsibilities thereunder) to staff, faculty and leaders, and students (undergraduate and graduate) through workshops, presentations to departments, classes or lectures, and groups.

Themes and Highlights

The HRO primarily provided its services virtually over this reporting year. This included client support and the delivery of workshops and trainings.

Student concerns relating to accessibility and accommodation were prevalent once again this year. This reflects broader, ongoing campus discussions (see the CAS Report (coordinated by Student Experience). Concerns related to accommodation highlighted policy gaps/misunderstandings, as well as attitudinal and resource barriers. There were concerns about a lack of understanding for graduate students' specific needs related to accommodation within the course of their program. Concerns related to retroactive accommodation were also raised. Overall, students are seeking consistent and ongoing support across units and throughout the academic journey that is centered on the principles of accommodation (dignity, individualization, inclusion and full participation) and which minimize the student's need to repeatedly self-accommodate and/or self-advocate for accommodation.

As Western continues its work on anti-racism and advancement of EDI principles, the HRO continues to receive concerns related to individuals' current and past experiences, as well as structural issues (such as bias in marking). Anti-Asian incidents related to the COVID pandemic, including racialized stereotyping and micro-aggressions, were reported to the HRO. Additionally, concerns related to intersecting grounds of creed and race came to the HRO's attention as reports of Islamophobia and anti-Semitism were relayed to the HRO.

The HRO also offered consultations to a number of graduate students this year. Where appropriate, the HRO connected students with the School of Graduate and Postdoctoral Studies, such as in instances where concerns related to graduate supervision. International graduate students often required additional supports in navigating issues falling within the parameters of the Policy, and the HRO made a number of referrals to other Western resources.

Finally, the HRO continues to see matters related to and/or emerging from social media platforms. Where an inappropriate post, tweet or comment is distributed or displayed through social media, there are challenges determining the proper process and response. Often, the original poster is unidentifiable and/or may be outside Western's policy jurisdiction. Issues around academic freedom and/or freedom of expression also emerge in relation to posts by community members. Such issues are often outside the scope of the HRO's jurisdiction and may require cross-unit attention, discussion and/or response.

Conclusion

As of the writing of this report, our office has been restructured as the Human Rights Office for 10 months. We welcome the opportunity to engage with our campus partners to support Western's strategic focus on building a more equitable, inclusive culture of belonging. We undertake and advocate for systems (including the Policy procedures) that support this work in trauma-informed and anti-oppressive ways.

We wish to express our sincere appreciation to all those who have entrusted us with their experiences and sought our assistance toward resolving matters.

For further information, please contact:

Western's Human Rights Office
Room 4190, Support Services Building
London, ON N6A 3K7
humanrights@uwo.ca
www.westernu.ca/hro

Western University sits on traditional territory. The Human Rights Office acknowledges the Attawandaran (Neutral) peoples who settled the Southwestern Ontario region alongside the Algonquin and Haudenosaunee people, as well as the three other longstanding Indigenous groups of this region: the Anishinaabe Peoples, the Haudenosaunee Peoples and the Leni-Lunaape People.

ITEM 5.3(a) – McIntosh Gallery Annual Report

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The 2021-2022 Annual Report for the McIntosh Gallery is provided for information to the Board of Governors, in accordance with the McIntosh Gallery Terms of Reference.

ATTACHMENT(S):

McIntosh Gallery 2021-2022 Annual Report

McIntosh Gallery
2021-22
Annual Report

TABLE OF CONTENTS

ABOVE (L-R): Angie Quick: *the moonlight made me do it*, installation view. *Unconventional: 20th Century International Prints from the McIntosh Gallery Collection,* installation view
BELOW: Thelma Rosner: *Where Can I Go Now?,* installation view

Despite the shifting landscape over the last year, I am pleased to report McIntosh Gallery delivered most of its exhibitions, programs, and services as planned, initially through virtual online features and later the return to in-person visits. McIntosh Gallery programming has also been shared on Western University's Instagram profile since November 2020, with each feature garnering an impressive reach.

The pandemic did curtail some of our other activities. The McIntosh Gallery Art & Travel Committee, our sole volunteer fundraising body, was forced to suspend most of its normal activities of day excursions, extended trips to museums and its popular series of art appreciation lectures. We look forward to a full resumption of their program plans.

Our hands-on learning and professional development opportunities and community outreach projects were also affected. In summer 2021, we hired one Young Canada Works position as a Digital Curatorial and Outreach Assistant who, by working remotely, produced an online exhibition. The ceramic mural project by Susan Day was paused but earlier this year she resumed her plans involving community tile-making workshops with various marginalized groups, regional schools, and community organizations. It will be installed at London's first officially sanctioned and newly renovated Consumption and Treatment Service Site (Carepoint) administered by The London HIV/AIDS Connection.

The Gallery received its annual operating grants from the Canada Council for the Arts, Ontario Arts Council,

Ontario Endowment for the Arts, and the London Arts Council. The Museums Assistance Program issued a one-time grant to assist with COVID-related loss of revenue. This allowed the much-needed purchase of specialized equipment and tools to support collection management, new office computers, video equipment to produce virtual exhibition tours and digital programming, and support and hosting for our Driving Force website.

Last year, we announced plans for a year-long Indigenous Curator in Residence to work with and among diverse Indigenous peoples to create an exhibition, related public programs, and a publication on Indigenous contemporary art. Due to low response to the job posting, our plans have been delayed. We are again consulting with Indigenous colleagues on how to move forward on the project.

To expand its presence in the city, Western purchased a large building in downtown London and accepted our proposal for a new Indigenous gallery and program space. The next eighteen months will be used to establish an Indigenous consultant panel to assist with the design and implementation of appropriate renovations and program planning. In the following report, you will find detailed accounts of our projects throughout the year. Many thanks to all our donors, funders, exhibiting artists, guest curators and writers, volunteers, and staff who made outstanding contributions to another remarkable year.

Catherine Elliot Shaw
Acting Director

This year's acquisitions are significant in expanding the Collection holdings in several important ways.

In 2018, McIntosh Gallery presented a solo exhibition of work by the late Michael Bidner, one of the first artists to recognize the medium of photocopying as an artform. By using Xerox machines to create works of art in multiple, he challenged established attitudes and theories about printmaking at the time. In 2020, Flavio Belli donated a strong representative cross-section of Bidner's practice and these works have now been transferred into the Gallery's collection. *Disintegrating Xerox Machine* is a very early example of colour photocopy art. *Polyglot [Adz 8]* is an important statement of Bidner's intention to produce magazines with purely visual content. The four works from *Xerox Symphony* are from his first series of xerox collages. As many of them were included in the solo exhibition, their acquisition follows the Gallery's intention to document our exhibition history.

Three works improve the representation of women artists in the Collection. *At this altitude lunar influence causes tides in the human body* by former London artist, educator and mentor Sheila Butler is an important example of her mid-career interests in psychoanalysis, enigmatic intercession, and the human form through juxtaposition of familiar yet evocative elements. It provides context for two other works in the Collection, a 1999 etching and another major painting from 1996.

Internationally acclaimed multidisciplinary Canadian artist Vera Frenkel created her polyptych *Big X Windows* through the Commissioned Print Program, a 1970s Canada Council Art Bank initiative to encourage twenty-five artists from different artistic and cultural backgrounds and at different points in their careers to experiment with printmaking. This suite of four large lithographs, produced over two years in collaboration with leading Open Studio practitioners including Otis Tamasauskas, Don Holman, and Don Phillips, is the first example of her work to enter the McIntosh Collection.

Do You Believe? by Vancouver-based artist and Western alum, Myfanwy MacLeod, is a series of 30 framed drawings, delicately rendered in pencil and gouache on vellum. The drawings incorporate collaged strips of text drawn from the lecture *Motivation Means Millions* by American insurance salesman Bert Palo. McLeod discovered an LP recording of the lecture and became fascinated by the language Palo used to describe selling insurance. The images in *Do you Believe?* came from a 10-volume set of books called *Getty Images: Decades of the 20th Century.* MacLeod focused on the 1930s, 1940s, and 1950s, imagining the series of drawings as akin to a storyboard for an animated film. It is the first example of her work to enter the McIntosh Collection.

Roly Fenwick's recent *Photo-Op* depicts prominent members of the London art community: artists Eric Atkinson, Maurice Stubbs, Helmut Becker, and Joseph Hubbard, gallerist Al Stewart, and collector Ian Tripp. Sharing longstanding connections to Western University, Fanshawe College, Bealart at H.B. Beal Secondary School, and various London galleries, they contributed to both London's formative period and its more recent development. Though McIntosh Gallery holds numerous Fenwick landscapes and individual portraits, this group composition is rare in Fenwick's practice.
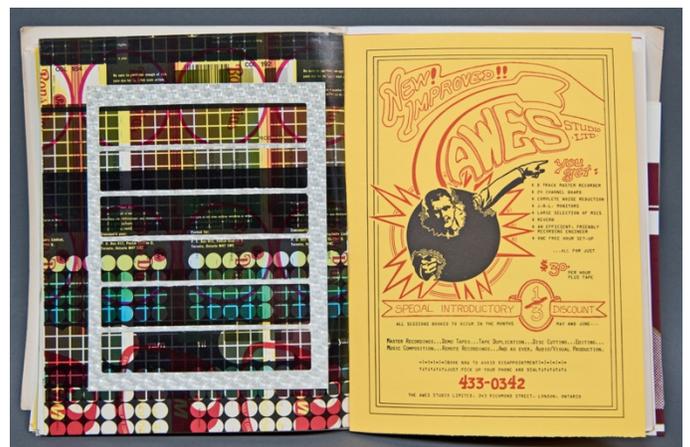
ABOVE: Michael Bidner, *Polyglot [ADZ 8]* (detail) 1977
BELOW: Michael Bidner, *Disintegrating Colour Xerox Machine* c.1975

DONATIONS:

Collection of Flora and Ian Tripp, London, Ontario:

Roly Fenwick (Canadian, b.1932)
Photo-Op 2020
oil on canvas, 91.4 x 122.3 cm.
McIntosh Gallery Collection, Western University Collection of Flora and Ian Tripp, 2021
2021.0025

Gift of Myfanwy Macleod, Vancouver, British Columbia:

Myfanwy Macleod (Canadian, b.1961)
Do You Believe? 2003
30 drawings, pencil and gouache on vellum, each 41.2 x 28.0 cm.
McIntosh Gallery Collection, Western University Gift of the artist, 2021
2021.0026

Gift of Carol Zemel and Sharon Sliwinski, Toronto, Ontario:

Vera Frenkel (Canadian; b.Slovakia, b.1938)
Big X Windows (polyptych) 1976
lithograph on paper, 4 panels, each 106.7 x 73.3 cm.
McIntosh Gallery Collection, Western University Gift of Carol Zemel and Sharon Sliwinski, 2021
2021.0027

Gift of Sheila Butler, Winnipeg, Manitoba:

Sheila Butler (Canadian-American, b.1938)
At this altitude lunar influence causes tides in the human body 1999
oil on canvas, 172.7 x 147.3 cm.
McIntosh Gallery Collection, Western University Gift of the artist, 2021
2021.0028

TRANSFERS:

Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
Michael T. Bidner (Canadian, 1944-1989)

Disintegrating Boy (green) 1976
serigraph on paper, 96.0 x 63.8 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0001

Disintegrating Boy (red) 1976
serigraph on paper, 96.0 x 63.8 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0002

Space Mandala (green) 1976
serigraph on rag paper, 105.1 x 75.2 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0003

Space Mandala (red) 1976
serigraph on rag paper, 105.1 x 75.2 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0004

Disintegrating Colour Xerox Machine c.1975
25 Xerox 6500 colour copies, each 28.5 x 22.3 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0005

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.5 x 21.7 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0006

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0007

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0008

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0009

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0010

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0011

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0012

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0013

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0014

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0015

untitled (Fag Rock Series) 1973
electrostatic print made on the Xerox SCM 144 photocopier, 35.6 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0016

untitled collage (male nude on beach) 1974
colour photo on Kodak paper, cutout photocopy, 20.2 x 25.3 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0017

Polyglot [ADZ 8] 1977
serigraph, offset litho, photocopy (magazine format), 27.9 x 21.6 x 1.1 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0018

untitled (Xerox Symphony Series) 1972
electrostatic print made on Xerox SCM 1964, carded and wrapped, 35.4 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0019

untitled (Xerox Symphony Series) 1972
electrostatic print made on Xerox SCM 1964, carded and wrapped, 35.4 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0020

untitled (Xerox Symphony Series) 1972
electrostatic print made on Xerox SCM 1964, carded and wrapped, 35.4 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0021

untitled (Xerox Symphony Series) 1972
electrostatic print made on Xerox SCM 1964, carded and wrapped, 35.4 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0022

untitled (Xerox Symphony Series) 1972
electrostatic print made on Xerox SCM 1964, carded and wrapped, 35.4 x 21.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0023

Under the Bam Under the Boo 1983
serigraph, 63.6 x 44.6 cm.
McIntosh Gallery Collection, Western University
Gift of Flavio Belli, 2020; Transfer from McIntosh Gallery Archival Collection, 2021
2021.0024

ARTSHARE REPORT

McIntosh Gallery's ArtShare program places works of art from the Collection into public spaces on campus for the enjoyment and education of students, staff, faculty and visitors. Currently, there are over 800 works on display. Due to mandatory work from home protocols over the last year, demand for new installations has diminished. Revenue generated from rental fees and art services is used for Collection maintenance.

ABOVE (Clockwise): Michelle Wilson: *Remnants, Outlaws, and Wallows: Practices for Understanding Bison*, installation view. Angie Quick: *the moonlight made me do it*, installation view. *The Botanical Turn*, installation view.

After a lengthy period of closures due to COVID, the latter part of this year saw the gallery begin its return to a more normal level of public access. In recent months we have been able to drop the requirement that visitors make appointments to view exhibitions, resulting in increased attendance and many spontaneous visits from members of the campus community. We continue to take advantage of the turn to increased digital programming, previously necessitated by the pandemic, in order to extend our reach to broader audiences. As a result of previous rescheduling in response to COVID-19, this year was a particularly busy and productive one for me as I was the curator on five major exhibitions and coordinating curator on three other projects, while also teaching a year-long course in Museum and Curatorial Studies in the Department of Visual Arts, and completing a major publication for *Written on the Earth*. I also supervised a graduate internship for the Department of Visual Arts, successfully applied for funding to support two Young Canada Works students, sat on the Employer Advisory Committee for the Own Your Future program, and participated in a focus group on the Creative Campus.

The fiscal year began with two thesis exhibitions in partnership with the Department of Visual Arts. During the month of June, we presented Ellen Moffat's PhD thesis exhibition *becoming again beginning undone*, an intermingling of sensorial, temporal, visual, and cognitive aspects of sound, space, and listening. Moffat considered how sound art can expand our thinking and understanding about boundaries, space, and social relations with the world and with each other. In the exhibition, small sounds, image, text, rhythms, and tonalities bled into and mixed with each other, transgressing the borders of the gallery space. The techno-organic sound installation of matter and found materials extended to an evolving notation of sound objects and text. Concurrent to Moffat's exhibition, we presented Faith Patrick's MFA thesis exhibition, *The No No-Exit Closet*, a mediation on the human tendency to put things in places, boxes, and closets, expecting them to never reappear. Invariably, however, these things come back to confront and even haunt us and others, including those who survive us.

In August, we opened Michelle Wilson's PhD thesis exhibition *Remnants, Outlaws, and Wallows: Practices for Understanding Bison*, focusing on the relationship between colonization and bison populations. The work in the exhibition reflected Wilson's process of confronting and attempting to unlearn reductive and isolating taxonomical perspectives that arise from colonialism's continuing legacy. They suggested ways of knowing through relationships, manifesting what happens when we critically reconsider received facts with care, attention, and time. In support of this exhibition, McIntosh Gallery sponsored a virtual roundtable discussion on the interconnectedness of bison, settler colonialism, conservation, and Indigenous peoples. Mary Lou and Dan Smoke presented a greeting and musical performance. Guest panelists included Wes Olson, Bison Specialist and Retired Park Warden (Elk Island National Park), Les Campbell, Indigenous Affairs Manager (Riding Mountain National Park), and KC Adams, a Nêhiyaw, Anishinaabe, and British social practice artist and educator (Winnipeg, MB).

In September, I curated our first major thematic group exhibition of the year. Bringing together artists working across media including beadwork, embroidery, drawing, printmaking, sculpture, and hydroponics, *The Botanical Turn* examined how botanical imagery has been used to explore issues of agency, identity, gender, empowerment, and colonization. The exhibition featured work by Nêhiýaw/Cree and Métis artist Carrie Allison (Halifax, NS), Paul Chartrand (Dunnville, ON), Creole-Canadian artist Joscelyn Gardner (London, ON), Zachari Logan (Regina, SK), Sarah Maloney (Halifax NS), and Amanda White (Toronto, ON). The exhibition also included the extraordinary "The Land is the Word, The Word is the Land" Cape created by Toronto-based designer ZOFF with LUXX Ready-to-Wear, and worn by Jeremy Dutcher for his performance at the 2019 Juno awards. The Gallery hosted a panel discussion, which I moderated, on Zoom in partnership with the

Western University Department of Visual Arts Art Now! Speakers' Series. *The Botanical Turn* artists discussed how plants and botanical imagery have informed their art practices. Concurrently, we mounted a selection of early Greg Curnoe works at TAP Centre for Creativity. A recent gift to the Collection, it was of special interest to area art students to see how his education at the Ontario College of Art influenced his attitudes to artmaking. During three walking tours, Curator Brian Lambert shared memories of his longstanding friendship with the late artist. Visitor experience was further enhanced by two nights of screenings featuring film projects by Curnoe and fellow artist Jack Chambers.

On October 14th, Métis artist Tracey-Mae Chambers installed a one-day public artwork titled *Hope and Healing Canada* in front of McIntosh Gallery to engage with passers-by on the devastating effects of the pandemic and to promote a sense of hope and healing in the age of reconciliation.

In January 2022, we opened two new exhibitions: *six feet | between us,* a collaborative project by Derek Boswell and Kevin Heslop, and *the moonlight made me do it,* a solo exhibition of paintings by Angie Quick. Originally commissioned by McIntosh as a digital project for Instagram, *six feet | between us* was a 10-dyad, transdisciplinary dialogue between photographer Derek Boswell and poet Kevin Andrew Heslop on topics of single-use consumption,

capitalist ecocide, and the fetishized individualism of the Anthropocene vis-à-vis the COVID-19 pandemic in London, Ontario. Its ten photographs, with subjects ranging from the annual airshow to the separation from grandparents and the public disposal of single-use masks, were accompanied by poems sourced from the transcripts of conversations about each photograph. In her exhibition *the moonlight made me do it*, Quick combined art historical tropes such as landscape painting, images of hunting dogs and dead rabbits, and frolicking cherubim to create a lexicon of images that are apocalyptic but tempered by an infusion of hope and an otherworldly sweetness. Familiar images were rendered uncanny through the insertion of peculiar elements: babies adorned with strange hats and ghost costumes; rabbits gathered around what appears to be a mound of earth but on second glance is a pair of upturned female buttocks; a deceased cat transported to heaven by a host of faceless cherubim; and seemingly traditional landscapes interrupted by gestural marks of pure abstraction. Collectively, they invoked an aura of cosmic strangeness, demanding that we rethink the natural world and open ourselves up to the possibility of new historical and futuristic imaginings. Quick also gave a live performance on Zoom, in which participants silently held a thought in their minds while she psychically interpreted them in the form of spontaneous original watercolours.

BELOW (L-R): *The Botanical Turn*, installation view. Greg Curnoe: *What About Me?,* installation view.

In March, after a two-year delay due to COVID-19 and a mere four years after I began working with her on the project, we finally opened Thelma Rosner's solo exhibition *Where Can I go Now?* The catalyst for this exhibition was an autobiographical work written by Elisabeth M. Raab, a survivor of Auschwitz concentration camp during the Second World War. Rosner considered Raab's postwar experience within a recent historical trajectory, making connections between post-war displacement and the plight of contemporary refugees. In preparation for this project, Rosner consulted immigrants to Canada, including members of her own family, personal acquaintances, and new Canadians met through the London Cross Cultural Learner Centre. Concurrently, in the East Gallery, we acknowledged the ongoing generosity of long-time supporters David and Marylin Conklin with an exhibition of works on paper that they had donated. *Unconventional: 20th Century International Prints from the McIntosh Gallery Collection* brought together work by notable artists including Jim Dine, Richard Hamilton, Ronald Kitaj, Robert Motherwell, and Antoni Tàpies.

The year ended on a spectacular note with *Insect as Idea,* which I co-curated with Nina Zitani of the Department of Biology. This extremely popular exhibition brought work by contemporary artists into conversation with the stunningly beautiful collection of historic Riker butterfly mounts from Western's

Zoological Collections. Included in the exhibition were Ojibwe artist Carl Beam, Métis artist Christi Belcourt, filmmaker Catherine Chalmers (New York), Andrea Cooper (St. John's), Aganetha and Richard Dyck (Winnipeg), Jude Griebel (Calgary/Brooklyn), Miami-based collective The Institute of Queer Ecology, Jennifer Murphy (Toronto) and Amy Youngs (Columbus, OH). Collectively, the project encouraged us to consider the importance of insect biodiversity as an indicator of the health of ecosystems, whether thriving or imperiled, as well as human impact on these ecologies. I moderated a well-attended panel discussion on Zoom, featuring several of the artists as well as co-curator Nina Zitani, who provided a scientific perspective in counterpoint to the discussion of the various art practices.

