



SENATE AGENDA

1:30 p.m., Friday, January 17, 2020
Arts and Humanities Building, Rm 1R40

A Land Acknowledgment will be read at the beginning of the meeting.

1. **Minutes of the Meeting of December 6, 2019**
2. Business Arising from the Minutes
3. Report of the President – **EXHIBIT I** (A. Shepard)
4. Unanimous Consent Agenda – **EXHIBIT II**
5. Reports of Committees:
 - Operations/Agenda – **EXHIBIT III** (M. Milde)
 - Nominating Committee – **EXHIBIT IV** (K. Yeung)
 - Academic Policy and Awards – **EXHIBIT V** (J. Cuciurean)
 - University Research Board – **EXHIBIT VI** (S. Prichard)
 - Senate Committee on University Planning – **EXHIBIT VII** (D. Laird)
6. Report of the Academic Colleague – **EXHIBIT VIII** (E. Chamberlain)
7. Announcements and Communications – **EXHIBIT IX**
8. Discussion and Question Period
9. New Business
10. Adjournment

Senate meetings are scheduled to begin at 1:30 p.m. and normally will end by 4:30 p.m. unless extended by a majority vote of those present.

SUMMARY OF AGENDA ITEMS: January 17, 2020

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

UNANIMOUS CONSENT AGENDA

FOR ACTION

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Nominating Committee – Senate Member

FOR INFORMATION

Order of Ceremony – Autumn Convocation 2020

Report of the Convocation Board: Review of Western's Convocation
2018-2019 Annual Report of the Senate Review Board Academic

NOMINATING COMMITTEE

FOR ACTION

Nominating Subcommittee – To Elect a Senate Representative from the General Community

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

King's University College:

School of Management, Economics and Mathematics: Introduction of a new subject area

“Analytics and Decision Sciences” and a new Minor in Analytics and Decision Sciences

Department of Political Sciences: Revisions to the Admission Requirements of the Honours
Specialization, Major and Minor in Political Science

Department of Interdisciplinary Programs: Withdrawal of the Diploma in Refugees, Migration and
Forced Displacement; the Diploma in Childhood and the Legal System; the Diploma in Childhood
and Advocacy; and the Diploma in Critical Security Studies

FOR INFORMATION

Huron University College, Faculty of Theology: Addition of Distance Learning to the Master of Divinity and
Master of Theological Studies programs

Faculty-Specific Undergraduate Sessional Dates for 2020 and 2021

UNIVERSITY RESEARCH BOARD (URB)

FOR INFORMATION

Vice-President (Research) 2019 Annual Report

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

Dancap Private Equity Chair in Human Organization

FOR INFORMATION

Office of the University Ombudsperson Annual Report

Western Libraries Annual Report 2018/19

Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2019 by
the Senate Committee on University Planning

REPORT OF THE ACADEMIC COLLEAGUE

FOR INFORMATION

Report of the Academic Colleague (December 2019)

ANNOUNCEMENTS AND COMMUNICATIONS

FOR INFORMATION

MINUTES OF THE MEETING OF SENATE

DECEMBER 6, 2019

The meeting was held at 1:30 p.m. in Room 1R40, Arts and Humanities Building.

SENATORS: 93

R. Andersen	L. Ghattas	K. Mequanint
M. Baker	M. Goodman	M. Milde
S. Basu	M. Grenier	L. Miller
A. Baxter	L. Gribble	S. Morrison
J. Baxter	A. Grzyb	A. Nelson
L. Beres	C. Harasym	C. Nolan
A. Borchert	Y. Hassan	J. Nord
L. Bot	M. Heath	N. Nuimat
H. Boyi	L. Henderson	K. Olson
L. Briens	H. Hill	I. Paul
D. Brou	V. Hocke	P. Peddle
C. Burghardt-Jesson	S. Hodgson	S. Pitel
S. Burke	A. Holm	A. Plante
E. Chamberlain	A. Hrymak	S. Prichard
A. Chant	D. Jeffrey	V. Radcliffe
D. Cheng	L. Jiang	G. Rezai-Rashti
M. Cleveland	V. Joe	S. Roland
K. Cole	P. Jones	C. Roulston
K. Coley	R. Kennedy	A. Rozovsky
J. Compton	K. Kirkwood	A. Shepard
J. Corrigan	J. Kitz	V. Smye
B. Craig	G. Koehn	S. Taylor
J. Cuciurean	R. Konrad	P. Thomlinson
V. Dalal	M. Koschinsky	G. Tigert
S. Datars Bere	K. Kwan	J. Toswell
M. Davison	K. Lawless	S. Trosow
C. Dick	L. Logan	G. West
B. Faubert	C. Ma	J. Wilson
R. Flemming	D. Macpherson	K. Yeung
M. Garabedian	A. Matchen	B. Younker
J. Garland	C. McLeod	R. Zitikis

Observers: R. Bgeginski, K. Campbell, R. Chelladurai, J. Ciriello, J. Doerksen, L. Gribbon, B. Jalayer, J. Kum, D. Laird, J. Massey, J. O'Brian, M. Ruddock, J. Weese.

Land Acknowledgement

J. Baxter read a Land Acknowledgement.

S.19-198

MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of November 15, 2019 were approved as circulated.

S.19-199 **REPORT OF THE PRESIDENT** [Exhibit I]

The President's report distributed with the agenda contained information on the following topics:

- Anti-racism working group update
- Fall Preview
- Federal Cabinet announced
- RBC supports data analytics and AI
- Sexual violence and gender violence policy updated
- Focus on entrepreneurship
- Accolades

Other items noted at the meeting:

- Rhodes Scholar
- Weldon Library
- SMA3
- CityStudio London
- Final exams for students and on-campus resources and support

A Senator requested clarification on the Weldon Library collections concerns as well as the SMA3 agreement.

A. Hrymak, Provost & Vice-President (Academic) advised Senators that he had met with M. Milde (Dean, Faculty of Arts and Humanities), J. Plug (Acting Associate Dean Academic), two representatives from the Department of English, and two Associate Librarians to address the concerns relating to the collections being affected by the renovation project. He further noted that M. Milde has asked for an Arts & Humanities Library Liaison Committee to be chaired by J. Plug to work with the Library management to discuss the issues and subsequent communications relating to the Weldon Revitalization project.

A. Hrymak also provided Senators further information on the SMA3 agreement. He noted that he will be presenting the metrics and templates at two town hall meetings and to the Senate Committee on University Planning (SCUP), Senate and the Board of Governors. He advised Senate that there is a deadline of December 17th, for the draft submission and that he is still waiting on further information from the Ministry about what will be acceptable for the two KPI areas that the University has input, (i.e. institutional focus and economic impact).

S.19-200 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by R. Konrad, seconded by A. Chant,

That the items listed in the Unanimous Consent Agenda (Exhibit II), except items 7 and 11, be approved or received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.19-201 **Information Items Reported by the Operations/Agenda Committee**

Exhibit III, Report of the Operations/Agenda Committee, contained the following items that were received for information by unanimous consent:

- Officers of Convocation
- Candidates for Degrees and Diplomas – Autumn Convocation 2019
- Annual Report on Convocation Statistics – 2019

REPORT OF THE NOMINATING COMMITTEE [Exhibit IV]

S.19-202 **Selection/Review Committee for the Vice-Provost and Associate Vice President (Indigenous Initiatives)**

C. Richmond (SS), D. Lewis (SS), E. Chamberlain (Dean), R. Kennedy (Undergraduate), and M. Schnau-Rice (Graduate) were acclaimed to the Selection Committee for the Vice-Provost and Associate Vice President (Indigenous Initiatives).

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS [Exhibit V]

S.19-203 **Faculty of Arts and Humanities, Department of French Studies: Withdrawal of the Certificat de français des affaires (Certificate in Business French) and the Diplôme de français des affaires (Diploma in Business French)**

S.19-203a Withdrawal of the Certificat de français des affaires (Certificate in Business French)

It was moved by R. Konrad, seconded by A. Chant,

That effective September 1, 2020, admission to the Certificat de français des affaires (Certificate in Business French) be discontinued, and

That students enrolled in the certificate be allowed to graduate until August 31, 2022, upon fulfillment of the requirements, and

That effective September 1, 2022, the certificate be withdrawn and all registration discontinued.

CARRIED (Unanimous Consent)

S.19-203b Withdrawal of the Diplôme de français des affaires (Diploma in Business French)

It was moved by R. Konrad, seconded by A. Chant,

That effective September 1, 2020, admission to the Diplôme de français des affaires (Diploma in Business French) be discontinued, and

That students enrolled in the diploma be allowed to graduate until August 31, 2022, upon fulfillment of the requirements, and

That effective September 1, 2022, the diploma be withdrawn and all registration discontinued.