Finally, this year, after significant delays due to supply chain issues and other spin-off effects from COVID, we produced a major publication to accompany *Written on the Earth* (2021) featuring a major curatorial essay by myself, as well as an essay from Paige Hirschey (PhD candidate, University of Toronto), a commissioned work of creative writing by Kanien'kehá:ka - Acadian - Irish artist and water protector Lindsay Dawn Dobbin (Halifax), and a transcribed conversation between Patrick Mahon and Dr. Greg Kopp.
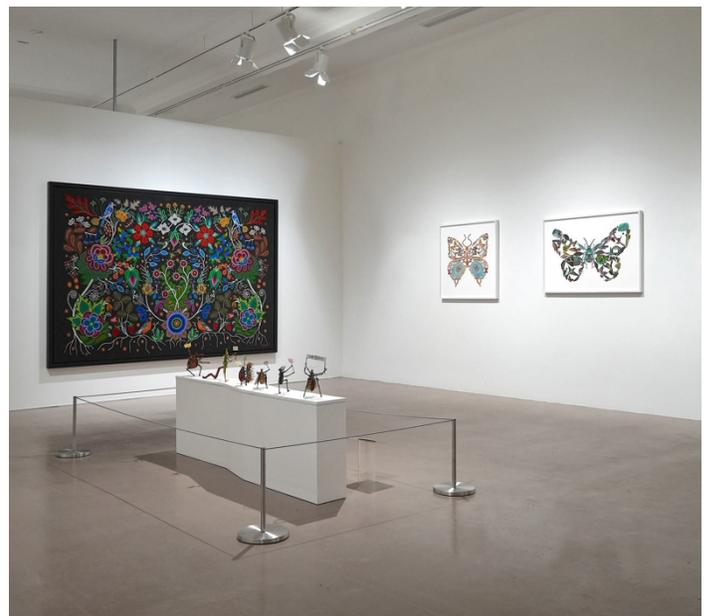
ABOVE (L-R): *Thelma Rosner: Where Can I Go Now?,* installation view. *Insect as Idea*, installation view.

EXHIBITIONS:

In Search of Symbol
Dates: April 29 – June 12, 2021
Curator(s): Brian Lambert
Artist(s): Doug Dolman

becoming again beginning undone
Dates: June 24 – July 24, 2021
Curator(s): N/A
Artist(s): Ellen Moffat

The No No-Exit Closet
Dates: June 24 – July 24, 2021
Curator(s): N/A
Artist(s): Faith Patrick

Remnants, Outlaws, and Wallows: Practices for Understanding Bison
Dates: August 5 – September 11, 2021
Curator(s): N/A
Artist(s): Michelle Wilson

The Botanical Turn
Dates: September 23 – December 11, 2021
Curator(s): Helen Gregory
Artist(s): Carrie Allison, Paul Chartrand, Joscelyn Gardner, Zachari Logan, Sarah Maloney, Amanda White, and ZOFF

What About Me?
Dates: September 30 – November 6, 2021
Curator(s): Brian Lambert
Artist(s): Greg Curnoe

the moonlight made me do it
Dates: January 13 – February 19, 2022
Curator(s): Helen Gregory
Artist(s): Angie Quick

six feet | between us
Dates: January 13 – February 19, 2022
Curator(s): Kevin Andrew Heslop
Artist(s): Derek Boswell

Where Can I Go Now?
Dates: March 3 – April 16, 2022
Curator(s): Helen Gregory
Artist(s): Thelma Rosner

Unconventional: 20th Century International Prints from the McIntosh Gallery Collection
Dates: March 3 – April 16, 2022
Curator(s): Helen Gregory
Artist(s): Jim Dine, Richard Hamilton, Ronald Kitaj, Robert Motherwell, and Antoni Tàpies

Insect as Idea
Dates: April 28 – June 18, 2022
Curator(s): Helen Gregory, Nina Zitani
Artist(s): Carl Beam, Christi Belcourt, Catherine Chalmers, Andrea Cooper, Aganetha and Richard Dyck, Jude Griebel, The Institute of Queer Ecology, Jennifer Murphy and Amy Youngs
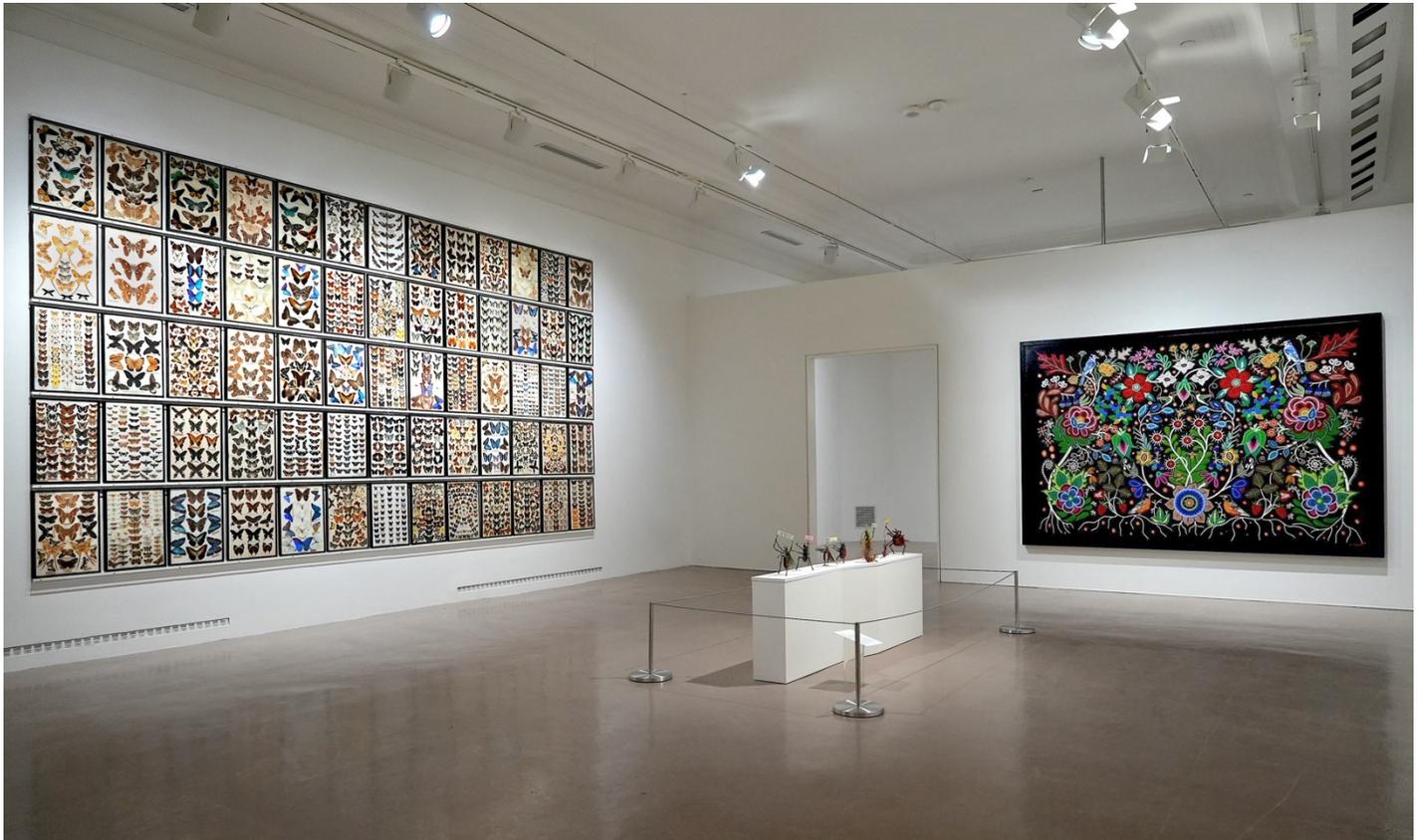
ABOVE: *Insect as Idea*, installation view.
RIGHT: *Written on the Earth* exhibition catalogue, published 2021.

PUBLICATIONS:

Written on the Earth
Essays by: Helen Gregory and Paige Hirschey; Patrick Mahon in conversation with Greg Kopp, and a work of creative writing by Halifax-based Kanien'kehá:ka/Acadian/Irish artist Lindsay Dawn Dobbin.
Exhibition Dates: March 4 – April 17, 2021

In an effort to keep our community and supporters safe, outreach endeavours including artist talks and performances continued to be offered virtually throughout 2021-22. Throughout the year, lectures and panel discussions hosted in collaboration with the Department of Visual Art's Art Now! Speakers' Series were recorded for asynchronous viewing, ensuring expanded access to all. Additionally, between May 2021 and April 2022, ten exhibition walkthrough videos were produced in-house offering expanded virtual access to those seeking out our programming internationally or from home.

Throughout Summer 2021, McIntosh Gallery hosted its first Curatorial and Outreach Assistant internship through the Canadian Museum Association's Young Canada Works program. With mentorship from gallery staff, intern Natalie Scola launched her virtual exhibition *The Space Between* in Fall 2021. *The Space Between* offered a study of images of the home in Canadian art. This virtual exhibition included works by emerging and established artists, as well as pieces from the McIntosh Gallery Collection to highlight the value, representation, and possibility of "home" in the wake of the COVID-19 pandemic.

Summer 2021 saw the opening of Michelle Wilson's PhD thesis exhibition *Remnants, Outlaws, and Wallows: Practices for Understanding Bison*. This expansive, research-based exhibition was accompanied by a virtual panel discussion hosted on Zoom and moderated by the artist, featuring speakers Wes Olson, Les Campbell, KC Adams and elders Dan and Mary Lou Smoke. Together, panelists discussed the interconnectedness of bison, settler colonialism, conservation, and First Nations peoples and addressed audience questions about their work and research.

The McIntosh Gallery Art and Travel Committee, a volunteer group, organizes excursions to museums, galleries, and cultural sites in Canadian and international cities throughout the year. They also organize a popular art appreciation lecture series. Fortunately, after a programming hiatus prompted by the COVID-19 pandemic, the committee resumed tours briefly in Fall 2021, offering a trip to McMichael Gallery in Kleinburg, Ontario.

In Fall 2021, we opened Greg Curnoe: *What About Me?* at TAP Centre for Creativity in Downtown London. The exhibition offered viewers unique access to the artist's earliest work, much of which was created during his school years at Bealart and the Ontario College of Art. A series of curator-led tours were scheduled for student groups, offering them the opportunity to discuss Curnoe's career and many contributions to our regional history with curator Brian Lambert. Additionally, a special 35mm screening event was programmed by Sebastian Di Trolio of FRAMES Film Series featuring *Connexions* (Greg Curnoe, 1970), *R34* (Jack Chambers, 1967), and *Greg Curnoe* (Lockwood Films, 1981) as well as rare footage of the Nihilist Spasm Band in Paris and several short reels of family, friends and unfinished projects filmed by Curnoe, generously loaned by Sheila Curnoe.

In early 2022, the gallery was pleased to host local artist Angie Quick's solo exhibition *the moonlight made me do it* and facilitate her concurrent performance work *under the moonlight*. Hosted on Zoom, *under the moonlight* saw the artist prompt audience members to silently hold a desire, wish, hope, or worry in their minds. One by one, participants were invited to "sit" with the artist as she captured their thoughts through psychic fortune-telling watercolour painting. Attendees witnessed as the artist painted in real-time. The resulting fortunes were made available to each participant to keep after the event.

PUBLIC PROGRAMS:

Date: May 1, 2021 – April 30, 2022
Activity: Student Internship
Partners: Department of Visual Arts at Western University
Brief Project Description: McIntosh Gallery offers a range of internships throughout the year to impart curatorial knowledge and practices to new generation cultural workers. With two museum studies programs at Western (Public History and Visual Arts departments), up to four internships in the academic year are provided for course credit.

Date: May 10, 2021
Activity: Virtual tour of Doug Dolman Exhibition
Partners: Western University
Brief Project Description: McIntosh Gallery, with the support of Western University, produced a virtual tour of Doug Dolman's solo exhibition shared on Western University's Instagram page, which boasts over 70,000 followers.

Date: May 8, 2021
Activity: Science Rendezvous
Partners: Science Rendezvous and Western Engineering Outreach at Western University
Brief Project Description: Western University hosted their fourth Science Rendezvous event on Saturday, May 8. Families can take part in the virtual celebrations from home, experiencing the joy of discovery with hands-on activities related to Science, Technology, Engineering, Art and Mathematics. McIntosh Gallery hosted a virtual feature on the engineering and art exhibition *Written on the Earth*, which was complimented by an at-home engineering experiment produced by Western Engineering Outreach.

Date: May – September 2021
Activity: Young Canada Works Student Internship
Partners: Young Canada Works
Brief Project Description: Supported in part by Young Canada Works, McIntosh Gallery employed one post-secondary student in the inaugural role of Curatorial and Outreach Assistant for one summer term in Summer 2021. In this role, the student was responsible for researching and curating an online exhibition, as well as supporting its launch online through virtual means.

Date: June 29, 2021
Activity: Interview feature with artist Doug Dolman
Partners: N/A
Brief Project Description: McIntosh Gallery produced a short virtual interview feature with local painter Doug Dolman in an effort to further animate his exhibition *In Search of Symbol*, which was closed to the public as a result of COVID-19 health & safety measures.

Date: June 29, 2021
Activity: Virtual tour of Faith Patrick: *The No No-Exit Closet*
Partners: N/A
Brief Project Description: McIntosh Gallery produced a virtual tour of Faith Patrick's MFA thesis exhibition *The No No-Exit Closet*, accessible asynchronously online and shared via social media.

Date: July 19, 2021
Activity: Virtual tour of Ellen Moffat: *becoming again beginning undone*
Partners: N/A
Brief Project Description: McIntosh Gallery produced a virtual tour of Ellen Moffat's PhD thesis exhibition *becoming again beginning undone*, accessible asynchronously online and shared via social media.

Date: August 30, 2021
Activity: Virtual tour of Michelle Wilson: *Remnants, Outlaws and Wallows*
Partners: N/A
Brief Project Description: McIntosh Gallery produced a virtual tour of Michelle Wilson's PhD thesis exhibition *Remnants, Outlaws and Wallows: Practices for Understanding Bison*, accessible asynchronously online and shared via social media.

Date: September 10, 2021
Activity: *Remnants, Outlaws, and Wallows: Practices for Understanding Bison* Symposium
Partners: N/A
Brief Project Description: Artist Michelle Wilson (PhD Candidate, Western University) moderated a roundtable discussion on the interconnectedness of bison, settler colonialism, conservation, and First Nations peoples featuring guest speakers Wes Olson, Bison Specialist and Retired Park Warden (Elk Island National Park), Les Campbell, Indigenous Affairs Manager (Riding Mountain National Park), KC Adams, Social Practice artist (Winnipeg, MB) and elders Dan and Mary Lou Smoke (London, ON).

Date: September 18 – 19, 2021
Activity: Doors Open London
Partners: London Heritage Council
Brief Project Description: McIntosh Gallery participated in the virtual 2021 Doors Open London festivities by producing a digital feature to promote the upcoming exhibition Greg Curnoe: *What About Me?* at TAP Centre for Creativity. In the video, exhibition curator Brian Lambert speaks with Sheila Curnoe about her late husband's career and impact while touring his home studio in the Curnoe family's home.

Date: October 7, 2021
Activity: *The Botanical Turn* Panel Discussion
Partners: Department of Visual Arts at Western University's Art Now! Speakers' Series
Brief Project Description: McIntosh Gallery, in partnership with the Art Now! Speakers' series hosted a virtual panel discussion with the artists of *The Botanical Turn*. Moderated by exhibition curator Dr. Helen Gregory, artists discussed how plants and botanical imagery have informed their art practices.

Date: October 13, 2021
Activity: Tracey-Mae Chambers: *Hope and Healing Canada*
Partners: N/A
Brief Project Description: Beginning the morning of Wednesday, October 13, Chambers installed her travelling installation *Hope and Healing Canada* in the green space surrounding McIntosh Gallery after which it was documented and disassembled, leaving no waste behind. Throughout the day, passers-by, including students from the Visual Arts Department, engaged with the artist, as well as paused and reflected on her process. Viewers were encouraged to share images of the installation online using #hopeandhealing.

Date: October 14, 26 & 28, 2021
Activity: Curator-led Exhibition tours of Greg Curnoe: *What About Me?*
Partners: TAP Centre for Creativity
Brief Project Description: McIntosh Gallery, in partnership with TAP Centre for Creativity, held several guided exhibition tours of Greg Curnoe: *What About Me?* led by curator Brian Lambert.

Date: October 28 & 30, 2021
Activity: Greg Curnoe: Working on Film
Partners: TAP Centre for Creativity, FRAMES Film Series
Brief Project Description: The screening event, programmed by Sebastian Di Trolio, featured the films *Connexions* (Greg Curnoe, 1970), *R34* (Jack Chambers, 1967), and *Greg Curnoe* (Lockwood Films, 1981) as well as rare footage of the Nihilist Spasm Band in Paris and several short reels of family, friends and unfinished projects filmed by Curnoe, generously loaned by Sheila Curnoe.

Date: November 6, 2021
Activity: Virtual tour of Greg Curnoe: *What About Me?*
Partners: N/A
Brief Project Description: McIntosh Gallery produced a virtual tour of Greg Curnoe: *What About Me?* accessible asynchronously online and shared via social media.

Date: November 12 – December 15, 2021
Activity: *The Space Between*
Partners: N/A
Brief Project Description: Curated by McIntosh Gallery's Curatorial and Outreach Assistant Natalie Scola, the virtual exhibition *The Space Between* was a study of images of the home in Canadian art. This virtual exhibition included works by emerging and established artists, as well as pieces from the McIntosh Gallery Collection to highlight the value, representation, and possibility of "home" in the wake of the COVID-19 pandemic.

Date: December 10, 2021
Activity: Virtual tour of *The Botanical Turn*
Partners: N/A
Brief Project Description: McIntosh Gallery produced a virtual tour of *The Botanical Turn*, accessible asynchronously online and shared via social media.

Date: January 27, 2022
Activity: Virtual tour of Angie Quick: *the moonlight made me do it*
Partners: N/A
Brief Project Description: McIntosh Gallery produced a virtual tour of Angie Quick: *the moonlight made me do it*, accessible asynchronously online and shared via social media.

Date: January 31, 2022
Activity: Virtual tour of *six feet | between us*
Partners: N/A
Brief Project Description: McIntosh Gallery produced a virtual tour of *six feet | between us*, accessible asynchronously online and shared via social media.

Date: February 17, 2022
Activity: *under the moonlight*
Partners: N/A
Brief Project Description: Hosted on Zoom, Angie Quick performed *under the moonlight,* in which the artist prompted audience members to silently hold a desire, wish, hope, or worry in their minds. One by one, participants were invited to "sit" with the artist as she captured their thoughts through psychic fortune-telling watercolour painting. Attendees witnessed as the artist painted in real-time. The resulting fortunes (watercolour paintings) were made available to each participant to keep after the event.

Date: March 10, 2022
Activity: Thelma Rosner Artist Talk
Partners: Western University Department of Visual Arts' Art Now! Speakers' Series
Brief Project Description: McIntosh Gallery, in partnership with the Art Now! Speakers' Series hosted an in-person artist talk led by exhibiting artist Thelma Rosner. As this event was open only to Western University staff, faculty and students, the gallery ensured the lecture was recorded and uploaded to the Faculty of Arts and Humanities' YouTube channel for asynchronous access to all.

Date: April 2022
Activity: Virtual tour of Thelma Rosner: *Where Can I Go Now?*
Partners: N/A
Brief Project Description: McIntosh Gallery produced a virtual tour of Thelma Rosner: *Where Can I Go Now?,* accessible asynchronously online and shared via social media.
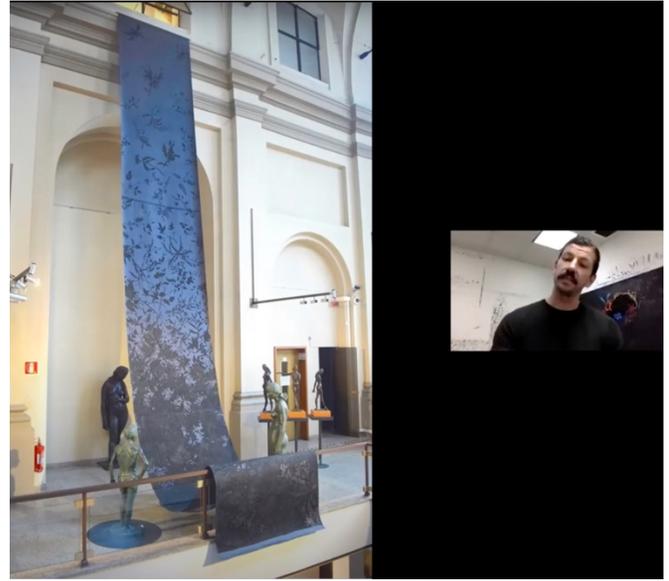
ABOVE (L-R): Tracey-Mae Chambers, *Hope and Healing Canada,* October 2021. Installation documentation. *The Botanical Turn* Artist Panel Discussion, October 2021.
BELOW: Angie Quick: *the moonlight made me do it*, installation view.

In April 2022, McIntosh Gallery's website A Driving Force (www.mcintoshdrivingforce.ca), showcasing the contributions of women to the London, Ontario, visual arts community from 1867 to the present, marked its fourth year online. Between May 1, 2021 and April 30, 2022, A Driving Force was visited over 5000 times with many of the users new to the website.

Seven new profiles were added to A Driving Force, bringing the total to 94, and new biographies were added to two existing profiles.

Shirley Andreae, art supporter
Roberta Cory, artist
Susan Day, artist (biography added to profile)
Soheila Esfahani, artist
Fern Helfand, artist (biography added to profile)
Connie Jefferess, artist
Antje Laidler, artist
Alice MacKenzie, artist
Mary B. Sawtelle, artist

ABOVE: Ellen Moffat: *becoming again beginning undone,* installation view.

The 2021-2022 year was an exceptional one for communications growth at McIntosh Gallery. Due to continued, intermittent COVID-19 facility closures, the Gallery's website and social media channels acted as extensions of our exhibition space, playing host to a growing series of comprehensive video features. Building on existing strategies, this digital programming initiative garnered a noticeable increase in online engagement collecting over 45,994 impressions across ten new exhibition walkthroughs.

For Doors Open London 2021, the gallery worked with valued donor Sheila Curnoe to create a teaser trailer ahead of the opening of Greg Curnoe: *What About Me*? at TAP Centre for Creativity. In the video, exhibition curator Brian Lambert speaks with Sheila Curnoe about her late husband's career and impact while touring his home studio in the Curnoe family's iconic London home. Together, Lambert and Curnoe discuss Greg's legacy, while offering a behind-the-scenes look at his working environment and rare early works to be featured in the forthcoming exhibition.

Beginning in November 2021 we launched *The Space Between,* a virtual exhibition curated by McIntosh Gallery's Summer 2021 Curatorial and Outreach Assistant intern Natalie Scola. Over four weeks, Scola's programming was unveiled on social media, revealing images of and research on ideas of the home in Canadian artwork. Featuring work by Adrienne Dagg, Brian Jones, Sharmistha Kar, Shannon King, Jason McLean, Kim Ondaatje, Jenna Faye Powell, Niloufar Salimi, Kakulu Sagiaktuk, and Gillian Saward, *The Space Between* combined the work of emerging and established artists with pieces from the McIntosh Gallery Collection to highlight the value, representation, and possibility of "home" in the wake of the COVID-19 pandemic.

ABOVE: Greg Curnoe: *What About Me?* Teaser Trailer (still), Doors Open London 2021
BELOW: Jenna Faye Powell, *Expansion Potential*, 2016. Part of *The Space Between* virtual exhibition. McIntosh Gallery Collection. Purchase, W.H. Abbott Fund, 2016.

The 2021-2022 Annual Campaign raised $20,033 to support our exhibitions, programs, and publications. We are grateful to all our donors for their generous contributions.

Fundraising Campaign Donors:

Mr. Kevin Bice and Mrs. Daphne Bice
Dr. Elaine Bjorklund Philbrick
Mr. Henri Boyi
Mr. Robert Collins and Mrs. Mary Lake Collins
Dr. David Conklin and Mrs. Marilyn Conklin
Ms. Roberta Cory
Mr. Richard Crouch and Professor Margaret Wilkinson
Mrs. Judy Davidson
Mr. Duncan de Kergommeaux
Ms. Joyce Garnett
Dr. Nancy Geddes Poole
Ms. Connie Greger
Mr. Heinz Gregor
Ms. Elizabeth King

Dr. David Laidler and Mrs. Antje Laidler
Prof Sheila Macfie
Ms. Johnnene Maddison
Mr. Ian McIntosh
Dr. Linda Miller and Dr. Chris Lee
Mr. John Murphy
Mrs. Judith Rodger and Dr. Wilson Rodger
Mrs. Thelma Rosner and Professor David Rosner
Ms. Rosemary Sloot
Strategic Charitable Giving Foundation
Ms. Wilda Thomas
Mr. Ian Tripp
Mrs. Viola Weil
Dr. Rod Willis and Mrs. Faye Willis

ABOVE: Greg Curnoe: *What About Me?,* installation view

McIntosh Gallery Committee of the Board of Governors:

Henri Boyi

Spy Dénommé-Welsh

Jonathan Gregory De Souza

Joel Faflak

Linda Miller

Christine Sprengler

Syna Thakur

Jane Toswell

Sam Trosow

Harold Usher

Art & Travel Committee Volunteers:

Joyce Abbott

Stefan Andrejicka

Lorena Brown

Kathleen Brown

Julie Doran

Patricia Elliott

Susan Henderson

Mary Lake Collins

Helen Luckman

Mary Redekop

Sophie Skaith

Viola Weil

Nancy Wright

Student Volunteers:

Pradiksha Aravindpathy

Maisha Fahmida

Leena Mohamed Faleel

Annie Liu

Mireya Seymour

Full-time Staff:

Catherine Elliot Shaw, Acting Director

Helen Gregory, Curator

Brian Lambert, Collections Manager

Abby Vincent, Communications Coordinator

Part-time Staff:

Dickson Bou, Preparator

Mandy Forbes, Curatorial Study Centre (CSC) Cataloguing Assistant

Luvneet Rana, Registrar, Driving Force Project Manager

Work Study Students:

Theodora Derrah, Gallery Attendant

Michelle Tu, Gallery Attendant

Jessie Wang, Gallery Attendant

Mission:

McIntosh Gallery is a centre for the presentation and dissemination of advanced practices and research in the fields of art history and contemporary visual art. McIntosh serves the students, faculty and staff of Western University and the broader community of the City of London as a teaching and research resource. Ongoing programs and services actively promote innovative projects in the production, exhibition, interpretation, and collection of visual culture.

Vision:

To be nationally recognized as a leader among university-based public art galleries for creative interpretation and scholarly research in art and visual culture. McIntosh Gallery acknowledges the support of the Canada Council for the Arts, the Ontario Arts Council, the London Arts Council, Western University, Foundation Western, and our donors.

Land Acknowledgement:

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

COVER: Sheila Butler, *At this altitude lunar influence causes tides in the human* body 1999. Oil on canvas.
McIntosh Gallery Collection, Western University Gift of the artist, 2021
INNER COVER: Nina Zitani and Catherine Elliot Shaw at the *Insect as Idea* opening reception, April 28, 2022. Photographer:
Mandy Forbes.

ITEM 5.3(b) – McIntosh Gallery Year End Financial Statement

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on August 31, 2022, the McIntosh Gallery Committee approved the 2021-22 Year End Financial Statement as shown in ITEM 5.3(b). The year End Financial Statement is provided to the Board for information in accordance with the McIntosh Gallery Terms of Reference.

ATTACHMENT(S):

McIntosh Gallery Year End Financial Statement for 2021-22

August 9, 2022

Western University
For the Year Ended April 30, 2022
(with comparative amounts for 2021)

McIntosh Gallery

		2022	2021
400005	Operating Fund	303,304	220,361
400298	Art Share Program	83,897	69,950
		387,201	290,311

I have confirmed that the figures contained in the statement of operations for McIntosh Gallery agree with the figures recorded in the accounting system at Western University for the year ended April 30, 2022. Please note that this information has not been subject to auditor review procedures. These numbers are the result of compilation by Western management.

For the purpose of reporting to the Ontario Arts Council, their grant has been segregated from other Ontario grants received within the year.

Kim Lincoln Groves, CPA, CGA
Financial Officer, Endowment and Restricted Funds
Financial Services

ITEM 5.4(a) – Quarterly Fundraising Report to April 30, 2022

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Our cost per dollar raised in FY2022 was $0.13, trending similarly to past years. Return on Investment was $6.40, a little higher than past years with the increase in gift and pledge activity, and operating expenses staying relatively the same year-over-year. Contributions (or cash) received as a result of one-time gifts and payments on pledges received in past years was well above target at $94.7M. This is related to two substantial gifts received ($27M total) outright, and not pledged over time.

ATTACHMENT(S):

Fund Raising Quarterly Report as at April 30, 2022

FUND RAISING QUARTERLY REPORT
as at April 30, 2022
(with comparative figures for Fiscal Year 2021 and 2020)

Western

PLEDGE DATA [1]

	May 1, 2021 to Apr 30, 2022 (000's)			Fiscal Year 2021 (000's)		Fiscal Year 2020 (000's)	
			Actual as a	Year End April 30th		Year End April 30th	
	Target	Actual	% of Target	Target	May to April	Target	May to April
Pledges outstanding May 1st[1]	86,866	86,866	N/A	90,430	90,430	103,042	103,042
New Gifts & Pledges (Gross)	67,500	83,815	124.17%	60,390	71,398	66,300	66,792
Pledges cancelled/amended on new/prior pledges	(1,633)	(2,969)	181.82%	(1,887)	(795)	(2,403)	(2,092)
Net New Pledges/Gifts	**65,867**	**80,846**	**122.74%**	**58,503**	**70,603**	**63,897**	**64,699**
Contributions received in payment of pledges/gifts[2]	63,652	94,703	148.78%	55,845	74,167	56,502	77,311
Net Pledges Outstanding	**89,081**	**73,009**	**81.96%**	**93,088**	**86,866**	**110,437**	**90,430**

COST PER DOLLAR RAISED

	May 1, 2021 to Apr 30, 2022 (000's)			May 1, 2020 to April 30, 2021 (000's)			May 1, 2019 to April 30, 2020 (000's)		
University Advancement Fundraising Units	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised
Total Expenses/Cost Per Dollar Raised	**83,815**	**10,587**	**$0.13**	**71,387**	**10,091**	**$0.14**	**66,343**	**10,047**	**$0.15**
3-Year Average Cost Per Dollar Raised[3]	**73,848**	**10,212**	**$0.14**	**71,845**	**10,159**	**$0.14**	**71,390**	**10,040**	**$0.14**

RETURN ON INVESTMENT

	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment
Total Return on Investment	**67,782**	**10,587**	**$6.40**	62,172	10,091	**$6.16**	62,492	10,047	**$6.22**
3-Year Average Return on Investment	**64,149**	**10,242**	**$6.26**	57,472	10,166	**$5.65**	54,384	10,040	**$5.42**

[1] Includes total activity of:

Western University
The University of Western Ontario Inc.
The University of Western Ontario (UK) Foundation
The University of Western Ontario (HK) Foundation
Richard Ivey School of Business (Asia) Limited

[2] Represents all contributions including cash, gift in kind and gift in purchase discounts entered in the CRM within reporting period and may differ from the general ledger reporting period.

[3] 3 Year Rolling Average - reflects the major gift factor and the post campaign period. Return on Investment and Cost per Dollar raised are included on April 30th Quarter reports.

ITEM 5.4(b) – Quarterly Fundraising Report to July 31, 2022

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Outstanding pledges from past commitments are at $73M, as we started FY2023. Throughout the year, we anticipate $74M will be received from payments due in FY2023 in addition to one-time gifts made outright in-year. By end of Q1, $12M or 16% of this target was received. We anticipate a substantial write-off in FY2023 as a result of a gift-in-kind related to software that is no longer in use.

ATTACHMENT(S):

Fund Raising Quarterly Report as at July 31, 2022

FUND RAISING QUARTERLY REPORT
as at July 31, 2021
(with comparative figures for Fiscal Year 2021 and 2020)

Western

PLEDGE DATA [1]

	May 1, 2021 to July 31, 2022 (000's)			Fiscal Year 2022 (000's)		Fiscal Year 2021 (000's)	
	Target	Actual	Actual as a % of Target	Year to Date May to Jul	Year End May to April	Year to Date May to Jul	Year End May to April
Pledges outstanding May 1st [1]	73,009	73,009	N/A	86,866	86,866	90,430	90,430
New Gifts & Pledges (Gross)	75,000	8,447	11.26%	6,844	83,815	4,671	71,398
Pledges cancelled/amended on new/prior pledges	(5,094)	42	-0.82%	370	(2,969)	(202)	(795)
Net New Pledges/Gifts	**69,906**	**8,489**	**12.14%**	**7,214**	**80,846**	**4,469**	**70,603**
Contributions received in payment of pledges/gifts [2]	74,236	11,667	15.72%	9,748	94,703	6,942	74,167
Net Pledges Outstanding	**68,679**	**69,831**	**101.68%**	**84,332**	**73,009**	**87,957**	**86,866**

COST PER DOLLAR RAISED

	May 1, 2021 to July 31, 2022 (000's)			May 1, 2020 to April 30, 2022 (000's)			May 1, 2019 to April 30, 2021 (000's)		
University Advancement Fundraising Units	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised
Total Expenses/Cost Per Dollar Raised	**8,447**	**2,501**	**N/A**	**83,815**	**10,587**	**$0.13**	**71,387**	**10,091**	**$0.14**
3-Year Average Cost Per Dollar Raised [3]				**73,848**	**10,212**	**$0.14**	**71,845**	**10,159**	**$0.14**

RETURN ON INVESTMENT

	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment
Total Return on Investment	**10,380**	**2,501**	**N/A**	67,782	10,587	**$6.40**	62,172	10,091	**$6.16**
3-Year Average Return on Investment				64,149	10,242	**$6.26**	57,472	10,166	**$5.65**

[1] Includes total activity of:

Western University
The University of Western Ontario Inc.
The University of Western Ontario (UK) Foundation
The University of Western Ontario (HK) Foundation
Richard Ivey School of Business (Asia) Limited

[2] Represents all contributions including cash, gift in kind and gift in purchase discounts entered in the CRM within reporting period and may differ from the general ledger reporting period.
[3] 3 Year Rolling Average - reflects the major gift factor and the post campaign period. Return on Investment and Cost per Dollar raised are included on April 30th Quarter reports.

ITEM 5.5(a) – University Discipline Appeals Committee (UDAC) Membership

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Composition:

The Board of Governors shall appoint a Chair and 15 members: 7 members of faculty and 8 students (5 undergraduates and 3 graduate students).

a.) No more than two of the faculty members shall be from the same Faculty. Undergraduate students shall be appointed from a broad range of Faculties and no more than two of the graduate students shall be from the same division.

Current Elected Members:

Terms continuing to June 30, 2023:

Chair: Chris Sherrin (Law)

Faculty: Clare Robinson (Engineering), Wolfgang Lehmann (SS), Ken Yeung (Sci)

Undergraduates: Orlando Scarlett (SS)

Graduates: Dana Broberg (Schulich), Heidi Steeves (AH)

Terms continuing to June 30, 2024:

Faculty: John Corrigan (Sci), Jane Toswell (AH)

Terms continuing to June 30, 2025:

Faculty: Aaron Hodgson (Music)

Required: One (1) member of faculty (term from July 1, 2022 to June 30, 2025)

Nominees: _____ (Faculty)   Term to June 30, 2025

Required: One (1) graduate student (term from July 1, 2022 to June 30, 2023)

Nominees: _____ (Student, GRAD)   Term to June 30, 2023

Required: Four (4) undergraduate students (terms from July 1, 2022 to June 30, 2023)

Nominees: Abigail Scott (SS)   (Student, UNDG)   Term to June 30, 2023
           Karanvir Tiwana (Sci) (Student, UNDG)   Term to June 30, 2023
           _____   (Student, UNDG)   Term to June 30, 2023
           _____   (Student, UNDG)   Term to June 30, 2023

UDAC Committee Members

Abigail Scott	*Undergraduate Student*

Hello! My name is Abigail Scott. I am soon to be a fourth year student here at Western, completing an honours specialization in Anthropology with a minor in Medieval Studies. I hope you will consider me for this position, as I am interested with getting more involved with the university; I have already done so in some respects (I was a copy editor for the 2022 Classics Society, and have been part of many clubs), but this sounds like an interesting and useful position to hold and I would love to contribute if I am able.

Karanvir Tiwana	*Undergraduate Student*

My name is Karanvir Tiwana and I'm entering the third year of study into my Bachelor's of Science, double majoring in Computer Science and Japanese Studies. I'm very interested in the issues of cross-campus equivalences and module polices, since my own degree structure is strongly affected by the rapport between Western and Huron's governing bodies. I am also very interested on the issues raised regarding student autonomy and academic integrity in the case of the SRA pilot program. I believe I can accurately and unbiasedly represent the best interests of the student body while respecting academic policies and the Code of Conduct.

ITEM 5.5(b) - Appointment to the Audit Committee

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Senior Policy and Operations Committee acclaimed Salim Chahbar to fill a vacancy on the Audit Committee as a non-Board member.

ATTACHMENT(S):

None.

ITEM 5.6(a) – Revisions to Resolution re: Banking

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

RECOMMENDED: That on recommendation of the Governance and By-Laws Committee the Board of Governors approve the revisions to Resolution re: Banking as presented in item 5.6(a).

EXECUTIVE SUMMARY:

Resolution re: Banking provides that an account may be made at the Caisse Populaire des Jardins, Trois-Pistoles, Quebec to facilitate payment of expenses at Trois-Pistoles French Immersion School. Recent staffing changes require an amendment to the policy.

Under Group B, the Assistant Controller for The University of Western Ontario has been amended to Secretary, Trois-Pistoles French Immersion School. The addition of a second signing authority for Trois-Pistoles under Group B is due to the regular turnover in the Bookkeeper and Secretary positions and so ensures the school is able to continue business operations during these times.

ATTACHMENT(S):

Proposed Revisions to Resolution re: Banking

Western
UNIVERSITY · CANADA

Resolution re: Banking

Effective Date: November 18, 2021

Supersedes: January 21, 2021; September 22, 2020; November 29, 2018; April 21, 2016
_____

1.   **General**

   (a)   Bank accounts in the name of The University of Western Ontario ("the University") shall be maintained at the Bank of Montreal, Main Branch, 270 Dundas Street, London, Ontario, and elsewhere and in such other financial institutions as determined appropriate to manage University banking business. Collectively these financial institutions are herein referred to as the "Banks".

   (b)   Any one of Group "A" hereunder, together with any one of Group "B" hereunder, shall have full power for, and in the name of the University, to make and confirm arrangements or agreements with the Banks for advances and loans, including overdrafts, to or for the University and to manage, transact and settle all manner of banking business whatsoever, and to adjust and settle accounts between the University and the Banks.

   GROUP "A"

   Vice-President (Operations & Finance)   _____
   Associate Vice-President (Financial Services)   _____

   GROUP "B"

   Controller   _____
   Director, Treasury Services   _____

2.   **Number of Signatures Required**

   Cheques issued against bank accounts and other withdrawals therefrom shall bear the signatures of two persons as authorized in this resolution whose signing authority shall be subject to the restrictions herein stated.

3.   **Signing Officers for Cheques**

   (a)   Any one of Group "A" hereunder may sign cheques issued against bank accounts or other withdrawals therefrom, in any amount, together with any one of Group "B" hereunder.

   (b)   In the event the University implements an organized closure as a result of public health guidance from the Middlesex-London Health Unit (for example, due to an infectious disease outbreak or pandemic), any one of Group "A" OR Group "B"

hereunder may sign cheques issued against bank accounts or other withdrawals there from, in any amount.

GROUP "A"

Vice-President (Operations & Finance)

Associate Vice-President (Financial Services)

Controller

Director, Treasury Services

GROUP "B"

Assistant Controller

Director, Research Finance

Associate Vice-President (Human Resources)

Financial Officer, Endowed & Restricted Funds

4. **Facsimile Signatures**

(a) The signature of authorized signing officers may be facsimile signatures given by a cheque-signing machine or by other mechanical means, but no cheque bearing a facsimile signature or signatures shall be issued or presented to the Banks for an amount exceeding the sum of $100,000 for each cheque, but the University shall, however, remain liable and responsible to the Banks for any and all cheques bearing such facsimile signatures and honored or paid by the Banks, whatever the amount thereof.

(b) The Banks are authorized and directed to pay any and all cheques drawn on the aforesaid accounts and purporting to be cheques of the University bearing the signatures authorized by the preceding paragraphs and the Banks shall not be liable for any cheque or cheques which may have been irregularly or improperly drawn through the use of a cheque-signing machine or other mechanical means and paid or cashed by the Banks.

5. **Verbal/Facsimile Messages**

The Banks may act on oral instructions and/or facsimile transmission on University letterhead subject to procedures approved by the Board of Governors and attached hereto as **Annex 1**.

6. **Transfer Deposit Accounts**

Transfer deposit accounts may be opened in the name of The University of Western Ontario on the joint authority of any one of Group "A" together with any one of Group "B" as listed in section 1(b) for such special purposes as will facilitate the administration of funds of the University. The sole means of removal of funds from transfer deposit accounts shall be by

transfer to the general accounts of the University or to trust accounts held by an authorized agency.

7. **Advice to Banks**

A certified copy of this resolution and certified specimens of the signatures and facsimile signature of the officers hereby authorized shall be delivered to, and may be acted upon, by the Banks until notice to the contrary shall have been given to the Banks.

8. **Trois-Pistoles French Immersion School**

An account may be maintained at the Caisse populaire des Jardins, Trois-Pistoles, Quebec, to facilitate payment of expenses at Trois-Pistoles French Immersion School, such account to be subject to the following provisos:

(a)   The title of the account shall be "Trois-Pistoles French Immersion School - The University of Western Ontario", and

(b)   Any one of Group "A" hereunder may sign cheques issued against this bank account or other withdrawals therefrom, in any amount, together with any one of Group "B" hereunder.

GROUP "A"

Director, Western Continuing Studies _____

Director of Trois-Pistoles French Immersion School _____

Controller, The University of Western Ontario _____

GROUP "B"

Administrative Officer, Western Continuing Studies _____

~~Assistant Controller~~
~~The University of Western Ontario~~
Secretary for Trois-Pistoles French Immersion School _____

Bookkeeper for Trois-Pistoles French Immersion School _____

ANNEX 1 – BANKING TRANSACTIONS – VERBAL/FACSIMILE MESSAGES

The University of Western Ontario hereby directs the "Banks" to act on instructions for banking transactions submitted either verbally (orally) or by facsimile transmission on the University's letterhead (the "Messages"), subject to the terms hereof. In consideration of the Banks so doing, the University has:

1. Requested that the Banks institute a Call Back Arrangement ("the Call Back Arrangement") to verify all Messages which purport to transfer funds to third parties. The Call Back Arrangement will involve the Banks calling an authorized signing officer (who did not initiate the payment order) for the account being debited.

    Any one of the following authorized signing officers is permitted to verify the Messages:

    Vice-President (Operations & Finance)
    Associate Vice-President (Financial Services)
    Director, Treasury Services
    Controller
    Assistant Controller
    Director, Research Finance
    Financial Officer, Endowed & Restricted Funds

2. Authorized the Banks to act on all Messages, provided that authentication by Call Back Arrangement has taken place.

3. Directed the Banks to decline to act if the Call Back Arrangement does not result in authentication, or if the Banks doubt the authenticity of any Messages.