CARRIED (Unanimous Consent)

S.19-204 **Don Wright Faculty of Music: Reorganization of the Undergraduate Programs in Music History; Music Theory; and Music Research**

S.19-204a Withdrawal of the Bachelor of Music with Honours in Music History and the Bachelor of Music with Honours in Music Theory

It was moved by C. Nolan, seconded by A. Chant,

That effective September 1, 2020 admission to the Bachelor of Music with Honours in Music History and the Bachelor of Music with Honours in Music Theory be discontinued, and,

That students currently enrolled in these programs be allowed to graduate until August 31, 2024, upon fulfillment of the requirements, and

That effective September 1, 2024, the programs be withdrawn, as shown in Exhibit V, Appendix 1.

CARRIED

S.19-204b Introduction of the Bachelor of Music with Honours in Music Research

It was moved by C. Nolan, seconded by A. Chant,

That effective September 1, 2020 the Bachelor of Music with Honours in Music Research be introduced as shown in Exhibit V, Appendix 2.

CARRIED

S.19-205 Renewal of the Articulation Agreement between Western University, King's University College, and Lambton College regarding the transfer of credit for students in the Social Service Worker Program

It was moved by R. Konrad, seconded by A. Chant,

That the renewal of the Articulation Agreement between Western University, King's University College, and Lambton College regarding the transfer of credit for students in the Social Service Worker Program be approved effective January 1, 2020, as shown in Exhibit V, Appendix 3.

CARRIED (Unanimous Consent)

S.19-206 Renewal of the Articulation Agreement between Western University, King's University College, and Fanshawe College regarding the transfer of credit for students in the Social Service Worker Program

It was moved by R. Konrad, seconded by A. Chant,

That the renewal of the Articulation Agreement between Western University, King's University College, and Fanshawe College regarding the transfer of credit for students in the Social Service Worker Program be approved effective January 1, 2020, as shown in Exhibit V, Appendix 4.

CARRIED (Unanimous Consent)

S.19-207 Policy Revision: Revisions to the Gold Medals Policy

It was moved by M. Milde, seconded by G. Tigert,

That effective September 1, 2020, the "Gold Medals" policy be revised as shown Exhibit V, Appendix 5.

CARRIED

S.19-208 SUPR-G Report: Cyclical Review of the Biostatistics Collaborative Specialization (MSc and PhD)

Senate received for information the SUPR-G Report: Cyclical Review of the Biostatistics Collaborative Specialization (MSc and PhD). The detailed Final Assessment Report and Implementation Plan for this review was provided in Exhibit V, Appendix 6.

A Senator requested clarification on the executive summary and the recommendation to abandon the program.

L. Miller, Vice-Provost (Graduate and Postdoctoral Studies) provided clarification to Senators, noting that the program is a collaborative specialization but not a degree granting program. She noted that this would be an additional credential that student can earn while completing the requirements of their main

degree. She advised Senate that the designation of a collaborative program must meet provincial standards, which includes one common required course that must be taken by all students in the specialization that is supplemental to the requirements of their home program. Additionally, there is a recommendation that there is a research component. In the case of this program, it was discovered during the review that this course is a core requirement course for the main degree of half of the students within the collaborative specialization. The students taking this collaborative specialization would be receiving the specialization for coursework that is already required in their main degree. When the recommendation was made to add a seminar course to the specialization, the response from the faculty was not sufficiently robust, and the committee decided that the specialization does not currently meet the provincial requirements for a designation as a collaborative specialization.

S.19-209 **Additional Information Items Reported by the Senate Committee on Academic Policy and Awards**

Exhibit V, Report of the Senate Committee on Academic Policy and Awards, contained the following items that were received for information by unanimous consent:

- Fall Reading Week
- New Scholarships and Awards

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING [Exhibit VI]

It was moved by M. Garabedian, seconded by C. Harasym,

That Senate provide D. Laird (Chair, Senate Committee on University Planning) speaking rights for the remainder of the academic term.

CARRIED

S.19-210 **Leenders Purchasing Management Association of Canada Chair: Name Change**

It was moved by R. Konrad, seconded by A. Chant,

That the Leenders Purchasing Management Association of Canada Chair established in 1993 at the Richard Ivey School of Business be renamed the Supply Chain Canada Chair, effective January 1, 2020.

CARRIED (Unanimous Consent)

S.19-211 **Experiential Learning Innovation Scholars**

It was moved by D. Cheng, seconded by L. Briens,

That the Experiential Learning Innovation Scholars be established at Western University, effective January 1, 2020, as shown in Exhibit VI, Appendix 1.

CARRIED

S.19-212 **Information Items Reported by the Senate Committee on University Planning**

Senate received for information the Budget Planning Guidelines outlined in Exhibit VI, Appendix 2.

A. Hrymak, Provost & Vice-President (Academic) provided Senators with a review of the changes that have been made to the university budget, noting that the domestic tuition reduction has been applied for the second year and highlighted some of the priorities for the university in experiential learning, online education, indigenous initiative, research centers, international student recruitment and support as well as summer programming opportunities.

S.19-213 **ANNOUNCEMENTS AND COMMUNICATIONS** [Exhibit VII]

Exhibit VII, Announcements and Communications was received for information. The following items were included in the report:

- Report from the Board of Governors (November 21, 2019)

S.19-214 **DISCUSSIONS AND QUESTION PERIOD**

Q1 A. Chant, Senator

Staff Retirement Incentive

Following the faculty retirement incentive, staff at Western were offered a retirement incentive that would see staff whose combined age plus years of service is ≥ 85 receive 2 weeks of pay for every year of service, up to a maximum of 20 years of service, i.e. 40 weeks salary. Staff accepting the deal must retire on April 30, 2020.

In stark contrast, the faculty retirement incentive offered faculty whose years of service plus age is ≥ 75 receive 2 years, 1.5 years, or 1 year of salary, depending on whether they elected to retire on June 30, 2019; December 31, 2019; or June 30, 2020, respectively. This amounts to 104 weeks salary, 78 weeks salary, or 52 weeks salary, depending on the retirement date selected by faculty.

It has not escaped the notice of staff that the threshold for eligibility for the staff retirement incentive was 10 years higher than that for the faculty retirement incentive, while the pay-outs were substantially lower. The response from staff is that they feel it reflects a gap in respect for staff relative to that for faculty, and I agree. While staff are mindful that faculty play a central role in the university and typically require more education, these differences in role and credentials are already accounted for in salary differences between faculty and staff. Programs such as the retirement incentive ought to be a uniform offering for all employees across the University. Moreover, staff with lengthy tenures of service have reported to me that they feel their service has not been appreciated, given that they will receive credit for only the first 20 years of service. For example, in my own department, two of the three retiring staff members have a collective 93 years of service between them.

To that end, I would like to ask why was there a difference in the eligibility thresholds and pay-out structures for the incentive plans offered to staff compared to that offered to faculty. Can we commit to remedy this now and/or in future?

J. O'Brien, Associate Vice-President (Human Resources) advised Senators that the parameters of the volunteer retirement program were driven by talent. She noted that the criteria proposed permitted the eligibility of 280 staff members. Using a factor of 75 rather than 85 would have permitted 200 additional staff members to be eligible for retirement. She advised Senators that with the lack of restrictions on the offers, the University could not support the high volume of turnover that the lower threshold would have created.

A Senator requested clarification on the compensation design.

J. O'Brien, Associate Vice-President (Human Resources) clarified that the compensation design was in keeping with the 2009 offers that were provided to staff members via the voluntary retirement program.

Q2 J. Toswell, Senator

Entrepreneurship seems to be moving forward rapidly at Western. The President's report to Senate refers to a new building, and the academic leaders' discussion also suggests significant engagement in entrepreneurship across the university, in most or all faculties, and so far among a thousand students.

Are there any plans to formalize the university's involvement in entrepreneurship, for example, by bringing a program to Senate? It seems unusual to have a whole new enterprise developing that impacts the research and teaching mission of the university without involving Senate. Perhaps entrepreneurship is moving out of a quiet phase of building support and into a more public phase of consolidating that support and we can expect to see formal projects and programs soon?

A. Hrymak, Provost & Vice-President (Academic) advised Senators that investment has been made in the area of entrepreneurship on campus. He noted that curricular, extracurricular, co-curricular and other activities that support the entrepreneurship ecosystem at Western will be the focus in the new building. He noted that there has been some discussion about a minor in entrepreneurship and that this would come to Senate at a later date. E. Morse, Executive Director, Pierre L. Morrissette Institute for Entrepreneurship will be asked to provide a presentation to Senate at an upcoming meeting.

ADJOURNMENT

The meeting adjourned at 2:34 p.m.

A. Shepard
Chair

K. Kwan
Secretary



President & Vice-Chancellor

REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: January 10, 2020
Re: President's Report to Senate

Dear Senators,

This report summarizes some noteworthy developments since my last report to Senate of December 6, 2019.