4. Acknowledged that all Messages acted upon by the Banks and confirmed by Call Back Arrangement will, in the absence of gross negligence or willful misconduct, be deemed conclusively to be valid instruction, whether or not authorized by the University or whether or not accurately transmitted to the Banks.

5. Agreed to indemnify and save the Banks harmless from and against any and all liabilities, costs, charges, losses, damages, demands, complaints, and expenses which the Banks may incur, sustain or suffer, other than pursuant to its own gross negligence or willful misconduct, arising from or by reason of the Banks acting or declining to act upon any Messages given, in accordance with this agreement as the case may be, including without limitation legal fees and disbursements reasonably incurred by the Banks. This indemnity is in addition to any other indemnity provided by the University to the Banks.

ITEM 5.6(b) – Clarification re: Distinguished University Professor and Faculty Scholars

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

In June, the Board approved revised terms for the Distinguished University Professors and Faculty Scholars to increase the funding provided.

The Executive Summary erroneously indicated increased funding commencing in 2022 while the intention was to increase the funding for those Distinguished University Professors and Faculty Scholars awarded in 2020, 2021 and 2022.

ITEM 5.6(c) – Board Annual Work Plan for 2023

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Board's Annual Work Plan (January to December 2023) has been reviewed by the Governance and By-Laws Committee. It is presented to the Board of Governors for information.

ATTACHMENT(S):

Board Annual Work Plan for 2023

2023 BOARD WORK PLAN

February 2, 2023

Audit
- Ombudsperson Annual Report (information)

Property and Finance
- Quarterly Report Operating Budget (information)
- Key Financial Indicators (information)
- Annual Report on Trademark Licences (information)
- Ancillary Financial Report (information)
- New Scholarships, Awards, Prizes (information)
- Investment Committee Report (information)
- Expenditure Report – Capital Projects over $2.5M (information)*

Fund Raising and Donor Relations
- Quarterly Report on Fund Raising at October 31, 2022 (information)
- Naming Opportunities (information/approval)*

Governance and By-Laws
- 2023-2024 Board and Committee Meeting Schedule (information)*

Senate
- Annual Report of the University Librarian (information)
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)

April 27, 2023

Audit
- Campus Safety and Emergency Services Annual Report (information)
- Health, Safety & Well-being Annual Report (information)
- Reappointment of External Auditors (information)*

Property and Finance
- 2023-24 University Operating and Capital Budgets and Tuition Fees (approval)
- Annual Report and Recommendations of the Student Services Committee (approval)
- New Scholarships, Awards, Prizes (information)
- Semi-Annual Report on Capital Debt (information)*

Fund Raising and Donor Relations
- Quarterly Report on Fund Raising at January 31, 2023 (information)

- FY2024 Fund Raising Target (approval)*
- Gift and Pledge Activity Summary to February 28, 2023 (information)*
- Naming Opportunities (information/approval) *

Senate
- Vice-Provosts' Annual Report on Faculty Recruitment and Retention (information)
- Subcommittee on Enrolment Planning and Policy (SUEPP) Report (Information)
- Report of the Subcommittee on Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2022-2023 (information)
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)

June 29, 2023

Audit
- Annual Report of the Working Group on Information Security (Information)
- Corporate Insurance Annual Report (information)*
- Internal Audit Annual Report (information)*
- Internal Audit Annual Plan (information)*

Property and Finance
- 2022-2023 Operating Budget Update (Year-End) as at April 30, 2023 (information)
- Semi-Annual Ratio Report on Non-Endowed Funds (information)
- Ancillary Financial Report as at April 30, 2023 (information)
- Investment Committee Report (information)
- New Scholarships, Awards, Prizes (information)

Fund Raising and Donor Relations
- Gift and Pledge Activity Summary to April 30, 2023 (information)*
- Naming Opportunities (information/approval)*

Senior Policy and Operations
- Annual Report on Gender based and Sexual Violence (information)
- Annual Report on Gender-Based and Sexual Violence (information)
- University Discipline Appeals Membership (UDAC) (information/approval)
- Committee Assignments (approval)*

Senate
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)

September 28, 2023 (tentative date)

Audit
- Audited Financial Statements for the Year Ended April 30, 2023 (approval)
- Financial Statements Related Corporations (information)
- Western Retirement Plans Report (information)
- Equity and Human Rights Annual Report (information)

Property and Finance
- New Scholarships, Awards, Prizes (information)

Fund Raising and Donor Relations
- Quarterly Report on Fund Raising at April 30, 2023 (information)
- Quarterly Report on Fund Raising at July 30, 2023 (information)
- Naming Opportunities (information/approval)*

McIntosh Gallery
- Annual Report for the McIntosh Gallery (information)
- McIntosh Gallery Year End Financial Statement (information)

Senior Policy and Operations
- Board Evaluation Survey Results (information)*

Senate
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)

November 23, 2023 (tentative date)

Property and Finance
- Report on Underwater Endowments (information)
- Semi-Annual Ratio Report on Non-Endowed Funds (information)
- New Scholarships, Awards, Prizes (information)
- Investment Committee Report (information)
- Semi-Annual Report on Capital Debt (information)*

Governance and By-Laws
- 2024 Board Work Plan (information)

Senate
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)

*Items typically presented in closed session.

ITEM 5.7(a) – Academic Administrative Appointments

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of the month of September 2022.

Start Date	End Date	Name	Admin Appointment	Department
5/1/2022	6/30/2023	Wedlake, Marnie	Assistant Dean	Heath Science – Dean's Office
5/1/2022	2/22/2023	Tippett, Marisa	Library Head (Acting)	Western Libraries – Research and Scholarly Communication
6/24/2022	12/31/2022	Agrawal, Sumit	Clinical Department Chair (Acting)	Otolaryngology
7/1/2022	12/31/2022	Ansari, Emily	Assistant Dean	Music – Office of the Dean
7/1/2022	6/30/2024	Bryant, Dianne	Assistant Dean	Health Science – Dean's Office
7/1/2022	6/30/2025	Marlborough, Michelle	Assistant Dean	Schulich – Office of the Dean
7/1/2022	6/30/2023	Sinel, Zoe	Associate Dean (Research and Admin)	Law – Office of the Dean
7/1/2022	6/30/2027	Kim, George	Associate Dean	Schulich – Office of the Dean
7/1/2022	6/30/2023	Baxter, Jamie	Associate Dean (Grad, PostDoc)	Social Science – Office of the Dean
7/1/2022	6/30/2027	Webb, Elizabeth	Associate Dean (Grad, PostDoc)	Science – Office of the Dean
7/1/2022	6/30/2023	Shami, Abdallah	Associate Dean (Research) (Acting)	Engineering Research/Grad Service
7/1/2022	6/30/2024	Cardy, Janis	Associate Dean (Research)	Health Science – Dean's Office
7/1/2022	6/30/2024	Jones, Carol	Associate Dean (Administration)	Science – Office of the Dean
7/1/2022	12/31/2022	Singh, Ram	Clinical Department Chair (Interim)	Paediatrics
7/1/2022	12/31/2022	Campbell, Craig	Clinical Department Chair (Interim)	Paediatrics
7/1/2022	12/31/2022	Fung, Kevin	Clinical Department Chair	Otolaryngology
7/1/2022	6/30/2023	Teasell, Robert	Clinical Department Chair (Interim)	Physical Medicine and Rehab

7/1/2022	6/30/2027	Hutnik, Cindy	Clinical Department Chair	Ophthalmology
7/1/2022	6/30/2027	Chamberlain, Erika	Dean	Law – Office of the Dean
7/1/2022	12/31/2022	Finegan, Joan	Department Chair (Acting)	Psychology
7/1/2022	6/30/2023	Hudson, Robert	Department Chair (Acting)	Chemistry
7/1/2022	6/30/2025	Jones, Manina	Department Chair	English & Writing Studies
7/1/2022	6/30/2025	Pearson, Wendy	Department Chair	Gender, Sexuality, & Women's Studies
7/1/2022	6/30/2025	Conley, Timothy	Department Chair	Economics
7/1/2022	6/30/2027	Straatman, Anthony	Department Chair	Mechanical & Materials
7/1/2022	6/30/2027	Moser, Katrina	Department Chair	Geography and Environment
7/1/2022	6/30/2027	Moser, Desmond	Department Chair	Earth Sciences
7/1/2022	6/30/2027	Barmby, Pauline	Department Chair	Physics and Astronomy
7/1/2022	12/31/2022	Babenko-Mould, Yolanda	School Director	Nursing – Office of the Director
7/1/2022	12/31/2022	Holmes, Jeffrey	School Director (Acting)	Occupational Therapy
7/1/2022	6/30/2023	Danylchuk, Karen	School Director (Acting)	Kinesiology
7/1/2022	6/30/2027	Archibald, Lisa	School Director	Communication Sciences & Disorders
8/1/2022	6/30/2023	Steele, Shawn	Assistant Dean	Schulich – Office of the Dean
8/1/2022	7/31/2027	Mills, Melanie	Library Director	Information & Media Studies

ATTACHMENT(S):

None.

ITEM 5.7(b) - Report of the Academic Colleague

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The COU Academic Colleagues met on August 15 and 16, 2022. The meeting included a presentation by Prof. Lynn Lavallée, Strategic Lead, Indigenous Resurgence, School of Social Work, Toronto Metropolitan University on "Indigenizing research? Perpetuating harms and creating opportunities for tokenism." Prof. Lavallée's presentation included descriptions of the challenges of Indigenizing research and some of the strategies that TMU has used for hiring and evaluating scholars in related fields.

The following additional items may be of interest to Senators:

COU Task Force on University Space Transformation: Originally approved in February 2018 with a mandate review current university space standards (current standards are outdated and do not necessarily reflect reality or future planning/needs). Re-engaged in spring 2021 with an expanded membership and a revised mandate. Current core work includes a review and comparison of current space data collection methods with gaps/needs of universities to modernize approach. Work to include broad perspectives: information technology needs, equity, diversity and inclusion, Indigenous perspectives, modern teaching and learning, health and safety, carbon footprint, etc.

EDI in teaching: Colleagues from Carleton University shared a very useful document entitled "Science Is For Everyone: Integrating Equity, Diversity and Inclusion in Teaching, A Toolkit for Instructors," that is relevant well beyond science teaching and available at https://science.carleton.ca/toolkit/

COU Advocacy: outreach to government (Ministry, MPPs), Ontario municipalities (including this year's AMO conference), public, students (OUSA)

COU Working Groups: COU has convened working groups on 1) international education and 2) sexual and gender-based violence to develop sector-wide policy and advocacy options on those two files. Each group has had their introductory meeting with further updates to be provided.

The next Academic Colleagues meeting is October 11-12, 2022, to be followed by the full Council meeting on October 13.

ITEM 5.7(c) – Western University's Institutional Quality Assurance Process

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

As part of its ongoing commitment to offering graduate and undergraduate programs of high quality, Western University has adopted the Quality Assurance Framework (QAF) of the Ontario Universities Council on Quality Assurance (QC). Established by the Council of Ontario Universities, the QC oversees quality assurance processes for all levels of programs across Ontario's publicly assisted universities. In accordance with the QAF and Western's history of commitment to quality education, the University undertakes to establish, maintain and enhance the academic quality of its programs, in keeping with its academic mission and its institutional degree expectations.

As a result of changes to the QAF, Western University revised its Institutional Quality Assurance Process (IQAP). The revised IQAP was approved by Senate on March 18, 2022 and by the Quality Council on August 18, 2022. It is provided to the Board of Governors for information.

The ratified IQAP is effective September 1, 2022, and is the guiding document used to navigate the protocols related to the quality assurance of Western's academic programs.

For any questions, please contact the Office of Academic Quality and Enhancement (OAQE) at OAQE@uwo.ca.

ATTACHMENT(S):

Western University's Institutional Quality Assurance Process (IQAP)

Western University's
Institutional Quality Assurance Process

Approved by Senate on March 18, 2022
Approved by the Quality Council on August 18, 2022

Table of Contents

1. Introduction

1.0   Preamble

As part of its ongoing commitment to offering graduate and undergraduate programs of high quality, Western University has adopted the Quality Assurance Framework (QAF) of the Ontario Universities Council on Quality Assurance, referred to in this document as the Quality Council (QC). Established by the Council of Ontario Universities, the QC oversees quality assurance processes for all levels of programs across Ontario's publicly assisted universities. In accordance with the QAF and Western's history of commitment to quality education, the University undertakes to establish, maintain and enhance the academic quality of its programs, in keeping with its academic mission and its institutional degree expectations.

Western has maintained well-established quality assurance processes that have been effective in fostering innovation while maintaining academic excellence. The overarching structure mandated by the QAF has long been operational at Western. Consequently, the ongoing enhancements to Western's Institutional Quality Assurance Process (IQAP) occur regularly to ensure alignment with the principles and procedures of the Quality Council's QAF.

The last decade of engagement in quality assurance work at Western has revealed a wisdom of practice from across the institutional community. Those who have deeply engaged in these processes have advocated for:

- establishing clear mandates, timelines, protocols, and responsibilities for all administrators, faculty members, external reviewers, support staff, students and alumni involved in IQAP procedures, recognizing that a program-driven participatory approach is central to a meaningful and constructive quality assurance process;

- ensuring that the distinctive organizational structures, cultures and external accreditation responsibilities of Faculties, Departments/Schools, and Programs are reflected and respected throughout the program review, in terms of both criteria and processes;

- acknowledging and actioning Western's commitment to Equity, Diversity and Inclusion (EDI), decolonization, Indigenization and the Truth and Reconciliation Calls to Action, and accessibility as part of all programmatic discussions and decisions;

- establishing ongoing, as opposed to episodic, program review and renewal, encouraging continual enhancement of curricula, teaching strategies and program quality in a manner consistent with Western's and each Faculty's strategic plans; and

- adopting an approach to the formulation of program recommendations that results in realistic, concrete, constructive, supportable, data-driven, and demonstrable recommendations, and that encourages the celebration of successes as goals are achieved.

The purpose of this document is to outline the principles, structures, stakeholders, responsibilities, procedures and protocols that support Western University's commitment to quality academic programs, teaching, and learning experiences and that embrace accessibility, equity, diversity, inclusion, decolonization, and Indigenization.

1.1 Stakeholders, Responsibilities and Authorities

Western's Senate holds the ultimate authority with respect to ensuring the quality of all academic programs. Senate Committee on Academic Curriculum and Awards (ACA)and its two subcommittees, the ACA Subcommittee on Program Review – Undergraduate (SUPR-U) and the ACA Subcommittee on Program Review – Graduate (SUPR-G), undertake the program reviews on Senate's behalf and bring all program recommendations to Senate for ultimate consideration and/or approval.

The Provost and Vice-President (Academic), along with the Vice-Provost (Academic Programs) [VP (AP)] and the Vice-Provost (Graduate & Postdoctoral Studies) [VP (SGPS)], have oversight of the undergraduate and graduate quality assurance processes. The Provost, VP (AP) and VP (SGPS) are supported by the Office of Academic Quality and Enhancement (OAQE), which monitors all aspects of the program review process at Western and provides advice regarding compliance to, and effectiveness of, quality assurance processes and supports, and ensures public accountability of the review outcomes. With a focus on institutional governance, the University Secretariat monitors and supports approval processes for program reviews.

Beyond the various administrating groups and units listed above, the principal stakeholders of all quality assurance processes are the faculty members, staff and students within the programs under review, seeking modifications, or being created. Self-studies and program proposals/ modifications that are part of the quality assurance processes are faculty-driven; however, they must include relevant student participation in quality assurance activities such that student perspectives inform the development, revision, and review of programs. Other key informants and collaborators in the development of self-studies and program proposals include:

- the Office of Institutional Planning and Budgeting
- the Office of the Registrar
- Western Libraries
- the Centre for Teaching and Learning
- the Office of Equity, Diversity & Inclusion
- the Office of Indigenous Initiatives
- Western alumni
- Employers of Western graduates
- Industry and community leaders

Western's IQAP and any subsequent revisions to this process are subject to the approval of Senate and the QC.

1.2   Contact

The principal institutional contact person for the QC and the Council of Ontario Universities is the Provost and Vice-President (Academic). Internal to Western, the contact for the IQAP is the Office of Academic Quality and Enhancement (OAQE).

1.3   Overview and Scope of the Quality Assurance Framework

All undergraduate and graduate programs offered by Western and its Affiliated University Colleges (Brescia University College, Huron University College, and King's University College) for which a degree is conferred, or a diploma or certificate is awarded, are subject to Western's IQAP. In addition, Western's IQAP includes all programs offered jointly between Western and another institution (such as joint programs offered by Western and Fanshawe College).

The QAF has five components:

- **Protocol for New Program Approvals** applies to new undergraduate and new graduate programs. New programs require Senate approval, followed by approval by the QC's Appraisal Committee.

- **Protocol for Expedited Approvals** applies to the introduction of a new graduate diploma. It can also optionally apply to requests for the QC's consideration of a new field(s) in a graduate program, or of a proposed major modification to an existing undergraduate or graduate program. Following approval by Senate, proposals are submitted to the QC for expedited approval.

- **Protocol for Major Modifications** applies to existing undergraduate and graduate programs. These are approved by Senate and reported to the QC.

- **Protocol for Cyclical Review of Existing Programs** applies to existing undergraduate and graduate programs and graduate diploma programs. When possible and desirable, undergraduate and graduate program reviews can be conducted concurrently and may be scheduled to coincide with external accreditation reviews.

- **Protocol for the Audit Process** applies to an audit of Western's quality assurance processes. The QC has the authority to approve or not approve the auditors' report. The outcome of an audit cannot reverse the approval of any program.

As per the QAF, all of Western's new for-credit programs approved through the IQAP are forwarded to the QC for final approval. Modifications to existing programs as well as Cyclical Program Reviews are subject only to institutional approval in conformity with the requirements of the IQAP. All modifications and the outcomes of Cyclical Program Reviews are annually reported to the QC.

Table 1 presents key distinctions between the involvement of reviewers and levels of approval for protocols 1 through 4 introduced above. The specifics of each protocol are outlined in the subsequent sections of this document.

Table 1. Western's Institutional Quality Assurance Process (IQAP) Levels of Approval

Program / Review		Internal Reviewers	External Reviewers	SUPR-U	SUPR-G	ACA	Senate	Quality Council
New Program Approval (New Graduate Program; New Undergraduate Degree Program or Disciplinary Program)	Graduate	2	2	-	for recommendation	for approval	for approval	for approval
	Undergraduate	2	2	for recommendation	-	for approval	for approval	for approval
Expedited Approval (New Diploma, or new fields for existing programs if requested; Proposed major modification upon request)	Graduate		-	-	for recommendation	for approval	for approval	for approval
(Proposed major modification upon request, but not necessary)	Undergraduate	2	-	for recommendation		for approval	for approval	For approval
Major Modification Change in Program Requirements, Introduction of or Change in Field(s) or Collaborative Specialization(s)	Graduate		-	-	for recommendation	for approval	for approval	report
Change in Program Requirements; Introduction of Undergraduate Diploma or Certificate	Undergraduate	-	-	for recommendation	-	for approval	for approval	report
Cyclical Review of Existing Programs (All existing Graduate & Undergraduate Programs)	Graduate	2	2	-	for recommendation	for approval	report	report
	Undergraduate	2	2	for recommendation	-	for approval	report	report

SUPR-U   ACA Subcommittee on Program Review – Undergraduate

SUPR-G   ACA Subcommittee on Program Review – Graduate

ACA   Senate Committee on Academic Curriculum and Awards

2. New Program Approvals

2.0 Preamble

Proposals for all new undergraduate honours specialization, specialization, and major modules within approved degrees, graduate degrees, and joint programs with other institutions, regardless of whether the University will be applying for provincial funding, require review and approval by Western's Senate and must be approved by the QC.

As part of the development of a new joint program or inter-institutional programs, the IQAPs of all the participating institutions granting the degree should be followed. See the Quality Council's guidance for elements to consider in the development and approval of joint programs.

The process is designed to ensure that in developing new programs, academic units ensure that the educational experiences offered to students are engaging and rigorous, and that the approved programs through which those experiences are provided are routinely monitored, and revised as necessary, in an ethos of continuous improvement.

2.1 Institutional Process for New Program Approvals
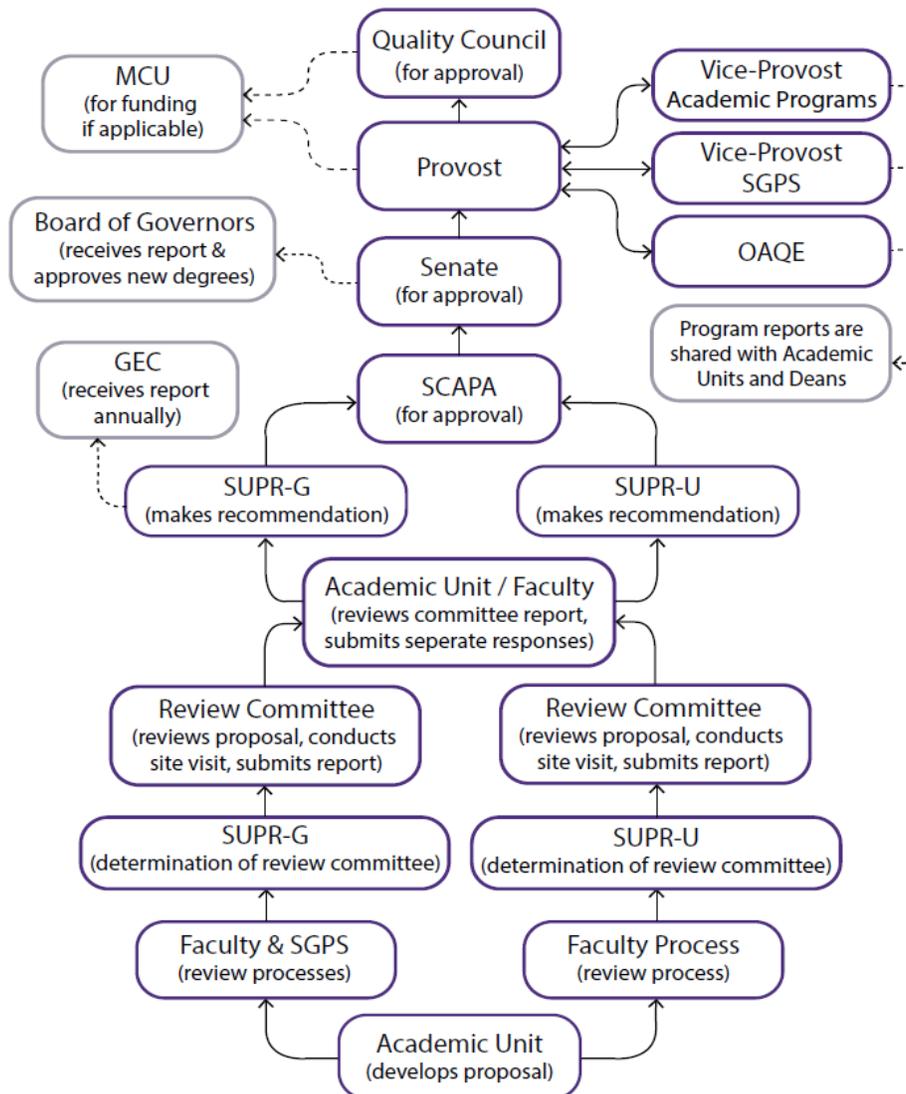
2.1.1 Summary of Steps

1. The proposal is developed by the academic unit(s).
2. Proposals are subject to Faculty-level internal review and approval processes. For graduate programs, the SGPS conducts a review prior to submission.
3. The proposal for a new program is received by SUPR-U/SUPR-G. The Chair(s) of SUPR-U/SUPR-G appoint(s) internal reviewers and external reviewers to review the proposal and conduct a site visit. The external reviewers submit a written report of the review.
4. The external reviewers' report is shared with the academic unit(s)/program and the Faculty for the provision of separate written responses. The internal reviewer (faculty member), in collaboration with the OAQE, will prepare a Final Assessment Report of the review for SUPR-U/SUPR-G.
5. On the basis of the external reviewers' report, the academic unit(s)/program and the Faculty-level responses to the report, and the Final Assessment Report, SUPR-U /SUPR-G makes a recommendation to ACA.
6. ACA reviews the report of SUPR-U/SUPR-G and, if approved, forwards to Senate.
7. Senate approves the new program.
8. The OAQE submits the proposal to the QC for approval.
9. The proposal is submitted to the Ministry of Colleges and Universities for funding purposes, where applicable.
10. The new program is monitored via the continuous improvement plan outlined in the program proposal and by an Ongoing Improvement Progress Report submitted to the OAQE.
11. The first cyclical review occurs within eight years of the first enrolment into the program.

2.1.2 New Program Proposal Brief

For proposed new undergraduate programs, academic units must prepare a New Program Proposal Brief for review by SUPR-U.

For proposed new graduate programs, academic units must meet with relevant SGPS members to initiate discussion. Following discussion of the proposed program with the VP (SGPS) or designate, the unit must prepare a New Program Proposal Brief for review conducted by SUPR-G.

New Program Proposal Briefs must describe unique curriculum or program innovations, creative components, and/or significant high impact practices, and are required to address the evaluation criteria as set out by the QAF. To facilitate this process, new Program Proposal Briefs must follow templates provided by the OAQE.

2.1.3 Evaluation Criteria

Proposals for new undergraduate or graduate degree programs are evaluated against the following criteria.

2.1.3.1   Program Objectives

a)   Clarity of the program's objectives;
b)   Appropriateness of the degree nomenclature given the program's objectives; and
c)   Consistency of the program's objectives with Western's mission, values, strategic priorities, and academic plans.

2.1.3.2   Program Requirements

a)   Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes;
b)   Appropriateness of the program's structure, requirements and program learning outcomes in relation to the Western Degree Outcomes or the graduate degree level expectations;
c)   Appropriateness of the proposed mode(s) of delivery (e.g., classroom format, online, blended, community-engaged learning, problem-based, compressed part-time, multi-campus, inter-institutional) to facilitate students' successful completion of the program-level learning outcomes;
d)   Ways in which the curriculum addresses the current state of the discipline or area of study; and
e)   Ways in which the program actions Western's commitment to Equity, Diversity, Inclusion (EDI), decolonization and Indigenization.

2.1.3.3   Program Requirements Specific to Graduate Programs

a)   Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time (with a maximum of 6 terms for master's programs and 12 terms for doctoral programs);
b)   Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses; and
c)   For research-focused graduate programs, indication of the nature and suitability of the major research requirements for degree completion.

2.1.3.4   Assessment of Teaching and Learning

a)   Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and the Western Degree Outcomes or the graduate degree level expectations; and
b)   Appropriateness of the plans to monitor and assess:
      i.   the overall quality of the program;
      ii.   whether the program is achieving in practice its proposed objectives;
      iii.   whether its students are achieving the program-level learning outcomes; and

iv.   how the resulting information will be documented and subsequently used to inform continuous program improvement.

2.1.3.5   Admission Requirements

a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and

b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry, or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

2.1.3.6   Resources

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;

b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;

c) If required, provision of supervision of experiential learning opportunities;

d) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University;

e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and

f) If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation.

2.1.3.7   Resources Specific to Graduate Programs

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate;

b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

c) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

2.1.3.8   Quality and Other Indicators

a)   Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

b)   Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

2.1.4   External Reviewers

All proposals for new programs will be subject to review by external reviewers. For new undergraduate programs, two external reviewers will be chosen from a list supplied via the academic unit (or proposed program) by the Chair(s) of SUPR-U. In addition to reviewing the program brief, the reviewers receive all relevant faculty CVs and will conduct an on-site review, accompanied by two internal reviewers selected by SUPR-U (normally one member of SUPR-U and one student). A desk review or virtual site visit may be undertaken if both the VP (AP) and external reviewers are satisfied that the off-site option is acceptable, and if a clear justification for the alternative format is provided.

For new graduate programs, two external reviewers will be chosen from a list supplied via the academic unit (or proposed program) by the Chair(s) of SUPR-G. In addition to reviewing the program brief, the reviewers receive all relevant faculty CVs and will conduct an on-site review, accompanied by two internal reviewers selected by SUPR-G (normally one member of SUPR-G and one graduate student). While an on-site visit for a new master's or doctoral program is normally required, certain new master's program's (e.g., professional master's programs) may be conducted by desk review, virtual site visit, or equivalent method if both the VP (SGPS) and external reviewers are satisfied that the off-site option is acceptable. This may be the case for programs that are predominantly taught online and/or that do not make use of specialized on-site facilities.

Reviewers will normally be associate or full professors with suitable disciplinary expertise, qualifications and program administration experience, including an appreciation of pedagogy and learning outcomes, and must be at "arms length" from the program under review. "Arms length" reviewers have no family ties, partnership links, supervisory relationships or other relationships with anyone in the program being reviewed. A conflict of interest would exist in cases where the proposed reviewer has collaborated or published with a member of the program within the past seven years, has an administrative or family link with a member of the program being reviewed, has been a supervisor or supervisee (graduate or postdoctoral) of a member of the program being reviewed within the past seven years, is a former member of the program being reviewed, is a friend of a member of the program being reviewed, or has been a recent (within the past five years) visiting professor in the program being reviewed.

The Chair(s) of SUPR-U/SUPR-G has the responsibility to ensure that the Review Team will:

a)   understand its role and obligations;

b)   identify and commend the proposed program's notably strong and creative attributes;

c)   describe opportunities for improvement and further enhancement;

d)   recommend specific steps to be taken to improve the proposed program, distinguishing between those that the program can itself take and those that require action or support from outside of the academic unit;

e)   recognize the University's autonomy to determine priorities for funding, space, and Faculty allocation; and

f)   respect the confidentiality required for all aspects of the review process.

These expectations will be shared with the Review Team in the form of written instructions and through face-to-face meetings.

2.1.5   External Reviewers' Report

Using a report template provided by the OAQE, the external reviewers will complete a joint report that responds to the evaluation criteria in 2.1.3. In addition, the report will address the substance of the New Proposal Brief, comment on the adequacy of existing physical, human and financial resources, identify any innovative aspects of the proposed program, and recommend any considerations for improvement. While the authors of the report are the external reviewers, internal reviewers may be invited to provide comment, in particular to institution specific information, terms and/or structures. The external reviewers will be instructed to submit the report to the OAQE within two weeks of the on-site visit, where possible.

2.1.6   Administrative Responses

The report of the external reviewers will be shared with the Chair(s) or Director(s) of the proposing academic unit(s) and relevant Dean(s) or designate. Separate responses from the academic unit(s) and Faculty(ies) are required. Exceptionally, one report can be submitted where the Dean (or equivalent) acts as divisional head (e.g., for a Faculty without departments). In addition, the report of the external reviewers will be shared with the VP (AP) or the VP (SGPS), who may also provide a written response. Any subsequent amendments to the New Program Proposal Brief, primarily resulting from the external reviewers' recommendations and/or the internal responses, must be summarized in a separate document.

2.1.7   Institutional Approval

Once the report of the external reviewers and the responses to the report are received, the OAQE will draft a Final Assessment Report with the support of the internal reviewers. The Final Assessment Report provides the institutional synthesis of the external evaluation of the program, recommendations for further enhancement, and strategies for continuous improvement. SUPR-U/SUPR-G will review the proposal, the report of the external reviewers, the academic unit(s) and Faculty-level responses to the report, and the Final Assessment Report. SUPR-U/SUPR-G will subsequently make a recommendation regarding approval to ACA. ACA will review the recommendation from SUPR-U/SUPR-G and, if approved, will provide its

recommendation to Senate. Recommendations to ACA regarding approval generally take two forms:

    a)   Approved to commence; or

    b)   Approved to commence, with report.

When a program is approved to commence, any reporting condition (generally 1-2 years following program commencement) is typically the result of a provision not yet in place but considered essential for a successful program (e.g., facility, equipment, staff).

2.1.8 Quality Council

Following Senate's approval of the new program, the New Program Proposal Brief, along with the report of the external reviewers and the academic unit(s) and Faculty-level responses, and the Final Assessment Report, will be submitted to the QC from the OAQE. As part of the submission checklist to be included, a brief commentary regarding the qualifications of the two external reviewers will be added, as well as whether the proposed program will be cost-recovery.

The QC's Appraisal Committee will review the submission and may seek further information. The Committee will submit a recommendation to the QC. Following the consideration of the recommendation, the QC will make a decision, which will typically be one of the following:

    a)   Approved to commence;

    b)   Approved to commence, with report;

    c)   Deferred for up to one year during which time the University may address identified issues and report back;

    d)   Not approved; or

    e)   Such other action as the QC considers reasonable and appropriate in the circumstances.

Any reporting conditions will require that the Appraisal Committee reviews the subsequently submitted report(s), conducts consultations as needed, and makes one of the following recommendations to the Council:

    a)   Approved to continue without condition;

    b)   Approved to continue, but the Council requires additional follow-up and report within a specified period, prior to the initial cyclical review; or

    c)   Required to suspend admissions for a minimum of two years. The QC will then specify the conditions to be met in the interim in order for admissions to the program to resume.

2.1.9   Announcement of New Programs

Following approval by the Provost or designate, Western can announce its intention to offer a new undergraduate or graduate program in advance of approval by the QC. The announcement must contain the following statement: "Prospective students are advised that the program is still subject to formal approval."

2.1.10 Implementation Window

After a new program is approved by the QC to commence, the program will begin within 36 months of the approval date; otherwise, approval will lapse.

2.1.11 Monitoring

To facilitate the continuous improvement of the new program, the monitoring process will include a brief Ongoing Improvement Progress Report. In general, new programs will be reviewed on the same cycle as other programs offered by the academic unit introducing the program. When the next Cyclical Program Review is more than three years after final approval of the new program, a brief Ongoing Improvement Progress Report will be produced by the academic unit(s) between the program's launch and its first cyclical review and be submitted to the OAQE (specific date to be determined by SUPR-U/SUPR-G). This Report should carefully evaluate program administration, resource allocation and outline the program's success in realizing its objectives, requirements, enrollment targets and learning outcomes as originally proposed and approved, any changes that have occurred in the interim, and address any notes from the QC's Appraisal Committee. The Ongoing Improvement Progress Report applies to all new programs and is not to be confused with reports requested as part of program approval decisions (e.g., Approved to commence, with report). The outcomes of the Ongoing Improvement Progress Report must be considered in the first cyclical review of the new program. Should any issues emerge from the monitoring process, the OAQE will report these to SUPR-U or SUPR-G for consideration.

2.1.12 First Cyclical Review

The first cyclical review of the program will be conducted no more than eight years after the date of the program's initial enrolment and normally in accordance with Western's program review schedule.

2.1.13 Audit Process

Western will undergo an audit process conducted by the Audit Committee of the QC. At least one of the undergraduate and one of the graduate programs selected for the audit sample will be a new program approved within the period since the previous audit. The audit cannot reverse the approval of a program.

3. Expedited Approvals

3.0 Preamble

The process associated with the Protocol for Expedited Approvals is intended to obtain QC approvals more efficiently for changes that are considered less substantial than New Program Proposals. Expedited Approval processes are less extensive and do not require external reviewers. Expedited Approvals apply only to:

a) new graduate diploma programs (Types 2 and 3);
b) new standalone degree programs arising from a long-standing field in a master's or doctoral program that have undergone at least two Cyclical Program Reviews and have at least two graduating cohorts;
c) if requested, new fields for existing graduate programs (if seeking an endorsement of the QC); and
d) if requested, proposed major modifications to an existing program (graduate or undergraduate).

3.1 Institutional Process for Expedited Approvals
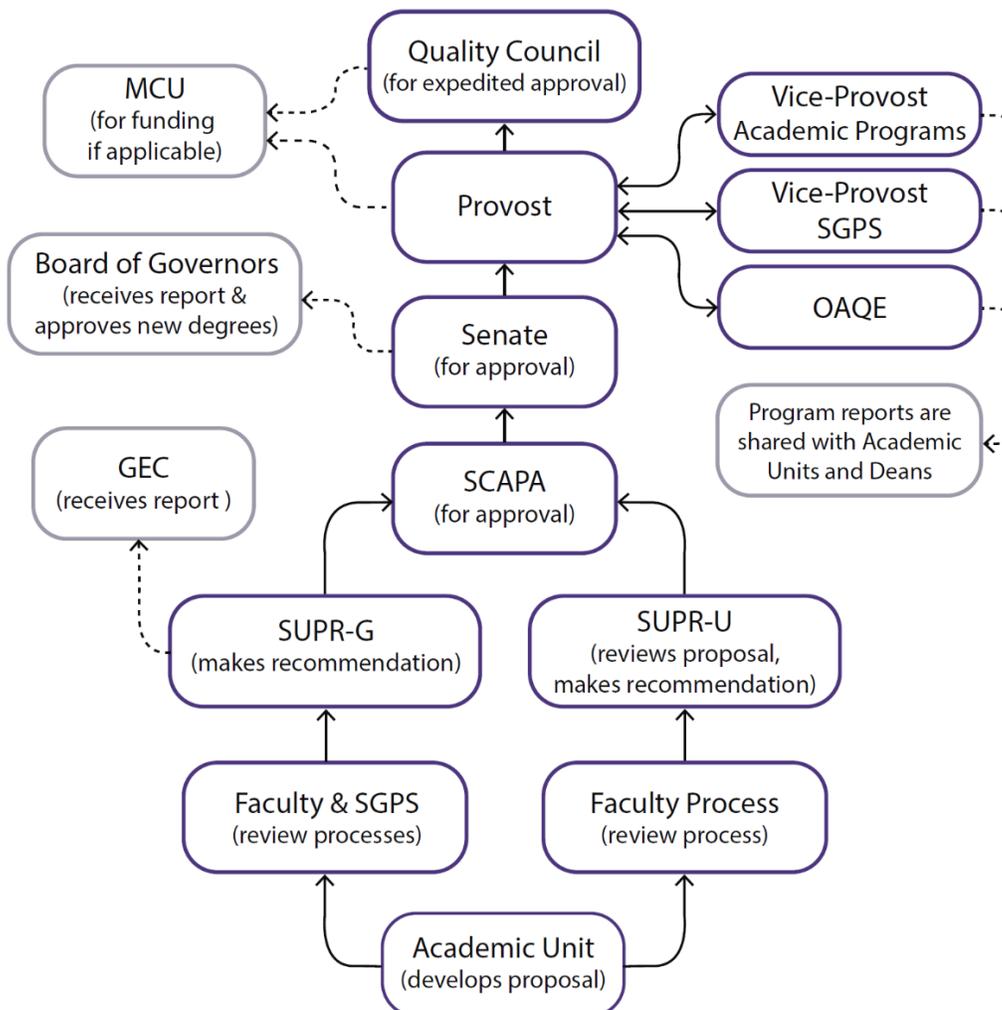
3.1.1   Summary of Steps

1. The proposal is developed by the academic unit(s).
2. Proposals are subject to Faculty-level internal approval processes. For graduate programs, the SGPS conducts a review prior to submission.
3. The proposal is received by SUPR-U/SUPR-G. SUPR-U/SUPR-G makes a recommendation to ACA.
4. ACA reviews the proposal of SUPR-U/SUPR-G and, if approved, forwards to Senate.
5. Senate approves the proposal.
6. The OAQE submits the proposal to the QC for approval.
7. The proposal is submitted to the Ministry of Colleges and Universities for funding purposes, where applicable.
8. In the case of a new program, it is monitored via the continuous improvement plan outlined in the proposal and an Ongoing Improvement Progress Report submitted to the OAQE.
9. The first cyclical review occurs within eight years of the first enrolment into the program. If applicable, approved graduate diplomas will be added to the Cyclical Program Review Schedule for review alongside its "parent" master's or doctoral degree program.

3.1.2   Proposal Brief

As applicable, the proposal brief will describe the new graduate diploma program, new field(s), or the significant change(s) being proposed (including, as appropriate, reference to learning outcomes and the academic unit's resources). The proposal will provide the rationale for the new graduate diploma program or field and will include, as applicable, the evaluation criteria outlined in Section 2.1.3.

3.2   Expedited Approval Process

Once Senate approval has been obtained, the proposal brief will be submitted by the OAQE to the QC's Appraisal Committee for consideration. Within 45 days of receipt of a final and complete submission from Western, the Quality Assurance Secretariat will report the decision to the QC for information, and then the University. Outcomes will be one of the following decisions:

a) Approved to commence;
b) Approved to commence, with report; or
c) Not approved.

When a program is approved to commence, any reporting condition (generally 1-2 years following program commencement) is typically the result of a provision not yet in place but considered essential for a successful program (e.g., facility, equipment, staff).

4. Major Modifications to Existing Programs

4.0 Preamble

Continuous improvement is the ultimate goal of the ongoing and dynamic work of academic programs at Western as they create living documents that meet evolving standards and measures of quality in their programs. The quality assurance processes associated with major program modifications arising from program renewal and/or significant changes are designed to ensure that the educational experiences students have are engaging and rigorous, but also that the programs through which the experiences are provided are routinely monitored and, if necessary, revised. Typically, major modifications to a program are made to:

- implement the outcomes of a Cyclical Program Review;
- reflect the ongoing evolution of the discipline;
- accommodate new developments in a particular field;
- facilitate improvements in teaching and learning strategies;
- respond to the changing needs of students, society, and industry; and/or
- respond to improvements in technology.

4.1 Determination

Common programmatic changes that fall under major modifications to existing programs include one or more of the following:

a) Introduction of a new undergraduate module (honours specialization, specialization, major, and minor) that comprises primarily existing courses and that is offered with existing faculty expertise and resources. However, if the proposed module has requirements and learning outcomes that are substantially different from those of any existing module, it must be reviewed as a New Program;

b) A change in program requirements that differ significantly from those existing at the time of the previous cyclical review or the introduction of the program, including, for example:
- the merger of two or more existing programs;
- the introduction of a combined program option;
- the introduction or deletion of a thesis requirement;
- the introduction or deletion of a laboratory requirement;
- the introduction or deletion of a practicum, work-experience, internship, or portfolio requirement; and
- creation, deletion or renaming of a field in a graduate program or a collaborative specialization.

c) A change in program name and/or degree nomenclature, when this results in a change in learning outcomes;

d) Changes to program content, other than those listed in a) above, that necessitate changes to the learning outcomes, but do not meet the threshold for a new program. For example:

- major changes to courses (or program milestones) comprising a significant proportion of the program (approximately one-third or more of courses).
- changing the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person (or vice versa).

Modifications that are not considered to be "significant changes" and that are considered to be minor consist of changes to courses and curriculum that do not change the nature or essence of a program or the learning outcomes. Western considers minor modifications to include such things as the:

- changes to an existing option or minor module within a program;
- changes to admission requirements;
- changes to subject areas as part of Western's breadth requirements for degrees; and
- creation of a new course (for required graduate courses, this may be treated as a major modification).

Minor modifications are subject to Western's governance processes for internal approval, but do not need to be submitted for consideration through the IQAP process via SUPR-U/SUPR-G as outlined in section 4.2.1. The intra-institutional steps that apply to the quality assurance of program changes related to Undergraduate Certificates, Undergraduate Diplomas and Micro-credentials are articulated in [Western's Senate Academic Policies](#).