Anti-racism working group update: This working group has now been constituted and will begin meeting this month. Through a series of listening sessions and other consultation activities, the group will learn about the lived experiences of racialized persons on campus and recommend initiatives to counter racism. The group's work will culminate with a summary report of its findings in early spring.

I want to thank all working group members for volunteering their time to this important initiative, including co-leads **Erica Lawson** (Associate Professor & Undergraduate Chair, Women's Studies and Feminist Research), **Jina Kum** (PhD candidate & President, Society of Graduate Students), and **Lisa Highgate** (Behaviour Intervention & Conduct Case Management, Student Experience). Details on the working group's terms of reference, membership and activities will be communicated soon and publicized online.

Remembering Richard M. Ivey, HBA'47, LLD'79: Western lost one of its greatest champions and Canada lost one of its leading philanthropists when Richard M. Ivey died December 28. He was 94. Through his voluntarism and philanthropy, Richard helped elevate the prominence of Western and its business school to international prominence. As a volunteer, he served as a member of the Board of Governors (1968-78), including three years as Chair. He served as Chancellor (1980-84), sat on what is now the Ivey Advisory Board (1966-91), and served as Director of the Robarts Research Institute prior to its merger with Western. He also helped establish Foundation Western, serving as a Director and Board Chair (1980-86).

The Ivey family's support for Western represents one of the most significant philanthropic relationships between a family and a Canadian university. Both personally and through the Ivey Foundation, they have donated \$50 million to Western, including gifts to the business school, Schulich School of Medicine & Dentistry, Robarts Research Institute, Faculty of Arts & Humanities, and Western Libraries.

Building on his father's legacy, Richard believed passionately in the power of higher education and the impact of investing in excellence. Though the business school was a focal point, his contributions as a volunteer and a donor benefited students and researchers across our campus. He was a true gentleman whose presence and altruistic spirit was felt by many.

Remembering Reva Gerstein, LLD'72: Western lost another great champion when Reva Gerstein, the University's first woman Chancellor, died January 6. She was 102.

A highly regarded psychologist who worked throughout her career to change society's attitudes towards people with mental illness, Reva's insights and advice were sought by prime ministers, premiers, mayors

and policy-makers in health, research, cultural institutions and corporations. Among her many ground-breaking achievements, Reva was appointed by Premier John Robarts as the first woman on the Committee on University Affairs, serving as its Chair (1972-75). During the war years, she taught psychology courses at the University of Toronto where she also worked directly with Sir Frederick Banting studying the effects of oxygen deprivation on mental abilities for the RCAF. She later served as the first child psychologist in the Ontario school system by the East York-Leaside Board of Health.

During her time as Chancellor (1992-1996), Reva also chaired the board of the Canadian Institute for Advanced Research. In 1997, she was named a Companion of the Order of Canada in recognition of the extraordinary impact she had made in the realms of mental health, related research and postsecondary education.

Accolades: Please join me in congratulating the following Western community members who, among others, were recognized with special honours in recent weeks:

- Former Western University president **Amit Chakma** named Vice-Chancellor of the University of Western Australia beginning in July 2020. Located in Perth, UWA has an enrolment of 25,000 and is known for graduates who include an Australian prime minister, several high court justices and two Nobel Prize laureates.
- **Cynthia Liao**, HBA'14, one of only four Canadians awarded the Schwarzman Scholarship which supports graduate studies that aim to build stronger relationships between China and countries around the world.
- UWOFA presented its annual scholarships to 38 outstanding students representing each of Western's 11 Faculties. Awarded annually since 1971, the Faculty Association scholarships are supported through UWOFA members' union dues.
- Western alumni recently named to the Order of Canada include:
 - **John Collins**, MD'60, of Hamilton, for transformative research in reproductive endocrinology and promoting evidence-based medicine in women's health care;
 - **Mohan Mathur**, DSc'11, former Dean of Western Engineering, for leadership in the field of electrical engineering in academia and industry, as well as for efforts to enhance and expand the profession in Canada;
 - **Mary Lee Myers**, MD'77, of London, for leadership and volunteerism as a board member of the Stratford Festival and the London Community Foundation;
 - **Larry Rosen**, LLB'82, MBA'82, of Toronto, for leading and expanding the family's high-end fashion company; and
 - **Gordon W. Walker**, BA'64, LLB'67, of Toronto, for service as a provincial parliamentarian and commitment to protecting transboundary waters between Canada and the United States through the International Joint Commission.

Leadership review and selection: On January 6, we announced **Dr. John Yoo** as our next Dean of the Schulich School of Medicine & Dentistry, beginning May 1. Internationally renowned for the pioneering techniques he has developed in reconstructive head and neck surgery, Dr. Yoo currently serves Western in three capacities: as Interim Chair/Chief of the Department of Paediatrics, as Fellowship Director for the Department of Otolaryngology (Head & Neck Surgery), and as a Professor of Otolaryngology and Oncology. His clinical and academic interests include innovations in head and neck reconstruction, thyroid and parathyroid surgery, management of the paralyzed face, and head and neck oncology.

John also serves as Co-chair of Cancer Care Ontario Head and Neck Cancer Disease Site, he is the President-elect of the Canadian Association of Head and Neck Surgical Oncology, and he is an executive board member with both the Canadian Association of Otolaryngology and the Asia-Pacific Society of Thyroid Surgery. He has also served as Chair/Chief of the Department of Otolaryngology-Head and Neck Surgery (2006-2017), was the longest serving Chair of the Canadian Chairs of Otolaryngology and has been Co-Chair of the London Health Sciences Centre's Facial Nerve Clinic since 2007.

Please join me in congratulating Dr. Yoo on his appointment and thanking Dr. Davy Cheng who has provided excellent leadership as interim dean for the past 14 months while the selection process was underway.

Meanwhile, the work of selection committees for the next Deans of the Faculties of Education and Social Science, as well as the next Vice-President (Research) and the next Vice-Provost & Associate Vice-President (International) are all underway. The work of the committee for the Vice-Provost (Academic Planning, Policy & Faculty) also remains underway, while a committee to recruit Western's first-ever Vice-Provost & Associate Vice-President (Indigenous Initiatives) has been struck and will begin its work shortly.

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

Any member who wishes to ask a question, discuss, or oppose an item that is listed below may have it removed from the consent agenda by contacting the Secretary of Senate prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the following motion.

Recommended: That the following items be approved or received for information by the Senate by unanimous consent:

Report of the Operations/Agenda Committee – EXHIBIT III

1.	Order of Ceremony – Autumn Convocation 2020	INFORMATION
2.	2018-2019 Annual Report of the Senate Review Board Academic	INFORMATION

Report of the Senate Committee on Academic Policy and Awards – EXHIBIT V

3.	King's University College: Department of Political Sciences: Revisions to the Admission Requirements of the Honours Specialization, Major and Minor in Political Science	ACTION
4.	King's University College: Department of Interdisciplinary Programs: Withdrawal of the Diploma in Refugees, Migration and Forced Displacement; the Diploma in Childhood and the Legal System; the Diploma in Childhood and Advocacy; and the Diploma in Critical Security Studies	ACTION
5.	Huron University College, Faculty of Theology: Addition of Distance Learning to the Master of Divinity and Master of Theological Studies programs	INFORMATION
6.	Faculty-Specific Undergraduate Sessional Dates for 2020 and 2021	INFORMATION

Report of the Senate Committee on University Planning – EXHIBIT VII

7.	Establishment of the Dancap Private Equity Chair in Human Organization and Discontinuation of the Dancap Private Equity Professorship in Marketing (Consumer Behavior)	ACTION
8.	Office of the University Ombudsperson Annual Report	INFORMATION
9.	Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2019 by the Senate Committee on University Planning	INFORMATION

Announcements and Communications – EXHIBIT IX

10.	Call for Nominations - Board of Governors and Senate	INFORMATION
11.	Academic Administrative Appointments	INFORMATION

The Unanimous Consent Agenda

The Senate's parliamentary authority -- *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.

While approval of an omnibus motion saves time at Senate meetings, Senate members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

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

When members receive their Senate agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, he or she can have it be removed from the consent agenda** by contacting the Secretary of the Senate 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 Senate meeting, before the unanimous consent motion is presented for approval, the Chair of the Senate (1) will advise the Senate of items that are to be removed from the list, based on prior requests from Senate 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 Senate 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.

REPORT OF THE OPERATIONS AGENDA COMMITTEE

Contents	Consent Agenda
Nominating Committee – Senate Member	No
Order of Ceremony – Autumn Convocation 2020	Yes
Report of the Convocation Board: Review of Western’s Convocation	No
2018-2019 Annual Report of the Senate Review Board Academic	Yes

FOR APPROVAL

1. **Nominating Committee – Senate Member**

[Must be a member of Senate]
Workload: Meets monthly, the Friday of the week before Senate at 9:30 a.m.

Composition: Regular Members:

Seven (7) members of Senate, at least one (1) of whom is a grad student and no more than two members from a single unit.

Alternate Members:

Three (3) members of Senate, at least one of whom is a student

Current Elected Members:

Terms ending June 30, 2020:

Regular Members: A. Borchert (AH), A. Holm (SS), K. Yeung (Sci), VACANT (Graduate Student)

Alternate Members: M. Heath (Health Sci), A. Rozovsky (SS)

Terms continuing to June 30, 2021:

Regular Members: S. Roland (Music), J. Toswell (AH), J. Wilson (Ivey)

Alternate Member: S. Taylor (Ed.)

Required: Alternate Members:

One (1) alternate student Senate member (term ending June 30, 2020).

Nominees: Aren Plante (Graduate Student)

FOR INFORMATION

2. **Order of Ceremony – Autumn Convocation 2020**

See [Appendix 1](#).

3. **Report of the Convocation Board: Review of Western's Convocation**

See [Appendix 2](#).

4. **2018-2019 Annual Report of the Senate Review Board Academic**

See [Appendix 3](#).

ORDER OF CEREMONY – AUTUMN CONVOCATION 2020 (#316)

WEDNESDAY, OCTOBER 21 – 10:00 A.M.

School of Graduate and Postdoctoral Studies *
King's University College (All Degrees)
Faculty of Health Sciences (Undergraduate Degrees)
Faculty of Law (All Degrees)
Don Wright Faculty of Music (All Degrees)
Faculty of Science (Undergraduate Degrees)
Schulich School of Medicine & Dentistry and Faculty of Science (Undergraduate Degrees)

WEDNESDAY, OCTOBER 21 – 3:00 P.M.

School of Graduate and Postdoctoral Studies *
Faculty of Science (Graduate Degrees)
Faculty of Social Science (Graduate Degrees)
Schulich School of Medicine & Dentistry (Graduate Degrees)

THURSDAY, OCTOBER 22 – 10:00 A.M.

School of Graduate and Postdoctoral Studies *
Faculty of Education (All Degrees)
Faculty of Engineering (All Degrees)

THURSDAY, OCTOBER 22 – 3:00 P.M.

School of Graduate and Postdoctoral Studies *
Faculty of Arts and Humanities (Graduate Degrees)
Health Sciences (Graduate Degrees)
Faculty of Information and Media Studies (All Degrees)

FRIDAY, OCTOBER 23 – 10:00 A.M.

School of Graduate and Postdoctoral Studies *
Brescia University College (All Degrees)
Huron University College (All Degrees)
Richard Ivey School of Business (All Degrees)

FRIDAY, OCTOBER 23 – 3:00 P.M.

Faculty of Arts and Humanities (Undergraduate Degrees)
Faculty of Social Science (Undergraduate Degrees)

* Students in the School of Graduate and Postdoctoral Studies in graduate programs hosted by individual faculties.



To: Senators
From: Angie Mandich, Chair of Convocation Board and Director of Convocation
Date: January 17, 2020
Re: Convocation Review Working Group

Dear Senators,

Convocation remains one of the largest, most important and inclusive celebratory events held at Western University involving all academic units, our Affiliate University College partners and a number of administrative offices. The reach of this event extends beyond the physical campus with our live world-wide webcast capturing a global audience.

Western's convocation is one of the key celebratory events held at the University. Understandably, there is a great deal of pride in the manner in which our convocation ceremonies are conducted. A review will highlight what makes our ceremonies of such a high caliber while also exploring routes to continue to excel while ensuring that our graduates have the best experience. In light of this, the Convocation Board is commissioning a working group to conduct a review of Convocation. We would like to recognize the opportunity for innovations to enhance the student experience at convocation, while still respecting Western's traditions. The Convocation Board will consider the findings of the working group and provide a report to the Senate through the Operations/Agenda Committee.

The Convocation Review Working Group (CRWG), Chaired by the Director of Convocation, will be comprised of representatives of both academic and administrative staff.

The mandate of the CRWG will be to:

- Understand that Convocation is steeped in tradition while welcoming the opportunity to introduce new innovations;
- Examine the feasibility of the current model of Convocation while taking into account the trend and forecast of the number of ceremonies and the number of dates in Spring and Fall convocation periods;
- Make recommendations that will allow the University to continue to provide a positive, memorable experience for graduands, their families, and guests.

The CRWG will commence work in February 2020 and will ultimately have a final report available in the hope that any recommendations can be implemented for the Spring 2021 convocation period.

The work of the CRWG will be informed by consultations with the University community, and stakeholders. Consultation groups will include the Affiliate University Colleges, Deans, divisional faculty, students, alumni, and staff with involvement in Convocation.

We are pleased to announce the CRWG working group members will be as follows:

- Director of Convocation, Angie Mandich (Chair)
- Associate Director of Convocation, Lee Ann McKivior
- Marshall of Convocation, Greg Kelly
- University Registrar, Glen Tigert
- Chief Public Orator, Margaret McGlynn

- Chief Usher, Shelley Clark
- 1 Member of Alumni Relations and Development, Ceremonies, Alcina Stoetzer
- 1 Member of the Community-at-Large, Jane Toswell
- 1 Member of the Office of the Associate Vice-President, Student Experience, Dan Durack
- 1 Dean or Associate Dean, Jan Plug
- 1 member from an Affiliated University College, John Mitchell, Brescia
- 1 Member of Western Alumni, Susana Gajic-Bruyea
- 1 Member of the School of Graduate and Postdoctoral Studies, Kimi Maruoka
- 1 Member of Communications and Public Affairs, Marcia Steyaert
- USC, Bardia Jalayer, USC President
- SOGS, Joyla Furlano, Delegate for the SOGS President

2018-2019 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC

[Prepared by the University Secretariat]

The Senate Review Board Academic (SRBA) received 34 appeal applications between September 1, 2018 and August 31, 2019.

The Board issued final decisions for 22 of the 34 appeals received during this reporting period. One appeal application was withdrawn, and 2 appeals were resolved at the prior level. The remaining 9 appeals, which were not decided during this reporting period, will be included in next year's annual report.

The Board further issued 5 final decisions for appeals that had been filed in the previous reporting period. As a result, there were 30 appeals that were either decided, withdrawn or resolved during this period. The origin of these appeals is provided below:

	Faculty / School / Associated College	No. of Appeals	Withdrawn / Resolved at the Prior Level
Undergraduate Students	Arts & Humanities	2	
	Education	1	
	Engineering	2	
	Health Sciences	5	
	Law	1	
	Music	1	
	Science	4	2
	Social Science	3	
	Ivey Business School	4	
	Schulich School of Medicine and Dentistry	3	
	King's University College	1	1
Graduate Students	School of Graduate and Postdoctoral Studies	3	
TOTAL:		30	3

Of the 27 appeals considered by SRBA during this period, SRBA denied 22 of the appeals without hearings, granted 1 oral hearing and held 4 mandatory hearings for matters involving scholastic offences. A summary of the oral hearings decided during this period is provided below:

Hearing No.	Grounds	Decision	Details
	<ul style="list-style-type: none"> Conduct amounting to a scholastic offence Relief against the penalty imposed as a result of a scholastic offence Relief against the requirement to withdraw from a program, the University or an Affiliated University College 	<p>Denied</p> <p>Granted</p> <p>Granted</p>	<p>SRBA agreed that the student's conduct amounted to a scholastic offence; however SRBA overturned the requirement to withdraw from the program and decided that a new decision regarding penalty should be made at the prior level.</p>

2	<ul style="list-style-type: none"> • Conduct amounting to a scholastic offence • Relief against the penalty imposed as a result of a scholastic offence 	<p>Denied</p> <p>Granted</p>	<p>SRBA agreed that the student's conduct amounted to a scholastic offence and agreed that part of the penalty imposed was fair and reasonable. However, SRBA decided that another part of the penalty imposed was not fair and reasonable and a new decision regarding that part of the penalty should be made at the prior level.</p>
3	<ul style="list-style-type: none"> • Relief against the requirement to withdraw from a program, the University or an Affiliated University College 	<p>Granted</p>	<p>SRBA overturned the requirement to withdraw from the program and the student was granted another opportunity to complete a supplemental examination.</p>
4	<ul style="list-style-type: none"> • Relief against the penalty imposed as a result of a scholastic offence • Failure to follow or properly apply a Senate regulation • Relief against the requirement to withdraw from a program, the University or an Affiliated University College • General marking or grading practices • Failure to observe a procedural requirement at the prior level 	<p>Denied</p> <p>Denied</p> <p>Denied</p> <p>Denied</p> <p>Denied</p>	<p>SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal in its entirety.</p>
5	<ul style="list-style-type: none"> • Relief against the penalty imposed as a result of a scholastic offence • General marking or grading practices • Bias at the prior level 	<p>Denied</p> <p>Denied</p> <p>Denied</p>	<p>SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal in its entirety.</p>

As indicated in the table above, 3 of the appeals that proceeded to a hearing were granted and 2 were denied. In both matters where the Appellants submitted that their conduct did not amount to scholastic offences, SRBA decided that the conduct did amount to scholastic offences but granted relief against the penalties imposed at the prior level.