The list of modifications above is not intended to be inclusive and it may, at times, be difficult to determine whether a proposed change constitutes a "significant change", or is categorized as a new program, a major modification or a minor modification. In such situations, SUPR-U/SUPR-G will serve as the arbiter in determining whether a proposed change constitutes a major or minor modification. In addition, SUPR-U/SUPR-G may, at its discretion, request that the QC review a major modification proposal through the Expedited Approval process. The QC has the final authority to decide if a major modification constitutes a new program and, therefore, if it must follow the protocol for New Program Approvals.

4.2 Institutional Process for Major Modifications
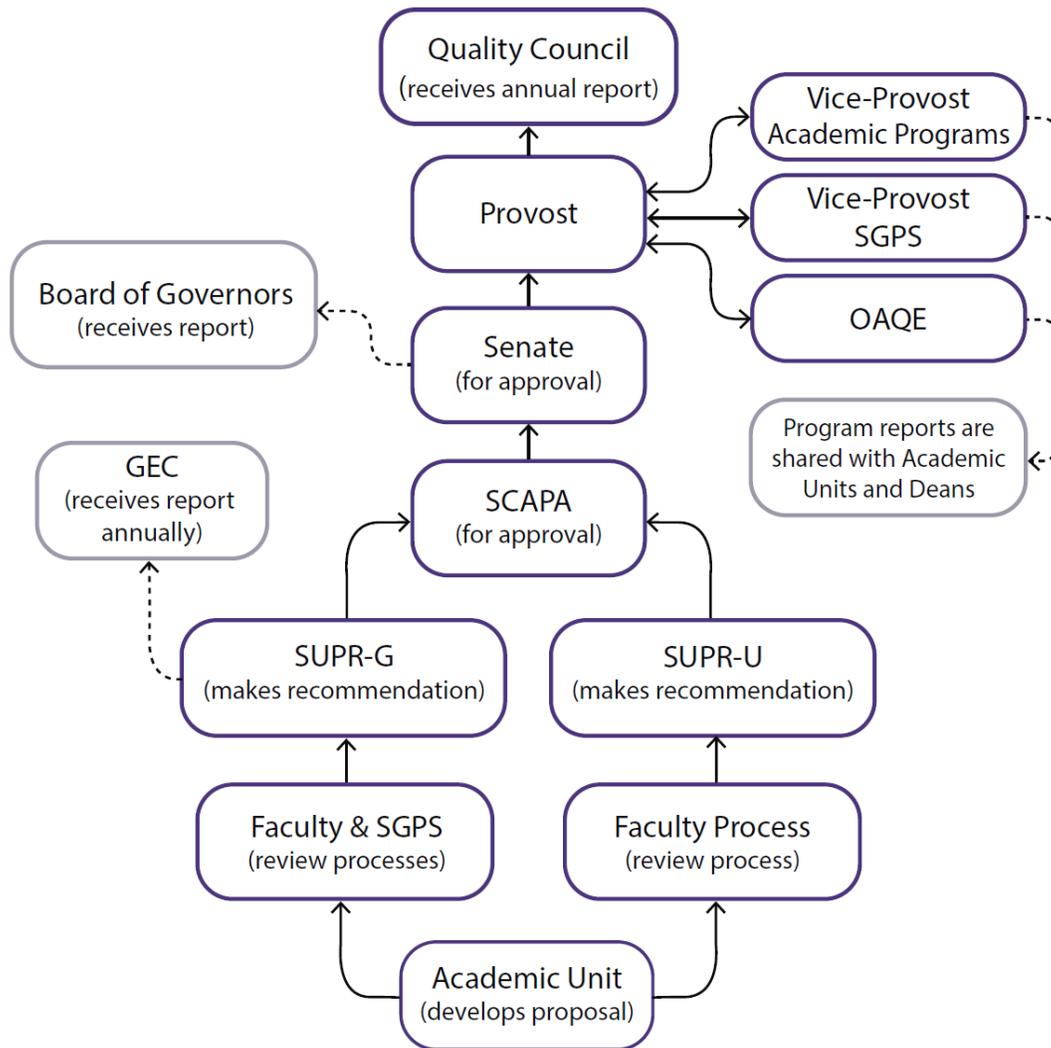
4.2.1 Summary of Steps

1. The proposed major modification is developed by the academic unit(s).
2. Proposals are subject to Faculty-level internal approval processes. For graduate programs, the SGPS conducts a review prior to submission.
3. The proposal is received by SUPR-U/SUPR-G. SUPR-U/SUPR-G makes a recommendation to ACA.
4. ACA reviews the recommendation of SUPR-U/SUPR-G and makes a recommendation to Senate.
5. Senate approves the proposal.
6. The OAQE will submit an annual report to the QC that includes all Senate approved major modifications made during the academic year.

4.2.2   Proposal Brief

The proposal brief will include the following elements together with the evaluation criteria outlined in Section 2.1.3, as applicable:

- Description of, and rationale for, the major modification and consistency with the unit's academic plan;
- Outline of the major changes to the program description, requirements, and program learning outcomes;
- As appropriate, description of how the proposed modification is in alignment with the relevant program-level learning outcomes;
- Description of the way in which the proposed major modification will improve the student experience;
- Description of any resulting resource implications, including, but not limited to, such areas as staffing, space, libraries and computing facilities, enrollment/ admissions and revenue/costs; and
- Description of any impact that the major modification may have on students or other divisions; description of consultation with those affected.

Input from current students and recent graduates of the program should be considered as part of the development of the proposal (e.g., targeted survey, focus group, consultation with designated student representatives), with the proposal including a statement on the way in which the proposed major modification will improve the student experience.

When changing the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person, consideration of the following criteria is requested as part of the approval process for the proposed major modification:

- Maintenance of and/or changes to the program objectives and program-level learning outcomes;
- Adequacy of the technological platform and tools;
- Sufficiency of support services and training for teaching staff; and
- Sufficiency and type of support for students in the new learning environment.
- Access to the learning environment and to the necessary technological tools.

4.3   Program Closure

An academic program may be closed for a variety of reasons such as low enrollment or a changing disciplinary environment. Whether identified as part of a cyclical review or by the academic unit, program closure is viewed as a specific type of "major modification" that requires its own process.

4.3.1 Program Closure Brief

The brief for program closure will include the following elements, along with any additional requirements that the academic unit(s) choose(s) to apply:

- Rationale for the closure, including alignment with the unit's academic plan;
- Impact on the nature and quality of the division's program of study;

- Impact of closure on other units, including inter-Faculty and inter-institutional agreements/contracts; and
- Impact on and accommodation of any students currently enrolled in the program.

The reporting/approval process will follow the same steps outlined in 4.2.1.

4.4   Annual Report to the Quality Council

All major modifications to existing programs and program closures that were approved through Western's internal review and approval process will be included in an Annual Report to the QC, submitted by the OAQE.

5. Cyclical Program Reviews

5.0   Preamble

The Cyclical Program Review of undergraduate and graduate programs is a process used to ensure that Western programs meet the highest standards of academic rigor and innovation. The objectives of the process are largely to assess the quality of academic programs, to identify ongoing enhancements to programs, and to ensure the continuing relevance of the program to all stakeholders by fostering increased dialogue and collaboration within and among academic and service units regarding student learning and program improvement. The self-study and external assessment provide internal and external perspectives on the institutional goals, program's objectives, program-level learning outcomes, and student experiences.

Western's protocol for Cyclical Program Reviews has five principal components:
  a)   The preparation of a self-study report by the academic unit(s) offering the program;
  b)   External peer review with a report, and separate internal responses from the academic unit(s) and at the Faculty-level to the report;
  c)   Institutional evaluation of all program review documents and reports contributing to recommendations for program quality improvement;
  d)   Preparation and adoption of plans to implement the recommendations and to monitor their implementation; and
  e)   Follow-up on the principal findings of the review and the implementation of the recommendations.

The principal outcome of the Cyclical Program Review is a Final Assessment Report and associated Implementation Plan, which become the basis of a continuous improvement process. The primary responsibility to execute the Implementation Plan rests with the leadership of the program as per established timelines and any reporting requirements.

5.1   Schedule and Scope of Reviews

Reviews are conducted on a regular basis, frequent enough to ensure that Chairs, Deans, Vice-Provosts and the Provost are kept informed of developments in all academic units, but at sufficiently long intervals that the effects of actions deriving from Implementation Plans can be assessed and that the system is not over-burdened by the logistical demands of the process. The schedule of Cyclical Program Reviews ensures that the period between reviews does not exceed eight years. New Programs must equally be reviewed no more than eight years after the date of the program's first enrolment. The schedule is designed to allow the undergraduate and graduate programs within an academic unit to be reviewed concurrently; however, although the reviews may occur concurrently, they will normally undergo separate review processes with different external reviewers. Where multiple programs are reviewed together, the quality of each academic program and the learning environment of the students in each program must be addressed distinctly.

Western's cyclical reviews may not be waived because an externally commissioned review, such as an accreditation, has recently been, or will be conducted. While reviews of academic programs for professional accreditation bodies are intended to ensure that mutually agreed-upon standards of quality are maintained in new and existing programs, such reviews may serve different purposes than those outlined by Western's IQAP. In some cases, however, the cyclical review process may be streamlined if the mandates of both sets of reviews are closely aligned and any gaps can be addressed via the provision of supplementary documentation as necessary.

The scope of the cyclical review includes multiple degree options, including the varied honours specialization, specialization, and major modules within a program. Therefore, the evaluation criteria to be considered in the self-study, as well as the external reviewer recommendations, will apply to the suite of modules related to a program. Any programs, or related modules, that have been closed or for which admission has been suspended are outside the scope of the review process.

The review schedule also includes all joint, interdisciplinary and multi-disciplinary programs, as well as those offered at multiple sites and using all modes of delivery. In addition, the programs offered by Western's affiliated University Colleges are included in the schedule. Joint programs that involve more than one institution will identify a lead institution to prepare the self-study report and any subsequent follow-up or Monitoring Reports, consulting and obtaining relevant input from all participating institutions. In reviewing a joint program and other inter-institutional programs, the IQAPs of the participating universities granting the degree should be considered. See guidance provided by the Quality Council on the [Review of Joint Programs](#).

5.2   Institutional Process for Cyclical Program Reviews

The Provost and Vice-President (Academic) is responsible for Cyclical Program Reviews and for reporting their outcomes to the QC. The Provost initiates the scheduled review, identifying the specific programs that will be reviewed. The review process is administered by the OAQE and supported by the VP (AP) for undergraduate programs and the VP (SGPS) for graduate programs. The University Secretariat monitors and supports all related approval processes.
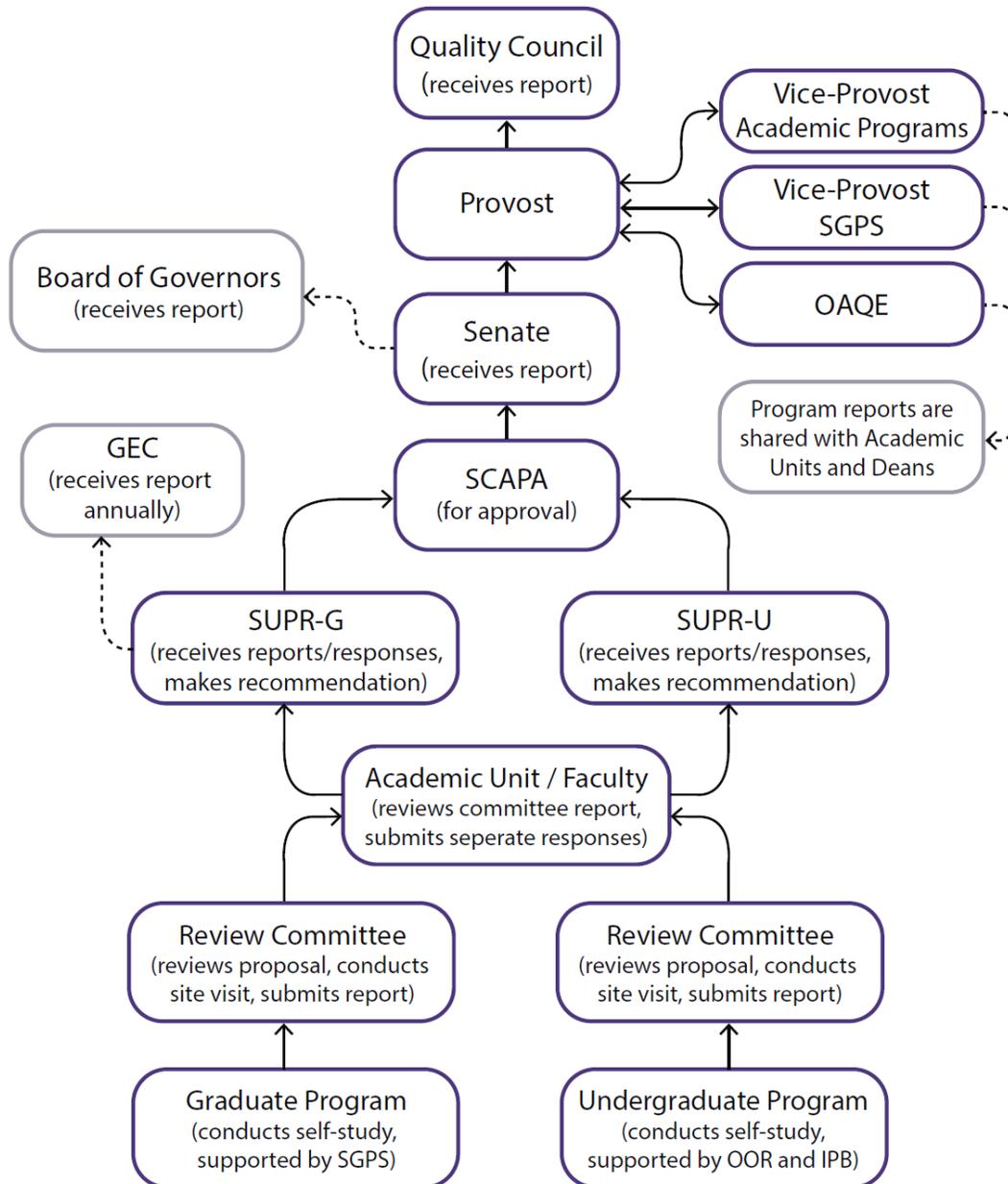
5.2.1   Summary of Steps

1. The self-study report is developed by the program with support from Institutional Planning & Budgeting and the Office of the Registrar (for undergraduate programs) and from the SGPS (for graduate programs).

2. The report is received by SUPR-U/SUPR-G. The Chair(s) of SUPR-U/SUPR-G appoint(s) internal reviewers and external reviewers to review the self-study report and conduct a site visit. The external reviewers submit a written report of the review.

3. The external reviewers' report is shared with the academic unit/program and the Faculty for the provision of separate written responses. The internal reviewer (faculty member), in collaboration with the OAQE, will prepare a Final Assessment Report of the review for SUPR-U/SUPR-G.
    On the basis of the external reviewers' report, the academic unit/program and Faculty-level responses to the report, and the Final Assessment Report, SUPR-U/ SUPR-G submits the Final Assessment Report to ACA along with a recommendation regarding approval.

4. ACA reviews the report of SUPR-U/SUPR-G and makes a determination. ACA submits report to Senate.

5. Senate receives report for information.

6. The OAQE includes the outcome of the cyclical review in an annual report to the QC, and ensures that recommendations for improving the program, and a plan for their implementation, are shared with the Dean of the program's Faculty.

7. Implementation of the recommended improvements is monitored via an Ongoing Improvement Progress Report to be submitted to the OAQE approximately 3-4 years following the review.

5.2.2   Self-Study

The self-study will comprise a broad, reflective, critical and forward-looking analysis of the program based on pertinent qualitative and quantitative data. It will reflect the involvement and consultation of faculty members, staff and students of the program being reviewed, and it will include data on University-recognized indicators. In large part, these data will be provided by, or corroborated by, Institutional Planning & Budgeting (IPB) and the Office of the Registrar (OOR) (for undergraduate programs) and the SGPS (for graduate programs). Where multiple programs within an academic unit are reviewed at the same time (e.g., undergraduate and graduate programs, programs at different locations), the preparation of separate self-study reports for each discrete program is required.

The self-study report will address:
- Objectives of the program;
- Program regulations;
- Consistency of the program's learning outcomes with the University's mission and with the Western Degree Outcomes or graduate degree level expectations;
- Assessment methods and instructional strategies used to support student achievement of the program's learning outcomes;
- Engagement with Equity, Diversity, Inclusion (EDI), decolonization and Indigenization;

- Fields of specialization (for graduate programs with fields);
- Unique curricular and/or program innovations, creative components and/or significant high impact practices, where appropriate;
- Concerns and recommendations raised in the previous review of the program and how these have been addressed, especially those detailed in the Final Assessment Report, Implementation Plan, and subsequent monitoring reports from the previous Cyclical Review of the program;
- For the first Cyclical Review of a new program, steps taken to address any issues flagged in the Monitoring Report and/or any items identified for follow-up by the QC.
- Enrolments, graduations, and withdrawals;
- Program-related data and measures of performance, where applicable and available;
- Indicators relevant to the evaluation criteria (as identified in Section 5.2.3);
- Academic services and resources that contribute to the academic quality of the program, including library resources and support;
- Employment or subsequent academic pursuits of graduates;
- How the self-study was written, including how the perspectives of faculty, staff and students were obtained and included;
- Financial support for students (as applicable for graduate programs);
- Publications of current students and recent graduates (for graduate programs);
- The integrity of the data included;
- Areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change; and
- A discussion of the results of the self-study that summarizes key points from the analysis, and recommends actions that the program can undertake to maintain and/or enhance quality.

The self-study requires a participatory and transparent approach, involving program faculty, staff, and students, documentation of how their views were obtained, and how they were taken into account in the development of the report. Where appropriate, input of others deemed to be relevant may be included in the self-study brief. For example, input from graduates of the program, professionals, industry representatives, and employers may be included. In the case of professional programs, soliciting and reporting on the views of employers and professional associations is a necessary inclusion.

It is expected that academic units will plan in advance to gather stakeholder data from multiple sources. Support may be procured through the OAQE and/or the Centre for Teaching and Learning.

The VP (AP), or their delegate, will review and approve the self-study report for undergraduate programs undergoing cyclical reviews. The VP (SGPS), or their delegate, will review and approve the self-study report for graduate programs undergoing cyclical review.

5.2.3 Evaluation Criteria

5.2.3.1   Program Objectives

a)   Consistency of the program's objectives with Western's mission, values, strategic priorities, and academic plans.

5.2.3.2   Program Requirements

a)   Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes;

b)   Appropriateness of the program's structure, requirements and associated learning outcomes in relation to the Western Degree Outcomes or the graduate degree level expectations;

c)   Appropriateness and effectiveness of the mode(s) of delivery (e.g., classroom format, online, blended, community-engaged learning, problem-based, compressed part-time, multi-campus, inter-institutional) to facilitate students' successful completion of the program-level learning outcomes;

d)   Ways in which the curriculum addresses the current state of the discipline or area of study; and

e)   Ways in which the program actions Western's commitment to Equity, Diversity, Inclusion (EDI), decolonization and Indigenization.

5.2.3.3   Program Requirements Specific to Graduate Programs

a)   Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required (with a maximum of 6 terms for master's programs and 12 terms for doctoral programs);

b)   Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses; and

c)   For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

5.2.3.4   Assessment of Teaching and Learning

a)   Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and the Western Degree Outcomes or the graduate degree level expectations; and

b)   Appropriateness and effectiveness of the plans to monitor and assess:
   i.   the overall quality of the program;
   ii.   whether the program continues to achieve in practice its objectives;
   iii.   whether its students are achieving the program-level learning outcomes and the Western Degree Outcomes or graduate degree level expectations; and
   iv.   how the resulting information will be documented and subsequently used to inform continuous program improvement.

5.2.3.5   Admission Requirements

a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and

b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

5.2.3.6   Resources

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

a) Participation of a sufficient number of qualified core faculty members who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;

b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;

c) If required, provision of supervision of experiential learning opportunities;

d) Adequacy of the academic unit's utilization of existing human, physical, technology, and financial resources to support the program; and

e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

5.2.3.7   Resources Specific to Graduate Programs

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

a) Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;

b) Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students; and

c) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty.

5.2.3.8   Quality and Other Indicators

a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring);

b) Any other evidence that the program and faculty ensure the intellectual quality of the student experience; and

c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.

5.2.4 The Review Team

The cyclical review process for each program will include internal and external reviewers. The review team will normally include:

a)   one faculty member internal to Western (normally a member of SUPR-U/SUPR-G), but not a member of the academic unit under review;

b)   one undergraduate or graduate student who is not from the program being reviewed; and

c)   two faculty members external to Western with expertise in the discipline.

The faculty member internal to Western and the student comprise the internal reviewers. The Chair(s) of SUPR-U or SUPR-G may invite additional members of the Review Team if circumstances warrant (such as appropriately qualified and experienced individuals selected from industry or the professions).

All members of the review team will be at "arm's length" from the program under review. Internal reviewers will not be from the program being reviewed. Additional conflicts of interest may include family ties, partnership ties, supervisory relations or other types of relationships with individuals in the program being reviewed. Any such relationships must be declared to determine the potential for conflict of interest. The Chair(s) of SUPR-U/SUPR-G, in consultation with the Provost, will evaluate the potential for conflict of interest.

External reviewers will normally be associate or full professors with suitable disciplinary expertise, qualifications and program administration experience, and must be at "arms length" from the program under review. "Arms length" reviewers have no family ties, partnership links, supervisory relationships or other relationships with anyone in the program being reviewed. A conflict of interest would exist in cases where the proposed reviewer has collaborated or published with a member of the program within the past seven years, has an administrative or family link with a member of the program being reviewed, has been a supervisor or supervisee (graduate or postdoctoral) of a member of the program being reviewed within the past seven years, is a former member of the program being reviewed, is a friend of a member of the program being reviewed, or has been a recent (within the past five years) visiting professor in the program being reviewed. The Chair(s) of SUPR-U/SUPR-G will select the external reviewers from a list supplied by the academic unit. Following the template provided, the list of prospective external reviewers shall normally consist of ten candidates.