In addition to the appeal applications reviewed, SRBA received a request for an extension to file an Application for Hearing. The request was denied.

Chair: George Knopf

Vice Chairs:
Lina Dagnino
Danielle Lacasse

REPORT OF THE NOMINATING COMMITTEE

Contents	Consent Agenda
Nominating Subcommittee – To Elect a Senate Representative from the General Community	No

FOR APPROVAL

1. **Nominating Subcommittee – To Elect a Senate Representative from the General Community**

Workload: The committee meets 1 – 2 times per year.

Composition: Five (5) members of Senate, elected by Senate:

* Chair of the Nominating Committee, who shall be Chair of the Subcommittee.

Current Members:

Terms ending June 30, 2020:

B. Craig, H. Boyi

Terms continuing to June 30, 2021:

K. Miller, V. Smye, VACANT

Required: One (1) member of Senate, elected by Senate (term to June 30, 2021).

Nominees: Don Macpherson

FOR INFORMATION

Future Business of the Senate Nominating Committee

Upcoming Nominating Committee agenda items are posted on the Senate website at:

<http://www.uwo.ca/univsec/pdf/senate/newnoms.pdf>

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

Contents	Consent Agenda
<p>King's University College:</p>	
<p>School of Management, Economics and Mathematics: Introduction of a new subject area "Analytics and Decision Sciences" and a new Minor in Analytics and Decision Sciences</p>	No
<p>Department of Political Sciences: Revisions to the Admission Requirements of the Honours Specialization, Major and Minor in Political Science</p>	Yes
<p>Department of Interdisciplinary Programs: Withdrawal of the Diploma in Refugees, Migration and Forced Displacement; the Diploma in Childhood and the Legal System; the Diploma in Childhood and Advocacy; and the Diploma in Critical Security Studies</p>	Yes
<p>Huron University College, Faculty of Theology: Addition of Distance Learning to the Master of Divinity and Master of Theological Studies programs</p>	Yes
<p>Faculty-Specific Undergraduate Sessional Dates for 2020 and 2021</p>	Yes

FOR APPROVAL

1. **King's University College**

1a. School of Management, Economics and Mathematics: Introduction of a new subject area "Analytics and Decision Sciences"

Recommended: That effective September 1, 2020 the new subject area of "Analytics and Decision Sciences" be introduced at King's University College, School of Management, Economics, and Mathematics; And,

That this subject area be included in Category A for Breadth Requirements for Graduation, as outlined below.

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

Breadth Requirements for First Year

The first part of the policy is unchanged

Category A:

Social Science

Anthropology, Economics, First Nations Studies, Geography, History, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology, Women's Studies

Interdisciplinary and Multidisciplinary

American Studies, **Analytics and Decision Sciences**, Canadian Studies, Childhood and Social

Institutions, Dance, Disability Studies, Digital Communication, Education, Family Studies, Global Studies, Governance, Leadership and Ethics (GLE), Health Sciences, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, Media, Information and Technoculture, Nursing, Politics, Philosophy and Economics (PPE), Rehabilitation Sciences, Social Justice and Peace Studies, Social Science, Transitional Justice.

The rest of the policy is unchanged

1b. School of Management, Economics and Mathematics: Introduction of a Minor in Analytics and Decision Sciences

Recommended: That effective September 1, 2020, a new Minor in Analytics and Decision Sciences be introduced at King's University College as outlined below.

NEW CALENDAR COPY

Minor in Analytics and Decision Sciences

The School of Management, Economics, and Mathematics at King's University College proposes to establish effective September 2020 a Minor in Analytics and Decision Sciences. Entry will normally occur at the beginning of the student's second or third year.

Admission to the Minor

Completion of first-year requirements, including Economics 1021A/B and 1022A/B with no mark less than 60%, Math 1230A/B with no mark less than 80% or Calculus 1000A/B with no mark less than 55%, Math 1229A/B with no mark less than 80% or Math 1600A/B with no mark less than 55%, BUS 1220E and Psychology 1000 or 1000W/X with no mark less than 60% each.

Students who fail to meet the 60% in Economics 1021A/B and 1022A/B, or Economics 1020 may take a Minor module if they have a mark of at least 60% in each of Economics 2150A/B and 2152A/B. Business 1220E and/or Psychology 1000 may be completed in year 2.

Minor Module

4.5 courses:

1.5 courses: Economics 2122A/B or 2222A/B, Economics 2123A/B or 2223A/B, Analytics and Decision Sciences 2298A/B

1.0 courses: Philosophy 2293A/B, Psychology 2135A/B

0.5 course: Analytics and Decision Sciences 3864A/B

0.5 course: Analytics and Decision Sciences 4294A/B

1.0 courses from: Analytics and Decision Sciences 3293A/B, Economics 3386A/B, Analytics and Decision Sciences 4293A/B

Note: Other courses as approved by the Department may be substituted. Please consult the Department for more information.

Background

Analytics and Decision Sciences is an interdisciplinary minor that strengthens the bridge linking the social sciences and humanities to the mathematical and statistical realms. The explosive growth of data and powerful analysis tools have transformed the world - leaders and decision makers today must act in accordance with an avalanche of information, using a combination of quantitative and qualitative reasoning to navigate complex problems.

The goal is for students to be able to use mathematical and statistical thinking to extract actionable information from data and bring insights from different domains of knowledge in order to make decisions.

For example, the inclusion of courses in cognitive science and philosophy will help students identify biases, address blind spots in reasoning, and develop into creative critical thinkers who pursue novel solutions. Other courses build links to management, in both the qualitative and quantitative realms. Concrete career skills are incorporated into many of the proposed ADS courses, with extensive labs, tutorials, and projects to reinforce and assess the development of these skills. Experiential learning plays an important role as well.

The proposed minor is a natural fit for the many hundreds of students majoring in economics or any field of management. Furthermore, a student with a quantitative orientation who is also interested in fields like political science, philosophy, psychology, or sociology would be able to focus on these programs at King's while completing the ADS minor. This requires no compromise in the courses currently offered by these departments. It is anticipated that 20-25 students will enrol in the Minor in its second year.

The word *analytics* in the title of the minor reinforces that a set of quantitative skills forms an essential part of the program. This includes using R, Excel, VBA, and other tools to describe and visualize data, make predictions, and prescribe actions. The modules are also aligned with the *Certified Analytics Professional* (CAP) designation offered by INFORMS.

Below is a list of five areas within Analytics and Decision Science, and how each area contributes to the module.

1. **Mathematics and Statistics:** a logical and precise way of thinking, along with descriptive quantitative tools for extracting information from data. Applied focus for finding connections, assessing risk, optimizing, and creating models of complex social and organizational phenomena.
2. **Philosophy:** a way of thought that encourages action beyond the use of prevailing frameworks and paradigms.
3. **Management:** connection to business problems, identify how information is actionable, prescribe action (including prescriptive analytics), and approach problems with entrepreneurial thinking.
4. **Economics:** econometrics and time-series analysis help identify trends, create forecasts, and engage in predictive analytics.
5. **Psychology:** understanding of cognition and the psychology of judgment. Insights from psychology reinforce that decision-making is a human endeavor that cannot be reduced to mechanical or purely logical considerations but can often still be understood on a systematic basis.

Existing Resources

The proposed minor incorporates existing faculty research and teaching expertise and involves full-time faculty members in the School of Management, Economics, and Mathematics at King's. Existing courses in Economics and Psychology are utilized as well.

The new courses outlined in [Appendix 1](#) will be approved through the DAP process and are included in this proposal for information only. These courses will only be offered at King's.

1c. Department of Political Sciences: Revisions to the Admission Requirements of the Honours Specialization, Major and Minor in Political Science

Recommended: That the admission requirements of the Honours Specialization, Major and Minor in Political Science in the Department of Political Sciences at King's University College be revised as shown in [Appendix 2](#), effective September 1, 2020.

Background

The proposed changes are as a result of the introduction at King's University College of Political Science 1021F/G and 1022F/G, recently submitted through the DAP process, which may also be accepted as a first-year prerequisite for admission into any of the Political Science modules at King's. Political Science 1021F/G and 1022F/G are existing courses at Brescia University College. These modules are also offered at Huron, Brescia and the constituent.