The Chair(s) of SUPR-U/SUPR-G will appoint the internal reviewers. The faculty member internal reviewer will be selected by SUPR-U/SUPR-G. Student members of the review teams will be selected from a list of student volunteers provided by varied student councils/societies and/or student members of SUPR-U/SUPR-G. The Chair(s) of SUPR-U /SUPR-G, will select the external reviewers from the list of potential reviewers provided by the program.

All members of the Review Team will receive the program's self-study report, a volume containing the CVs of all of the full-time faculty members in the program under review, as well

as written instructions about the review process and a template for the resulting report. The Chair(s) of SUPR-U/SUPR-G has the responsibility to ensure that the Review Team will:

a) understand its role and obligations;
b) identify and commend the program's notably strong and creative attributes;
c) describe the program's strengths, areas for improvement, and opportunities for enhancement;
d) recommend specific steps to be taken to improve the program, distinguishing between those that the program can itself take and those that require action or support from outside of the program;
e) recognize the University's autonomy to determine priorities for funding, space, and Faculty allocation; and
f) respect the confidentiality required for all aspects of the review process.

These expectations will be shared with the Review Team in the form of written instructions and through face-to-face meetings.

5.2.5 The Site Visit

For undergraduate programs, the site visit will be arranged by the Office of the VP (AP) in collaboration with the academic unit(s). The internal reviewers will participate with the external reviewers in all aspects of the site visit. External review of undergraduate programs will normally be conducted on-site, but the VP (AP) may propose that the review be conducted by desk review, virtual site visit, or an equivalent method if a clear justification for the alternative format is provided and if the external reviewers are satisfied that the off-site option is acceptable. The visit will include meetings with:

- the Director of Academic Quality and Enhancement at the beginning of the site visit (optional);
- the Vice-Provost (Academic Programs);
- the Vice-Provost (Academic Planning, Policy and Faculty);
- the University Librarian and/or Assistant/Associate University Librarian;
- the Dean and/or Associate Dean of the program undergoing review;
- the Undergraduate Chair of the program undergoing review;
- the Department/School Chair or Director of the program undergoing review;
- faculty members of the program undergoing review (including limited duties faculty);
- undergraduate students of the program undergoing review; and
- support staff of the program undergoing review.

For graduate programs, the site visit will be arranged by the Office of the VP (SGPS) in collaboration with the program. The internal reviewers will participate with the external reviewers in all aspects of the site visit. While an on-site visit for doctoral programs is required, certain master's programs and graduate diplomas (e.g., professional master's programs, fully online programs, etc.) may be conducted by desk review, virtual site visit or an equivalent

method if there is a clear justification for the alternative format and if both the VP (SGPS) and external reviewers are satisfied that the off-site option is acceptable. The visit will include meetings with:

- the Director of Academic Quality and Enhancement at the beginning of the site visit (optional);
- the Vice-Provost (Graduate & Postdoctoral Studies) and/or an Associate Vice-Provost (Graduate & Postdoctoral Studies);
- the Vice-Provost (Academic Planning, Policy and Faculty);
- the University Librarian and/or Assistant/Associate University Librarian;
- the Dean and/or Associate Dean of the program undergoing review;
- the Graduate Chair of the program undergoing review;
- the Department/School/Centre Chair or Director of the program undergoing review;
- faculty members of the program undergoing review (including limited duties faculty);
- graduate students of the program undergoing review; and
- support staff of the program undergoing review.

Site visits normally take place over one or two days but may be longer if appropriate to the size and complexity of the program(s) being reviewed. For both undergraduate and graduate reviews, the review team will be free to seek information from other sources and to suggest other individuals and groups with whom to meet during the site visit.

5.2.6   The Report of the External Reviewers

The external reviewers will normally provide a joint report that appraises the standards and quality of the program by:

a) addressing the substance of the self-study report, with particular focus on responding to the evaluation criteria detailed therein (Section 5.2.3);

b) identifying and commending the program's notably strong and creative attributes;

c) describing the program's respective strengths, areas for improvement, and opportunities for enhancement;

d) commenting on proposed changes to the program emerging from the review process, if applicable;

e) making at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require support external to the program; and

f) identifying the distinctive attributes of each discrete program documented in the self-study in those cases where the University chooses to simultaneously review more than one program / program level (for example, graduate and undergraduate), program modes, and/or programs offered at different locations.

g) Tying any recommendations that are within the purview of the University's budgetary decision-making processes (e.g., faculty complement, space requirements) directly to issues of program quality and/or sustainability.

While the authors of the report are the external reviewers, internal reviewers may be invited to provide comment, in particular to institution-specific information, terms and/or structures. The external reviewers will be instructed to submit their joint report to the OAQE within two weeks of the site visit. A template will be provided by the OAQE to ensure that all elements of the program review are addressed. Should the reviewers' report not adequately address all of the above, revisions will be requested of the reviewers by the OAQE.

The report of the external reviewers will be shared with the relevant Dean(s), or designate, and unit/program Chair(s) or Director(s). Separate Faculty-level and program-level responses to the report will be requested. In addition, the report will be shared with the VP (AP) or the VP (SGPS), who may also provide a written response. The academic unit(s) and Faculty-level responses will comment on:

a) the plans proposed in the self-study report;
b) the recommendations advanced in the report of the external reviewers; and
c) the academic unit's response to the report of the external reviewers (in the case of the Faculty-level response).

and will describe:

d) any changes in organization, policy or governance that would be necessary to meet the recommendations;
e) the resources, financial and otherwise, that would be provided in supporting the implementation of selected recommendations; and
f) a proposed timeline for the implementation of any of those recommendations.

5.2.7 Final Assessment Report and Implementation Plan

Once the report of the external reviewers and the responses to the report are received, the OAQE will draft a Final Assessment Report with the support of the internal reviewers. The Final Assessment Report provides the institutional synthesis of the external evaluation of the program and strategies for continuous improvement, and:

a) identifies significant strengths of the program;
b) identifies opportunities for further program improvement and enhancement with a view towards continuous improvement;
c) lists all recommendations of the external reviewers and the associated separate internal responses and assessments from the academic unit(s) and from the Faculty(ies);
d) explains why any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized;
e) includes any additional recommendations that the unit, the Dean(s) and/or the University may have identified as requiring action as a result of the program's review;
f) identifies who will be responsible for approving and implementing the recommendations set out in the Final Assessment Report;
g) provides a timeline for implementing recommendations;

h)   provides a strategy for monitoring the implementation of recommendations, which will include a brief report from the academic unit(s) to the OAQE midway between the year of the last and next cyclical reviews;

i)   may include a confidential section (for example, where personnel issues need to be addressed); and

j)   includes an Executive Summary without reference to any confidential information.

The Final Assessment Report, excluding any confidential information, will be published on Western's IQAP website. This report will include an Implementation Plan that will:

a)   set out and prioritize those recommendations that are selected for implementation;

b)   identify the group or individual responsible for providing resources needed to address recommendations from the external reviewers or action items identified by the University;

c)   identify who will be responsible for acting on those recommendations; and

d)   provide specific timelines for acting on and monitoring the implementation of those recommendations.

5.2.8 Report to ACA and Senate

SUPR-U/SUPR-G will review the Final Assessment Report along with the report of the external reviewers and the responses to the report. SUPR-U/SUPR-G may consult with the VP (AP), the VP (SGPS), or the Provost in its evaluation of a program's review. SUPR-U/SUPR-G will forward its final recommendation to ACA. Recommendations to ACA regarding the review of a program generally take four forms:

a)   Good quality

b)   Good quality with report

c)   Conditionally approved

d)   Not approved

ACA will review the Final Assessment Report from SUPR-U/SUPR-G. ACA may seek clarification or additional information from SUPR-U/SUPR-G prior to acceptance of the report. The Final Assessment Report, exclusive of any confidential information, will be provided to the program and to the Dean(s) responsible for the program. ACA will submit the report to Senate for information.

Following Senate's receipt of the Final Assessment Report, the University will post a copy (including the Implementation Plan of the review) on Western's IQAP webpage. These documents are the academic unit's to "own" and act on, as appropriate. It is strongly recommended that academic units post a copy of the Final Assessment Report on the program's website as well. Implementation of the recommendations resulting from the review will be monitored via an Ongoing Improvement Progress Report to be submitted to the OAQE approximately 3-4 years following the review. As received, Progress Reports will equally be posted on Western's IQAP webpage.

Normally, documentation as part of the review process will not be made public. This includes:
- information made available for the self-study;
- the self-study report;
- the report of the external reviewers; and
- the responses to the report of the external reviewers.

In particular, it is expected that the report from the Review Committee will be afforded an appropriate level of confidentiality.

5.2.9   Report to the Quality Council

Western will provide an annual report to the QC, which lists the past year's completed Final Assessment Reports (including Implementation Plans) and monitoring reports and provides an attestation by the Provost (or delegate) that all IQAP-required Cyclical Program Review processes have been followed. The report will also include a link to the university's web posting of the completed Final Assessment Reports (including Implementation Plans), as well as any monitoring reports that have also been completed over the prior year. The report will occasionally be reviewed for compliance by the QC and if issues are found, the QC may decide to initiate an audit.

5.3   Monitoring

To facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. At a time designated by SUPR-U/SUPR-G (approximately 3-4 years following each cyclical review), an Ongoing Improvement Progress Report shall be prepared by the academic unit(s) to follow up on the implementation of recommended improvements approved during the last cyclical review and be submitted to the OAQE. The Ongoing Improvement Progress Report applies to all academic programs and is not to be confused with specific reports requested as part of program review decisions (e.g., Good Quality with report). Should any issues emerge from the monitoring process, the OAQE will report these to SUPR-U or SUPR-G for consideration.

5.4   Accreditation Reviews

Cyclical Program Reviews may be scheduled to coincide with accreditation reviews. The normal period between reviews may be shortened to allow a program's cyclical review to coincide with an accreditation review; however, synchronization of the cyclical review and accreditation review will only be permitted in cases where the maximum period between cyclical reviews does not exceed eight years.

Although Cyclical Program Reviews may be scheduled to coincide with accreditation reviews, accreditation reviews will not take the place of cyclical reviews. In consultation with the OAQE and the relevant Vice-Provost, the combined reviews may allow for the substitution or addition of some documentation or specific processes associated with the accreditation of a program. While some stages of the review process may be substituted or augmented by an accreditation review, the evaluation criteria detailed in section 5.2.3 must be addressed in the self-study and

by the external reviewers. Where a synchronized review takes place, a Record of Substitution or Addition, and the grounds on which decisions were made, will be drafted by the OAQE.

5.5   Western's IQAP Website

Western has established an institutional website that describes and/or links to quality assurance processes, committee structures, and mandates in detail. The website includes instructions for external reviewers and internal reviewers, along with templates for proposal briefs and review briefs. More specifically, the website:

- provides guidance on the conduct of rigorous, objective and reflective self-studies;
- establishes the criteria for the nomination and selection of arm's length external reviewers;
- identifies responsibilities for the collection, aggregation, and distribution of institutional data and outcome measures required for self-studies;
- specifies the format required for the self-study and review reports;
- sets out the institutional cycle for the conduct of graduate and undergraduate program reviews; and
- posts the Senate approved Final Assessment Report (including the Implementation Plan) of all programs reviewed under the direction of the IQAP.

In addition to the information and templates available on the IQAP website, support documents specific to the cyclical review process are available on the Centre for Teaching and Learning website.

6. Quality Council Audit Process

6.0   Preamble

As a mechanism of accountability to post-secondary education's principal stakeholders (i.e., universities, students, government, employers, and the public) a cyclical audit will assess the degree to which Western's internally-defined quality assurance processes, procedures, and practices align with and satisfy internationally agreed upon standards, as set out in Ontario's QAF.

Set on an eight-year cycle, the audit provides an opportunity for Western to evaluate its quality assurance policies and practices. It is supported by an assessment of performance by the QC. The cyclical audit begins with a self-study, which enables the University to reflect on current policies and practices, and the extent to which it demonstrates a focus on continuous improvement in the development of new programs and the cyclical review of existing ones.

6.1   Process

For each cyclical audit, an Audit Team is established, comprised of members of the QC's Audit Committee plus the Quality Assurance Secretariat. The Audit Team reviews the University's self-study, conducts a desk audit of documentation associated with the development and review of a selection of Western's programs, and conducts a site visit. The Audit Team independently selects a sample of programs for audit that represents the New Program Approval Protocol (normally two examples of new programs developed under this Protocol) and the Cyclical Program Review Protocol (normally three or four examples of programs that have undergone a Cyclical Program Review). Programs that have undergone the Expedited Approval and/or the Protocol for Major Modifications will not normally be subject to audit.

In preparation for the audit, relevant members of Western will participate in a half-day briefing with the Quality Assurance Secretariat and an Audit Team member approximately one-year prior to the scheduled Cyclical Audit. Following this briefing, the OAQE will coordinate the institutional quality assurance self-study to assess Western's quality assurance processes, including challenges and opportunities, within the institutional context. The self-study will integrate the perspectives of stakeholders involved in quality assurance from across the institution (e.g., program leadership, faculty-level leadership, the university secretariat, the Centre for Teaching and Learning). Once completed, the draft self-study document will be shared with members of SUPR-U/SUPR-G for comment and, once finalized, will be submitted to the Quality Assurance Secretariat in advance of the desk audit and will form the foundation of the Cyclical Audit.

After the desk audit, auditors will conduct a site visit over two or three days, as needed. The auditors will prepare a report that will comment on the Western's commitment to the culture of engagement with quality assurance and continuous improvement, and will:
    a)   describe the audit methodology and the verification steps used;

b)   comment on the self-study submitted for audit;

c)   describe whether Western's practices are in compliance with its IQAP as ratified by the QC, on the basis of the programs selected for audit;

d)   note any misalignment of its IQAP with the QAF;

e)   respond to any areas that the auditors were asked to pay particular attention to;

f)   identify and record any notably effective policies or practices revealed in the course of the audit of the sampled programs; and

g)   comment on the approach that Western has taken to ensure continuous improvement in quality assurance through the implementation of the outcomes of Cyclical Program Reviews and the monitoring of new programs.

The University will publish the audit report (absent any confidential information), along with the follow-up institutional response, as necessary, on its IQAP website.

Should the audit report identify any cause for concern, the QC may require closer scrutiny via a focused audit. Should this be requested, Western will participate and agrees to publish the resulting report on its website.

Appendix A: Acronyms and Definitions

Acronyms	
SOC	Subcommittee on Undergraduate Academic Courses
GEC	Graduate Education Council
IPB	Office of Institutional Planning and Budgeting
IQAP	Institutional Quality Assurance Process
MCU	Ministry of Colleges and Universities
OAQE	Office of Academic Quality and Enhancement
OOR	Office of the Registrar
QAF	Quality Assurance Framework
QC	Ontario Universities Council of Quality Assurance / Quality Council
ACA	Senate Committee on Academic Curriculum and Awards
SGPS	School of Graduate and Postdoctoral Studies
SUPR-G	ACA Subcommittee on Program Review – Graduate
SUPR-U	ACA Subcommittee on Program Review – Undergraduate
VP (AP)	Vice-Provost (Academic Programs)
VP (SGPS)	Vice-Provost (School of Graduate and Postdoctoral Studies)

Definitions		
	Graduate	**Undergraduate**

Certificate Program	• Not offered at the graduate level.	• A structured set of courses specified by a Department, Faculty or Affiliated University College to allow students to acquire a specific set of skills or competencies.
		• May be pursued concurrently with, or subsequent to, the completion of a Bachelor's degree.
		• Should be awarded when the following criteria are met:
		  1. normally a pre-degree program;
		  2. normally requiring up to the equivalent of one calendar year or more to complete; and
		  3. normally consisting of a minimum of 3.0 courses, frequently in combination with a certificate-credit component.

Joint Program	• Not offered at the graduate level.	• A 2 + 2 (or similar) program with a community college or with another University.
Collaborative Specialization	• A multidisciplinary or interdisciplinary field of specialization that spans multiple programs. • Students are registered in a participating degree program and meet the requirements	• Not offered at the undergraduate level.

	of the participating program as well as those of the collaborative specialization.	

Diploma Program	• A structured set of courses specified by a Program to allow students to acquire a set of skills or competencies.
	• For-credit diploma program that meets one of the following specifications:
	  ○ **Type 1**: Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs.
	  ○ **Type 2**: Offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification.
	  ○ **Type 3**: A stand-alone, direct-entry program, generally developed by a unit already offering a related master's or doctoral degree, and is designed to meet the needs of a particular clientele or market.
		• A structured set of courses specified by a Department, Faculty or Affiliated University College to allow students to acquire a specific set of skills or competencies.
		• Normally post-graduate programs.
		• Should be awarded when the following criteria are met:
		  1. normally a post-degree program;
		  2. normally requiring the equivalent of one calendar year or more to complete; and
		  3. normally consisting of a minimum of 5.0 courses.

Field	• An area of strength, specialization or concentration within a program that is approved through the review process. • Collaborative specializations are fields that span multiple programs.	• Not offered at the undergraduate level.

Major Modification	• A significant change in program requirements, which may include:
	  ○ a significant change to the learning outcome(s) of the program.
	    ▪ a significant change to the learning outcome(s) is one that changes, broadens or limits the subsequent career or educational opportunities of the graduates (e.g., a master's program currently aimed at educating doctoral program-bound graduates revises its curriculum to yield master's graduates with practical experience in applied areas directly relevant to professional careers).
	    ▪ changes to course content and/or requirements when one-third or more of the courses are affected.
		• Introduction of a new module (honours specialization, specialization, or major) that comprises primarily existing courses and that is offered with existing faculty expertise and resources.
		• Introduction of a new for-credit diploma or certificate program.
		• Any change to an existing program that affects the learning outcome(s) of the program.
		  ○ a significant change to the learning outcome(s) is one that changes, broadens or limits the subsequent career or educational opportunities of the graduates.
		  ○ changes to the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person (or vice versa).

	■ changes to the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person (or vice versa). ○ elimination, introduction, or replacement of a thesis requirement. ○ introduction of a course-based option. ○ replacement of a course-requirement with a practical or experiential requirement ○ creation, deletion or renaming of a field, or collaborative specialization.	Any change that is considered more substantive than what is appropriate for Western's Subcommittee on Undergraduate Academic Courses (SOC) for review and approval.
Minor Modification	- A change to the content or title of a course. - A change that does not affect the program requirements or learning outcomes.	- Submissions to SOC (or "Virtual Committee" of ACA), which: ○ introduce, revise or withdraw a course ○ change the weight of a 1.0 (full) course to a 0.5 (half) course, or vice versa. (This is done by withdrawing one course and introducing a new one in its place with a new number. The former course is listed as an antirequisite.) ○ change the essay designation on a course, e.g., A/B to F/G or vice versa ○ delete, change, or add an antirequisite, prerequisite or corequisite - Introduction of a new module that has requirements and learning outcomes substantially the same as an existing module. - Introduction of a new minor module that comprises primarily existing courses that is offered with existing faculty expertise and resources. - Minor course changes include: ○ changes to titles or descriptions of courses that do not substantively change the course content ○ changes to course hours - Changes to subject areas as part of the breadth requirement for a Western degree.

Module	• Not offered at the graduate level.	• A structured set of courses specified by a Department, Faculty or Affiliated University College to fulfill the requirements of an Honours Specialization, Specialization, Major or Minor. Modules are the central components that determine the disciplinary character of a degree. Students can combine different modules from different subjects, Departments and Faculties to construct individualized, interdisciplinary degrees.
		Honours Specialization module:
		o Comprised of 9.0 or more courses designated by a Department, Faculty or Affiliated University College; available only in an Honours Bachelor Degree (Four-Year).
		Specialization module:
		o Comprised of 9.0 or more courses designated by a Department, Faculty or Affiliated University College; available only in a Bachelor Degree (Four-Year).
		o The Specialization module is typically distinguished from the Honours Specialization module by virtue of its admission and progression requirements.
		Major module:
		o Comprised of 6.0 or 7.0 courses designated by a Department, Faculty or Affiliated University College. This module is available in the Bachelor Degree (Four-Year), the Bachelor Degree (Three-Year), and the Honours Bachelor Degree (Four-Year).
		Minor module:
		o Comprised of 4.0 or 5.0 courses designated by a Department, Faculty or Affiliated University College. A degree with a single Minor is not available. A Minor may be combined with another Minor in a Bachelor Degree (Three-Year) or a Minor module may be taken as an additional module within the Honours Bachelor Degree (Four-Year), the Bachelor Degree (Four-Year), or the Bachelor Degree (Three-Year).

New Program	• Any degree credential or program currently approved by Senate that has not been previously approved by the QC or its predecessor.
	• A "new program" is brand new; the program has substantially different program requirements and substantially different learning outcomes from those of any existing program offered at Western.
	• A new master's or doctoral program (e.g., introduction of a PhD Program in Film Studies).
	• A new professional master's program in an area where Western already has a thesis/research-based master's program (e.g., introduction of a MA in Professional Writing).
		• Any degree credential, degree program, or specialization currently approved by Senate that has not been previously approved by the QC or its predecessor.
		• A "new program" is brand new; the program has substantially different program requirements and substantially different learning outcomes from those of any existing program offered at Western.
		• A new program is a program consisting primarily of new courses offered predominantly (in most circumstances) by new faculty members who are recruited to provide the program area expertise previously lacking at Western. In addition to the need for new faculty members, new programs also require additional resources, such as space and library collections.
		• A new program could be:
		   ○ A new degree program (e.g., BHSc – Bachelor of Health Sciences).
		   ○ A new disciplinary program (e.g., BSc with an Honours Specialization in Oceanography).
		   ○ A new module, if the module has requirements and learning outcomes that are substantially different from those of any existing module.