1d. **Department of Interdisciplinary Programs: Withdrawal of the Diploma in Refugees, Migration and Forced Displacement; the Diploma in Childhood and Advocacy; and the Diploma in Critical Security Studies**

Recommended: That effective September 1, 2020, admission to the Diploma in Refugees, Migration and Forced Displacement and the Diploma in Childhood and the Legal System be discontinued and that the Diplomas be withdrawn and all registration discontinued as outlined below,

And,

That effective September 1, 2020, admission to the Diploma in Childhood and Advocacy and the Diploma in Critical Security Studies be discontinued, and

That students enrolled in the Diplomas be allowed to graduate until August 31, 2022, upon fulfillment of the requirements, and

That the Diplomas be withdrawn and all registration be discontinued effective September 1, 2022, as outlined below.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21250&Keywords=childhood%20advocacy&SelectedCalendar=Live&ArchiveID=>

DIPLOMA IN CHILDHOOD AND ADVOCACY

Admission to this diploma is discontinued effective September 1, 2020. Students enrolled in the diploma will be allowed to graduate until August 31, 2022, upon fulfillment of the program requirements.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21625&Keywords=critical%20security&SelectedCalendar=Live&ArchiveID=>

DIPLOMA IN CRITICAL SECURITY STUDIES

Admission to this diploma is discontinued effective September 1, 2020. Students enrolled in the diploma will be allowed to graduate until August 31, 2022, upon fulfillment of the program requirements.

Background

The proposed elimination of the diplomas is due to lack of enrolment and funding issues, King's seeks to discontinue its Diploma programs.

- **Diploma in Refugees, Migration and Forced Displacement** – currently there are no students enrolled in this diploma;
- **Childhood and the Legal System** - currently there are no students enrolled in this diploma;
- **Diploma in Childhood and Advocacy** – currently there is one student enrolled in this diploma; and
- **Diploma in Critical Security Studies** – currently there are four students enrolled in this diploma.

FOR INFORMATION

2. **Huron University College, Faculty of Theology – Addition of Distance Learning to the Master of Divinity and Master of Theological Studies programs**

On December 13, 2019, the Academic Council at Huron University College approved the following motion:

That the Faculty of Theology be given approval to allow: a “remote access” option to MDiv and MTS students, a condensed weekly schedule for these programs, and an enhanced contextual, place-based approach to the curriculum.

NOTE: this proposal is for MDiv and MTS students only and excludes MTS (Islamic Studies concentration), MA (Theology), and BA / BTh programs—these remain the same.

In accordance with the Affiliation Agreement, Huron is also in discussion with St. Peter's Seminary.

Background

This information is being presented to SCAPA for information because only the method of instruction is being enhanced, the academic content and learning outcomes remain consistent.

The following factors have guided this change:

- The primary motivation is to increase quality, flexibility, and access
- The additional mode of learning seeks to enhance the context-driven, place-based aspects of the programs
- There will be no change to the duration of the programs
- The same Program Outcomes will be in place
- The same Assessment Plan (Quality Assurance) will be in place
- Huron will be adding support resources to ease the transition in pedagogy and use of technology

The enhancement in learning delivery will keep the residential MDiv and MTS programs basically as they are, but will extend access by making the following changes: (MDiv and MTS students only)

1. To schedule courses on Monday and Tuesday only allowing for better interaction between students/faculty and worship experience.
2. To allow up to 50% of the impacted students to apply for "remote access" privileges by which they can join classes synchronously by Zoom
3. To create three intensive weeks per year when all students are on campus for formation, class time, contextual learning, examinations, etc. (the two university reading weeks and one summer gathering)
4. To enhance vocational-site-learning with a team of supervisors including one faculty member, one academic supervisor on-site, and one spiritual elder/mentor to assess competency and support learning in each unique context/culture. (especially important for indigenous students and those living in remote parts of Canada)
5. To move the university resources further into the life of the stakeholder communities

Expected outcomes:

- Significant increase in enrolment, 50-100% over three years (in these programs)
- Much better promotion, recruitment, and fundraising story - Enhancement of the strong “field learning” model of these programs
- Low investment for significant benefit: cost of technology, part-time and student work-study support, conference costs for intensive weeks—all high ROI
- Development of new pedagogies and capacity in current/future teaching faculty
- To be ahead of significant shifts in theological education expected over the next 3-10 years.

3. **Faculty-Specific Undergraduate Sessional Dates for 2020 and 2021**

The undergraduate sessional dates for the following program are attached as [Appendix 3](#)

- Sessional dates for the Faculty of Education, B.Ed. program (2020-21)
- Sessional dates for the Richard Ivey School of Business HBA program (2020-21)
- Sessional dates for the Faculty of Law (2020-21)
- Sessional dates for the Schulich School of Medicine & Dentistry's MD and DDS programs (2020-21)

New Courses:

1. Analytics and Decision Sciences 2298A/B: Introductory to Operations Research

This course will serve as a foundational requirement of a new minor in Analytics and Decision Sciences. It is intended to give students an overview of essential topics in optimization and simulation with a focus on applications. The course will also introduce programming in a high-level language (currently planning Python) and involves weekly labs. A crucial part of this course is that it applies the statistics backgrounds of students to help them make decisions based on data. Intake into the course will include students across multiple majors in management and the social sciences.

2. Analytics and Decision Sciences 3293A/B: Risk and Simulation

This course introduces students to spreadsheet-based modelling, with a foundation of elementary matrix algebra, optimization, and simulation. While the focus is on finance, we will use real examples from all functional areas of business to illustrate the power of spreadsheet modeling. By exploring data analysis, optimization, simulation, and prediction, we will impart valuable modelling skills that students can take with them into their careers. This course will serve as an addition to several program checklists under the School of Management, Economics, and Mathematics.

**3. Analytics and Decision Sciences 3864A/B: Data Visualization for Management and Social Sciences
(Short Title: Data Viz for Social Sciences)**

This course introduces data visualization and statistical programming (currently planning R), with emphasis on applications in the social sciences. It fills the growing data fluency needs of many Management and Social Sciences graduates, building off the foundation developed in earlier statistics, econometrics, or quantitative research methods courses. Visualization and exploration of data will be used to extract insights. High enrollment is expected.

4. Analytics and Decision Sciences 4293A/B: Professional Analytics

This is an interdisciplinary course that applies material from earlier ADS courses to problems in management science. With an emphasis on spreadsheet modelling and software, this course will promote data fluency, and help prepare interested students to write the INFORMS aCAP (associate Certified Analytics Professional) exam. This course is an especially good fit for MOS majors who have a quantitative inclination, and is expected to be well-enrolled.

5. Analytics and Decision Sciences 4294A/B: Complex Problems

This course emphasizes unstructured problem solving and entrepreneurial thinking and is not explicitly quantitative in nature. It is hoped that this course attracts students from a wide variety of disciplines. A major course component is a 10-day experiential learning sprint, where students work with a community partner (government, corporate, not-for-profit, etc) to address a real problem. To prepare students for the critical thinking and problem solving expected in this course, the prerequisite is the newly-proposed Philosophy 2293A/B (Conditions for Analytical Thinking and Decision Making).

6. Philosophy 2293A/B: Conditions for Analytical Thinking and Decision Making

This course serves several purposes. One is that it forces students to confront controversy and conflict, and be able to navigate complex arguments that can be approached from different viewpoints. For example, the view that science is logical and rational will be contrasted against the view that science thrives specifically because of leaps of creative insight and a willingness to entertain even unsupported

deviations from orthodoxy. Another example is the idea of general utility and optimization, where rancorous debate occurs because of differences in values and assumptions that are difficult to reconcile.

The same data can tell a different story to different people. Good decision making thus requires more than just an ability to parse and extract insight from data: it also requires us to confront problems from multiple perspectives and understand people whose views and values are dissimilar. These themes are inculcated well within Philosophy, which is why the course is proposed to be homed there.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21249&SelectedCalendar=Live&ArchiveID=>

Honours Specialization in Political Science

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee that students wishing to transfer into this module will be offered enrolment.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including ~~Political Science 1020E~~ **1.0 Political Science course(s) at the 1000-level**, plus 2.0 additional courses, with no mark in these principal courses below 60%.

Module

9.0 courses:

1.0 course: Political Science 2237E.

1.0 course: Political Science 2230E.

1.0 course: Political Science 2231E.

1.0 course: Political Science 2245E or Political Science 2225E.

1.0 course in Political Science at the 2200 level or above.

0.5 course: Political Science 3324F/G.

3.5 courses in Political Science at the 3000 or 4000 level.