Program-Level Learning Outcomes	Clear and concise statements that describe what successful students should have achieved and the knowledge, skills, and abilities that they should have acquired by the end of the program. Program-level learning outcomes emphasize the application and integration of knowledge – both in the context of the program and more broadly – rather than coverage of material; make explicit the expectations for student success; are measurable and thus form the criteria for assessment/evaluation; and are written in greater detail than the program objectives.	
Program Objectives	Clear and concise statements that describe the goals of the program. Program objectives explain the potential applications of the knowledge and skills acquired in the program; seek to help students connect learning across various contexts; situate the particular program in the context of the discipline as a whole; and are often broader in scope than the program-level learning outcomes.	

ITEM 5.7(d) – School of Graduate and Postdoctoral Studies: Introduction of a new degree designation of Master of Health Sciences (MHSc) for the Applied Health Sciences field of the existing Master of Clinical Science (MClSc) in Advanced Health Care Practice

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of Senate the Board of Governors approve that effective September 1, 2022, a new degree designation of Master of Health Sciences (MHSc) be introduced for the Applied Health Sciences field of the existing Master of Clinical Science (MClSc) in Advanced Health Care Practice.

EXECUTIVE SUMMARY:

The Advanced Health Care Practice (AHCP) program offers an opportunity for experienced health care professionals to obtain graduate-level education in a clinical specialty. Currently, a Master of Clinical Science (MClSc) degree is awarded upon successful completion of the program. As the program has grown, it has received numerous high-quality applications to the Applied Health Sciences (AHS) field from students who have a non-clinical background, who are seeking graduate education in Health Sciences, often aspiring to become a health care professional or aiming to work in a healthcare setting (e.g., health services). In conversations with students and potential employers, an MClSc degree, which includes the word 'clinical', is misleading for employers who may interpret the degree to mean that the student has clinical training and for students who do not feel that the degree-type reflects their intended career choice. As such, the program would like to replace the MClSc degree designation with a Master of Health Sciences (MHSc) degree designation that better reflects the goals for the students and their future career aspirations.

The goals for students in the AHS field include complete graduate-level training in one of the AHS field's areas of concentration (Determinants of Health and Health Equity, Health Across the Lifespan, or Health Leadership). A new degree type for the AHS field, a Master of Health Sciences (MHSc), will better align with the field's learning outcomes and with stakeholders' feedback. Accordingly, this new degree type may also support growth in the AHS field. Further, different degree types for the AHS field vs. the other AHCP fields will also align with existing differences between the AHS field vs. the other AHCP fields (i.e., AHS does not include a clinical mentorship course or clinical skills training courses whereas the other fields do). In addition, for other fields in the AHCP Program, students must be a clinician, which is not the case in the AHS field.

There will be no changes to Learning Outcomes.

Students who enter the AHS field prior to September 2023 would be given the choice of degree type: MHSc or MClSc. Subsequent to September 2023, the MHSc will be the only degree designation for the AHS field.

Current program	Proposed Change(s)
Program Name: Advanced Health Care Practice Degree: Master of Clinical Science Fields: all current If the student is in the AHCP Program (regardless of field) they are granted an MClSc degree	Program Name: Advanced Health Care Practice Degree: Master of Health Sciences Field: Applied Health Sciences Students in the AHCP Program who are in the Applied Health Sciences (AHS) field would be granted a MHSc degree. Program Name: Advanced Health Care Practice Degree: Master of Clinical Science Students in the AHCP Program from the following fields would continue to receive a MClSc degree: - Wound Healing, - Comprehensive Musculoskeletal Physiotherapy, - Interprofessional Pain Management, - Sport & Exercise Medicine, - Upper Extremity Rehabilitation.

ITEM 5.7(e)– Revision to the transfer credit granted under the Articulation Agreement between King's University College, Western University, and Fanshawe College for Qualified Graduates of the Social Services Worker Diploma Program

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of Senate the Board of Governors approve that the transfer credit granted under the Articulation Agreement between King's University College, Western University, and Fanshawe College for qualified graduates of the Social Services Worker diploma program be revised as shown in Item 5.7(e).

EXECUTIVE SUMMARY:

For the past several years, Western and King's University College have awarded transfer credit to graduates from the Social Services Worker program at Fanshawe College. The current articulation agreement awards Social Work 2206A/B, a prerequisite for King's Bachelor of Social Work program for completion of Fanshawe's RSCH 1002 to students entering year three of the BSW program, but not to students admitted to year two. The proposed revisions to the articulation agreement consistently award transfer credit for Fanshawe's RSCH 1002 to students entering through the two Social Services Worker paths. The proposed revisions also include housekeeping amendments to indicate suffixes for equivalencies awarded and to award general transfer credits (TRN) as 1020 TRN.

ATTACHMENT(S):

Revised Articulation Agreement between King's University College, Western University, and Fanshawe College for Qualified Graduates of the Social Services Worker Diploma Program

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

KING'S UNIVERSITY COLLEGE
(hereinafter called "King's")

and

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")

and

FANSHAWE COLLEGE
(hereinafter called the "Fanshawe")

WHEREAS Western, King's, and Fanshawe wish to increase student mobility between Fanshawe College and King's University College, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Social Service Worker (SSW) Diploma Program at Fanshawe into either the Bachelor of Social Work (BSW) Program; or other Arts or Social Science degree Programs at King's, by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and Western agrees to grant transfer credit to successful applicants under the terms of this Agreement;

AND WHEREAS the parties wish to set out clearly defined processes for the movement of the graduates between Fanshawe and King's;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. King's agrees to consider for admission to full-time study to Year 3 of the Bachelor of Social Work, graduates of the Social Service Worker Diploma Program who meet the following requirements:

    a. completion of the two-year SSW Diploma program with a minimum overall average of "B+" or 3.5 GPA calculated on all courses within the diploma program only, and with no individual course grade less than "C" or 2.0 GPA;

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b.   completion within the two years immediately prior to applying to the BSW Program of a prescribed set of courses within the SSW Diploma program (see list in section 5 below);

c.   written endorsement of the Chair of the School of Community Studies at Fanshawe outlining both the academic success of the student, as well as the success of the student's placement while in the SSW program.

2.   To be considered for admission under this Agreement, Fanshawe students must apply through the Ontario Universities Application Centre (OUAC) by March 15th and provide the King's Admissions Office with their final academic transcripts by June 1st.

3.   Fanshawe students who wish to apply for admission to the BSW at King's must submit the additional BSW application by the March 15th deadline.

4.   To meet the required 10.0 courses required to apply to the BSW program, Fanshawe students who wish to be considered for admission to BSW program will be required to complete 2.0 courses in the summer term at King's prior to the start of the BSW program in September (with a minimum grade of 70%).

5.   Fanshawe students from the SSW Diploma Program may also apply to any of the programs in the Faculties of Arts or Social Sciences at King's. Students who wish to pursue a degree program other than the BSW, will not receive the block of transfer credit as outlined for the BSW, but will receive transfer credit as outlined in Appendix 1.

6.   Admissions decisions are within the sole discretion of King's and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western and King's.

BLOCK TRANSFER CREDIT

1.   Block transfer credit shall be awarded to successful applicants for the following courses (8.0 courses in the Bachelor of Social Work, not advanced standing). Students will be required to complete 2.0 courses in the summer prior to their admission into the BSW for September. This credit is not transferrable to other Faculties or Programs. The required Fanshawe courses for block credit consideration are listed below:

Fanshawe Course Code	Title	King's/Western Course Code	Title	Credit Weight
SOCW 1052	SW with Families	SW 1025**A/B**	Intro to SW and Social Welfare	0.5
SOCW 1041	Social Welfare Policy			
SOCW 1031	Basic Counselling Skills	SW 1026**A/B**	Intro to SW Practice and Communication Skills	0.5
SOCW 1032	Counselling			
SOCW 3030	SW Assessment with Families	SW 2216**A/B**	Intro to Generalist SW Practice and Theories	0.5
SOCW 3021	SSW Practice and Intervention			
COMM 3082	Communication for Community Studies	Writing 1031**F/G** ~~TRN~~		0.5
RSCH 1002	Ethical Principles- Research and Evaluation	SW 2206**A/B**	Research Methods for Social Workers	0.5
SOCW 1054	SW in Mental Health 1	Psychology **1020** ~~1000~~ TRN		1.0
SOCW 1004	Psychology in SW			
SOCW 3031	SW in Mental Health 2			
SOCI 1006	Sociology for SSWs	Sociology **1020** ~~1000~~ TRN		1.0
SOCW 1028	Community Resources			
SOCW **3009** ~~3032~~	Analysis of Social Interventions			
SOCW 1033	SW Across the Lifespan	SW **1020** ~~1000~~ TRN		1.0
SOCW 1040	Professional Practice			
SOCW 1053	Community Organization and Development 1	SW 2100 TRN		1.0
SOCW 3028	Community Organization and Development 2			
BSCI 1247	Group Dev. And Practice	SW 2100 TRN		1.0
SOCW 3023	Ind. Counselling -Adv			
SOCW 3024	Ind. Groups and Families Counselling- Adv.	~~SW 2100~~ **Social Science 1020** TRN		0.5
	TOTAL:			**TOTAL: 8.0**

2. The course names and numbers set out in the chart above may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to King's/Western of changes to the Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.

3. The parties acknowledge that the granting of block transfer credit is based on an assessment of the SSW program curriculum and courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify King's/Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable King's/Western to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

1.   Students accepted under this Agreement must complete the courses required in Year 3 and Year 4 of the BSW program and maintain a cumulative and graduating average of at least 70% to graduate. These progression and degree requirements are subject to change during the term of this Agreement and King's will give Fanshawe written notice of any changes.

2.   Students who subsequently fail to meet progression or degree requirements for the King's BSW program; but who do meet requirements for another program at King's or Western, may be permitted to transfer to another program at the discretion of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record and credit for College courses will be assessed on the transfer credit as outlined in Appendix 1.

3.   Fanshawe and King's agree to provide Fanshawe students with information about the block transfer credit and encourage qualified students to apply.

4.   The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

1.   **(a)**   This Agreement is effective January 1, 2020, and shall continue in force unless terminated by a party as set out herein.

      (b)   Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.

      (c)   Notwithstanding paragraph (b), if Western or King's decides to terminate this Agreement due to changes to Fanshawe's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.

      (d)   Students accepted into the University Program under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

KING'S UNIVERSITY COLLEGE

*
_____   _____
Dr. David Malloy   Date
Principal

*I have authority to bind the institution.

FANSHAWE COLLEGE

_____   _____
Mr. Peter Devlin   Date
President

*I have authority to bind the institution.

THE UNIVERSITY OF WESTERN ONTARIO

*
_____   _____
Dr. Susan Lewis   Date
Vice-Provost (Academic Programs)

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between King's University College, The University of Western Ontario, and Fanshawe College, Social Service Worker Diploma Program

Transfer credit below to be issued in place of the block credit outlined above. Students receiving this credit must have met the minimum admission requirements for CAAT applicants for the year that they are seeking admission, and be entering a degree program at King's or Western other than the BSW Program.

Fanshawe Course Code	Title	King's/Western Course Code	Title	Credit Weight
SOCW 1052	SW with Families	SW 1025A/B	Intro to SW and Social Welfare	0.5
SOCW 1041	Social Welfare Policy			
SOCW 1031	Basic Counselling Skills	SW 1026A/B	Intro to SW Practice and Communication Skills	0.5
SOCW 1032	Counselling			
SOCW 3030	SW Assessment with Families	SW 2216A/B	Intro to Generalist SW Practice and Theories	0.5
SOCW 3021	SSW Practice and Intervention			
COMM 3082	Communication for Community Studies	Writing 1031F/G ~~TRN~~		0.5
SOCW 1054	SW in Mental Health 1	Psychology **1020** ~~1000~~ TRN		1.0
SOCW 3031	SW in Mental Health 2			
SOCW 1004	Psychology in SW			
SOCI 1006	Sociology for SSWs	Sociology **1020** ~~1000~~ TRN		1.0
SOCW 1028	Community Resources			
SOCW **3009** ~~3032~~	Analysis of Social Interventions			
SOCW 1033	SW Across the Lifespan	SW **1020** ~~1000~~ TRN		0.5
SOCW 1040	Professional Practice			
~~SOCW 3023~~ ~~SOCW 3024~~ **RSCH 1002**	~~Ind. Counselling Adv~~ ~~Ind. Groups and Families~~ ~~Counselling Adv.~~	~~SW 2100 TRN~~ **SW 2006A/B**		0.5
	TOTAL:			**TOTAL: 5.0**

ITEM 5.7(f) – Revision to the transfer credit granted under the Articulation Agreement between King's University College, Western University, and Lambton College for Qualified Graduates of the Social Services Worker Diploma Program

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of Senate the Board of Governors approve that the transfer credit granted under the Articulation Agreement between King's University College, Western University, and Lambton College for qualified graduates of the Social Services Worker diploma program be revised as shown in Item 5.7(f).

EXECUTIVE SUMMARY:

For the past several years, Western and King's University College have awarded transfer credit to graduates from the Social Services Worker program at Lambton College. The proposed revisions to the transfer credit granted under the articulation agreement include new course codes that have been updated by Lambton for existing courses which have been assessed as part of the original agreement. The proposed revisions also include housekeeping amendments to indicate course suffixes for equivalencies, to consistently award Psychology 1000 consistently in each agreement, and to award general transfer credits as 1020 TRNs.

ATTACHMENT(S):

Revised Articulation Agreement between King's University College, Western University, and Lambton College for Qualified Graduates of the Social Services Worker Diploma Program

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

KING'S UNIVERSITY COLLEGE
(hereinafter called "King's")

and

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")

and

LAMBTON COLLEGE
(hereinafter called the "Lambton")

WHEREAS Western, King's, and Lambton wish to increase student mobility between Lambton College and King's University College, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Social Service Worker (SSW) Diploma Program at Lambton into either the Bachelor of Social Work (BSW) Program; or other Arts or Social Science degree Programs at King's, by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and Western agrees to grant transfer credit to successful applicants under the terms of this Agreement;

AND WHEREAS the parties wish to set out clearly defined processes for the movement of the graduates between Lambton and King's;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. King's agrees to consider for admission to full-time study to Year 3 of the Bachelor of Social Work, graduates of the Social Service Worker Diploma Program who meet the following requirements:

    a. completion of the two-year SSW Diploma program with a minimum overall average of "B+" or 3.5 GPA calculated on all courses within the diploma program only, and with no individual course grade less than "C" or 2.0 GPA;

b.   completion within the two years immediately prior to applying to the BSW Program of a prescribed set of courses within the SSW Diploma program (see list in section 5 below);

c.   written endorsement of the Chair of the School of Health, Community Services & Creative Design at Lambton outlining both the academic success of the student, as well as the success of the student's placement while in the SSW program.

2.   To be considered for admission under this Agreement, Lambton students must apply through the Ontario Universities Application Centre (OUAC) by March 15th and provide the King's Admissions Office with their final academic transcripts by June 1st.

3.   Lambton students who wish to apply for admission to the BSW at King's must submit the additional BSW application by the March 15th deadline.

4.   To meet the 10.0 courses required to apply to the BSW program, Lambton students will be required to complete 2.5 courses with a minimum average of 70%, in the summer term at King's prior to the start of the BSW program in September including:
   - 1.0 Science credit (Category C)
   - 0.5 Writing 1020
   - 0.5 SW 2206 or SOC 2206
   - 0.5 Arts/Social Science (from list of King's courses which are complementary to Social Work i.e., Disability Studies, Social Justice and Peace, Thanatology, Sociology, etc.)

5.   Admissions decisions are within the sole discretion of King's and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western and King's.

TRANSFER CREDIT

1.   King's shall grant transfer credit to successful applicants to the BSW program for the College courses in accordance with **Appendix 1**. This credit is not transferrable to other Faculties or Programs.

2.   Lambton students from the SSW Diploma Program may also apply to any of the programs in the Faculties of Arts or Social Sciences at King's. Students who wish to pursue a degree program other than the BSW, will receive transfer credit as outlined in **Appendix 2**.

3.   The course names and numbers set out in **Appendix 1** and **Appendix 2** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to King's/Western of changes to the Lambton course names or numbers may result in denial of admission and transfer credit to qualified applicants.

4.   The parties acknowledge that the granting of transfer credit is based on an assessment of the SSW program curriculum and courses as of the date of this Agreement. It is the responsibility of Lambton to notify King's/Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable King's/Western to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

1.   Students accepted under this Agreement must complete the courses required in Year 3 and Year 4 of the BSW program and maintain a cumulative and graduating average of at least 70% to graduate. These progression and degree requirements are subject to change during the term of this Agreement and King's will give Lambton written notice of any changes.

2.   Students who subsequently fail to meet progression or degree requirements for the King's BSW program; but who do meet requirements for another program at King's or Western, may be permitted to transfer to another program at the discretion of the relevant Faculty. Students who transfer to another program will have the transfer credit removed from their academic record and credit for College courses will be assessed on the transfer credit as outlined in Appendix 2.

4.   Lambton and King's agree to provide Lambton students with information about the transfer credit and encourage qualified students to apply.

5.   The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

1.   **(a)**   This Agreement is effective January 1,2020 and shall continue in force unless terminated by a party as set out herein.

(b)   Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.

(c)   Notwithstanding paragraph (b), if Western or King's decides to terminate this Agreement due to changes to Lambton's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Lambton and the date that the changes were made by Lambton.

(d)   Students accepted into the University Program under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

KING'S UNIVERSITY COLLEGE

*_____   _____
Dr. David Malloy   Date
Principal

*I have authority to bind the institution.

LAMBTON COLLEGE

_____   _____
Ms. Judith Morris
President   Date

*I have authority to bind the institution.

THE UNIVERSITY OF WESTERN ONTARIO

*_____   _____
Dr. Susan Lewis   Date
Vice-Provost (Academic Programs)

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between King's University College, The University of Western Ontario, and Lambton College, Social Service Worker Diploma Program

Credit transfer from the **Social Service Work Diploma** Program to the **Bachelor of Social Work** at King's University College:

Lambton Course Code	Title	King's/Western Course Code	Title	Credit Weight
SSW 1023	Social Service Systems 1	SW 1025**A/B**	Intro to SW and Social Welfare	0.5
SSW 2013	Social Service Systems 2			
SSW 1003	Helping Skills	SW 1026**A/B**	Intro to SW Practice and Communication Skills	0.5
SSW 2003	Interviewing and Assessment Skills			
SSW 2083	Ethics and Report Writing	SW 2216**A/B**	Intro to Generalist SW Practice and Theories	0.5
SSW 3003	Casework Relationship			
COM 1013 ~~ENG 1113~~	Communications 1	Writing **1020F/G** ~~2100F/G~~		0.5
COM 2053 ~~ENG 2113~~	Communications 2			
PSY 1003	Psychology 1	Psychology 1000		1.0
PSY 2003	Psychology 2			
SOC 1003	Sociology1	Sociology **1020** ~~1000~~ TRN		1.0
SSW 4083	Social Issues and Problems			
HDG 1053 ~~SSW 2103~~	Mental Health Issues	~~SW~~ **Social Science** 2100 TRN		1.0
SSW 4063	Addictions			
SSW 4003	Case Management	SW 2100 TRN		1.0
SSW 4053	Family Process			
SSW 1043	Community Participation	SW **1020** ~~2100~~ TRN		1.0
SSW 3073	Community Organization			
SSW 3083	Professional Integrity			0.5
SSW 1013	Group Work	SW **1020**~~1000~~ TRN		
	TOTAL:			**TOTAL: 7.5**

Note: 2.5 additional courses must be taken in the summer prior to admission to the BSW program:
- 1.0 Science credit (Category C)
- 0.5 Writing 1020
- 0.5 SW 2206 or SOC 2206
- 0.5 Arts/Social Science (from list of King's courses which are complementary to Social Work i.e., Disability Studies, Social Justice and Peace, Thanatology, Sociology, etc.)

This credit is not transferrable to another Faculty or Program.

APPENDIX 1

Articulation Agreement between King's University College, The University of Western Ontario, and Lambton College, Social Service Worker Diploma Program

Credit transfer from the **Social Service Work Diploma** Program to the **Faculty of Arts and Social Science**:

Lambton Course Code	Title	King's/Western Course Code	Title	Credit Weight
SSW 1023	Social Service Systems 1	SW 1025**A/B**	Intro to SW and Social Welfare	0.5
SSW 2013	Social Service Systems 2			
SSW 1003	Helping Skills	SW 1026**A/B**	Intro to SW Practice and Communication Skills	0.5
SSW 2003	Interviewing and Assessment Skills			
SSW 2083	Ethics and Report Writing	SW 2216**A/B**	Intro to Generalist SW Practice and Theories	0.5
SSW 3003	Casework Relationship			
COM 1013 ~~ENG 1113~~	Communications 1	Writing **1020F/G** ~~2101F~~		0.5
COM 2053 ~~ENG 2113~~	Communications 2			
PSY 1003	Psychology 1	Psychology 1000 ~~TRN~~		1.0
PSY 2003	Psychology 2			
SOC 1003	Sociology	Sociology **1020** ~~1000~~ TRN		1.0
SSW 4083	Social Issues and Problems			
HDG 1052 ~~SSW 2103~~	Mental Health Issues	**Social Science** ~~SW~~ 2100 TRN		0.5
SSW 4063	Addictions			
SSW 4003	Case Management	SW 2100 TRN		0.5
SSW 4053	Family Process			
	TOTAL:			**TOTAL: 5.0**

ITEM 6.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.