Note: Students registered in an Honours Specialization in Political Science may not register in Political Science courses at the 2100 level.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21247&SelectedCalendar=Live&ArchiveID=>

Major in Political Science

Admission Requirements

Completion of first-year requirements, including ~~Political Science 1020E~~ **1.0 Political Science course(s) at the 1000-level**, with a mark of at least 60%.

Module

6.0 courses:

1.0 course: Political Science 2237E.

1.0 course: Political Science 2230E.

1.0 course: Political Science 2231E.

1.0 course: Political Science 2245E or Political Science 2225E.

0.5 course: Political Science 3324F/G.

1.5 courses in Political Science at the 3000 or 4000 level.

Note: Students registered in a Major in Political Science may not register in Political Science courses at the 2100 level.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21248&SelectedCalendar=Live&ArchiveID=>

Minor in Political Science

Admission Requirements

Completion of first-year requirements, including ~~Political Science 1020E~~ **1.0 Political Science course(s) at the 1000-level**, with a mark of at least 60%.

Module

4.0 courses:

4.0 courses in Political Science at the 2200 level or above.

Sessional Dates 2020-21 – Faculty of Education

2020	
September 3	Year 1 Registration and Orientation
September 7	Labour Day
September 8	Year 1 Classes Begin
September 8 – 11	1 st term Add/Drop
September 8 – October 16	Year 2 Practicum Three
October 12	Thanksgiving
October 12 – 16	Year 1 Fall Reading Week
October 19	Year 2 Classes Begin
November 16 – December 11	Year 1 Practicum One
November 30 – December 18	Year 2 Alternative Field Experience A
December 14 – January 1	Year 1 Vacation
December 21 – January 1	Year 2 Vacation
2021	
January 4	Classes Resume (Year 1 and 2)
January 4 – 8	2 nd term Add/Drop
February 15	Family Day
February 16 – March 26	Year 2 Practicum Four
March 15-19	Year 2 Spring Break
March 22 – April 16	Year 1 Practicum Two
April 2/5	Good Friday/Easter Monday
March 29 – April 23	Year 2 Alternative Field Experience
April 16	Last Day of Term, Year 1
April 23	Last Day of Term, Year 2

2020-21 HBA Sessional Dates – Ivey Business School Honours Business Administration

2020	
August 31 – September 2	HBA Pre-Ivey Program (Optional but recommended)
September 3	HBA1 Transfer Orientation Program
September 4	HBA1 Begins (Mandatory)
September 8-18	Add/Drop (A/B, Q,R,S,T (Ivey Term 5, 6, 7 and 8) courses)
September 8-11	HBA2 IFP Classes (MANDATORY)
September 14	HBA2 Elective Classes Begin
September 25	Last Day to drop Q (Ivey Term 5) course without penalty
October 12	Thanksgiving – No Classes
October 15	Q (Ivey Term 5) Courses End
October 20 - 24	HBA2 Exam Period (including Saturday)
October 26-27	IFP Workshop Days (Mandatory)
October 28 – November 3	Add/Drop (B, R,S,T (Ivey Term 6, 7 and 8) courses)
October 28	R (Ivey Term 6) Courses Begin
November 2-6	Fall Break Week
November 11, 12 and 13	IFP Client Meetings (Evenings and November 13 all day)
November 17	Last Day to drop A (Ivey half course) without penalty
November 17	Last Day to drop R (Ivey quarter T6) course without penalty
November 18-20	HBA2 IFP Work Days (Mandatory)
November 27	HBA2 IFP NVP Presentations (Mandatory)
December 10	HBA2 Classes End
December 10	HBA1 Classes End
December 9,10,11	IFP Client Meetings (Evenings and December 11 All day)
December 12-18	HBA2 Exam Period (including Saturday and Snow Days)
December 11-18	HBA1 Exam Period (including Saturday and Snow Days)
2021	
January 4	HBA1 Classes Resume
January 4	HBA2 Classes Resume
January 4-8	Add/Drop (B, S,T (Ivey Term 7 and 8) courses)
January 15	Last Day to drop S (Ivey Term 7) course without penalty
February 4	S (Ivey Term 7) courses End
February 6-12	HBA2 Exam Week (including Saturday)
February 15-19	Spring Break Week
February 22	T (Ivey Term 8) Courses Begin
February 22-26	Add/Drop (T (Ivey Term 8) courses)
March 5	Last Day to drop T (Ivey Term 8) course without penalty
March 5	Last day to drop B (Ivey half) course without penalty
March 25	HBA2 Classes End
April 1	HBA1 Classes End
March 28 – April 1	HBA2 Exams
April 2	Good Friday – No Classes or Exams
April 5-8	HBA1 Exams

Western Law

Sessional Dates – 2020-2021

2020

September 7	Labour Day Holiday
September 8	Orientation Day
September 9	Fall Term Classes Begin
September 9-15	Fall Term Add/Drop Period
October 12	Thanksgiving Day Holiday
October 28-30	Fall Convocation
Nov. 2 & 3	Fall Study Break
December 4	Fall Term Classes End
December 7-18	Fall Term Examination Period
December 18	Fall Term Ends

2021

January 4	Winter Term Begins
January 4-22	January Intensive Term
January 5	January Intensive Add/Drop Period
January 25	Winter Term Regular Classes Begin
January 25-29	Winter Term Add/Drop Period
February 15-19	Law Study Week
April 2	Good Friday (Western Holiday)
April 8	Winter Term Classes End
April 12-23	Winter Term Examination Period
April 23	Winter Term Ends
June TBD	Spring Convocation

Schulich School of Medicine & Dentistry
Sessional Dates MD Program 2020-21

2020 – 2021	
August 24-28, 2020	Orientation Week
August 24, 2020	Academic Year Begins for Year 3
August 31, 2020	Academic Year begins for Year 1/2/4
December 19, 2020 – January 3, 2021	Winter Break for Year 1/2/4 Start/End
January 4, 2021	Classes resume for Year 1/2/4
March 15-19, 2021	March Break for Year 1/2/4 Start/End
Apr. 23, 2021	Academic Year ends for Year 4
May 21, 2021	Convocation
Aug 13, 2021	Academic Year ends for Year 3
Aug 28, 2021	Academic Year ends for Year 1/2

Dentistry Sessional Dates

2020			
START DATE	END DATE (AS APPLICABLE)	Classes/Exams/Activity/Stat Holidays	Program Year
August 31, 2020	September 4, 2020	Clinic Orientation	3, ITD1
September 1, 2020		White Coat Ceremony	1, ITD1
September 3, 2020		Year 1 Kit Orientation	1
September 4, 2020		Year 2 Kit Orientation	2, ITD1
September 7, 2020		Labour Day - No Classes/Clinics	1, 2, ITD1, 3, 4, ITD2 (graduating)
September 8, 2020		Regular Classes and Clinics commence	1, 2, ITD1, 3, 4, ITD2 (graduating)
October 12, 2020		Thanksgiving - No Classes/Clinics	1, 2, ITD1, 3, 4, ITD2 (graduating)
October 14, 2020	To be confirmed	Research Day (afternoon only)	1, 2, ITD1, 3, 4, ITD2 (graduating)
October 16, 2020		Homecoming	4, ITD2 (graduating)
November 13, 2020	To be confirmed	Feasby Lecture	3, 4, ITD2 (graduating)
November 17, 2020		Last Day for receiving admission applications for Year 1 of ITD Program	
December 1, 2020		Last Day for receiving admission applications for Year 1 of DDS Program	
December 4, 2020		Classes End – Fall Term	1, 2, ITD1, 3, 4, ITD2 (graduating)
December 7, 2020	December 23, 2020	Exam Period – All Years	1, 2, ITD1, 3, 4, ITD2 (graduating)
December 24, 2020	January 3, 2021	Winter Break	1, 2, ITD1, 3, 4, ITD2 (graduating)
2021			
START DATE	END DATE (AS APPLICABLE)	Classes/Exams/Activity/Stat Holidays	Program Year
January 4, 2021		Winter Term Commences - All Years	1, 2, ITD1, 3, 4, ITD2 (graduating)
February 8, 2021	February 19, 2021	Didactic Supplemental Examinations Year 4, ITD2	4, ITD2 (graduating)
February 15, 2021		Family Day - No Classes/Clinics	1, 2, ITD1, 3, 4, ITD2 (graduating)
March 6, 2021 (To be confirmed)		NDEB Examinations (Written & OSCE)	4, ITD2 (graduating)
March 15, 2021	March 19, 2021	Study Week	1, 2, ITD1, 3, 4, ITD2 (graduating)
April 2, 2021		Good Friday - No Classes/Clinics	1, 2, ITD1, 3, 4, ITD2 (graduating)
April 30, 2021		Winter Term Ends (excluding Year 1)	1, 2, ITD1, 3, 4, ITD2 (graduating)
May 3, 2021	May 21, 2021	Final Examination Period (excluding Year 1)	2, ITD1, 3
May 24, 2021		Victoria Day	1, 2, ITD1, 3, 4, ITD2 (graduating)
May 14, 2021		Winter Term Ends Year 1	1
May 17, 2021	May 28, 2021	Final Examination Period Year 1	1
May 25, 2021	June 25, 2021	Summer Clinic	3
June 2021	To be confirmed	Convocation & Graduation Luncheon Ceremony	4, ITD2 (graduating)
June 28, 2021	July 16, 2021	Summer Classes for Year 2 of the ITD Program	ITD2 (ITD2023)
Supplemental Exam Period - To be Confirmed.			
July 5, 2021	July 16, 2021	Didactic Supplemental Exams - for Years 2, 3, ITD1, ITD2	2, ITD1,3
July 5, 2021	July 16, 2021	Practical Supplemental Exams - for Years 2, 3, ITD1, ITD2	2, ITD1,3
July 6, 2021	July 16, 2021	Didactic Supplemental Exams - for Year 1	1
July 6, 2021	July 16, 2021	Practical Supplemental Exams - for Year 1	1
NOTE: ALL DATES ARE SUBJECT TO CHANGE			

UNIVERSITY RESEARCH BOARD

Contents	Consent Agenda
Research Western Annual Report – 2019	No

FOR INFORMATION

1. **Research Western Annual Report – 2019**

S. Prichard will present the Annual Report of the Vice-President (Research), contained in [Appendix 1](#).

Western Research

Research Western Annual Report | 2019 Dr. Sarah Prichard, Acting Vice-President (Research)

Since arriving at Western, I have been impressed by the many individuals and groups conducting excellent research across a wide range of topics. The university offers a number of world-class facilities on a beautiful campus, is home to outstanding students and faculty members, and is fiscally strong. We have all of the components needed for research excellence.

WHO WE ARE & WHAT WE DO

The office of the Vice-President (Research), through Research Western, allocates resources and aligns strategies to ensure Western is a great research-intensive university with a reputation for research excellence by:

- Advocating for research;
- Enabling research success; and
- Building a research culture.

We advocate by promoting, celebrating and highlighting the importance of research, scholarship and creative practice from all disciplines to internal and external audiences. It is our role to effectively integrate research into all aspects of the university's mission, develop champions and promote a shared purpose.

We enable research by providing comprehensive administrative and financial support to build research capacity and success, and to ensure research integrity. Increasingly, this means identifying and offering new services, including those related to knowledge exchange, bibliometrics, Indigenous and EDI guidance. These specialized efforts reduce administrative burden for our scholars, increase their competitiveness in grant competitions and ensure their work has impact. It is our goal to foster an environment in which teams thrive and interdisciplinary initiatives aimed at big ideas can emerge and be successful.

We are working to extend our culture of research excellence at Western, built on a shared, integrated research vision. This is a process that includes setting clear goals, defining, measuring and celebrating success, communications plans that align to our research goals, building a network of research champions and mentoring early career researchers.

Our team of professionals at Research Western is highly dedicated, knowledgeable and demonstrates an exceptional focus on service. We continue to be proactive in identifying and implementing new tools and services to support our community. We aim to set our scholars up for success, reduce the institution's risk and help advance Western's reputation.

Research Western is composed of several core service teams, including:

- **Research Development & Services:** Helps researchers gain a competitive edge by providing support throughout the research funding lifecycle, including pre- and post-award, knowledge exchange and EDI plan development, and negotiating contracts and agreements.
- **Research Ethics & Compliance:** Provides ethical oversight for research studies involving human participants to ensure the level of risk, potential benefits and ethical implications are appropriate. From a compliance perspective, fosters and encourages a commitment to ethical and responsible conduct of research, while providing guidance, education and support related to regulations, processes and requirements.
- **Animal Care & Veterinary Services:** Ensures ethics and safety of research involving animal models and provides animal care services as required by regulatory bodies.
- **WORLDiscoveries:** Assists with the protection and promotion of innovations, while facilitating the formation of mutually beneficial market partnerships and strengthening ties within Western's entrepreneurship ecosystem.

We offer strategic oversight from the Vice-President (Research) and two Associate Vice-Presidents (Research), while providing additional supports related to finance, administration, human resources, communications and research promotion. The Vice-President (Research) also shares responsibilities for Western Research Parks, BrainsCAN, the Bone & Joint Institute and the new Institute for Earth & Space Exploration. Our research community is also supported by faculty based research offices.

HOW WE HAVE DONE

We continue to be presented with an increasing number of opportunities to support research, including new funding opportunities. At the same time, various partnerships and new compliance and reporting requirements are also on the rise. As examples, the volume of core institutional programs (e.g., CFI, CRC, ORF-RE) has increased by 38 per cent over the past five years and research contracts and human ethics research board submissions have both risen by nearly 20 per cent over the same period. Our Research Services team oversees submission of 2,000-2,400 applications to more than 500 program competitions annually. Our team is being asked to expand its services to meet needs related to entrepreneurship, knowledge exchange, bibliometrics, EDI and Indigenous research. We will need to be agile to meet emerging opportunities essential to Western's success.

Table 1: Activity level of the Research Western RDSE organization.

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Development*	65	80	107	78	120
Services/Grants	2,143	2,054	2,024	2,173	2,357
Contracts	895	990	1,037	1,021	1,096
Ethics**	1,070	1,450	1,253	1,153	1,344

* total CFI, CRC, and ORF-RE proposals submitted.

** total protocols approved in Health Studies Research Ethics Board and Non-Medical Research Ethics Board.

Internal Research Funding

Research Western makes significant financial investments in our research community to encourage participation and enable success. The Western Strategic Success Program, as example, provides \$1.5 million for seed, bridge and accelerator grants, which help launch, support and strengthen scholars' applications to external agencies and expand their research programs.

We also use the Research Promotion Fund, sourced from overhead revenues from research contracts and ORF-RE, to directly and indirectly support research activities. This is the main source of discretionary funding available to the Vice-President (Research) to support targeted research-relevant

initiatives. The research community receives support from this fund in the form of research awards, institutional memberships, large grants, small grants and other faculty initiatives related to research. Examples include our memberships in MITACS and SOSCIP, support for ICES, CANet, CIFAR, and the Soochow-Western Synchrotron project.

The SSHRC FRDF/Endowment fund has also provided tremendous benefit to scholars in the social sciences, arts and humanities. Funds have been allocated to faculties and going forward, additional funds from the endowment will be available through the VPR office. In 2018-2019, past FRDF/Endowment fund recipients were successful in several large grant applications and the program supported 129 publications, 101 conference presentations and 36 other dissemination activities. These funds were instrumental in achieving success in five external award applications and they provided training for 157 HQP. For the first time in 2019-2020, the Provost has allocated up to \$750,000 to support university-wide institutes, which include the Bone & Joint Institute and the Institute for Earth & Space Exploration.

The Western Innovation Fund, managed by WORLDiscoveries, provides one-time funding to researchers to develop ideas and technologies toward commercialization. More than 40 per cent of projects awarded go on to receive additional funding through grants, further investment or commercialization revenue. Overall, WIF has seen a 166 per cent return across all projects and a 401 per cent return on projects that received follow-up funding

Linking Research and the Student Experience

We are working to promote and enhance student research experience as part of the broader effort to position Western as a research-intensive university. An aspect of this initiative involves identifying and communicating existing research opportunities available to undergraduate students but additional opportunities need to be identified. Partnering with Student Experience, we jointly deliver the Head & Heart program, which supports research experiences for Indigenous students. We are planning to extend this opportunity to other groups of undergraduates (e.g., first-generation students) and to submit a SSHRC Partnership Grant to fund it.

We currently support student and trainee research participation by investing in memberships in organizations like SOSCIP and MITACS, which helps establish partnerships between industry and academia. Its programs provide students and trainees with unique training opportunities through industry-partnered projects, internships and fellowships. Last year, Western attracted \$7.4 million in MITACS funding.

Promoting and Celebrating Success

Research Western continues to take a multi-pronged approach to celebrating our community's successes. Our investment several years ago in a Research Development Consultant (Awards & Distinctions), as example, has paid tremendous dividends by allowing us to solicit and produce high-quality and successful prestigious award nominations.

Last year, we recognized three Fellows of the Royal Society of Canada, two members of the College of New Scholars, Artists & Scientists of the Royal Society of Canada and more than 25 external research awards. These included prestigious awards across disciplines, including a Fulbright Canadian Fellowship (Neil Banerjee, Science), Fellowship in the Canadian Academy of Health Sciences (Jayne Garland, Health Sciences) and Honorary Fellowship in the Royal Conservatory of Music (Leslie Kinton, Music). We also celebrated our own with the Hellmuth Prizes for Achievement in Research – the university's highest research honour – awarded to Peter Jaffe (Education) and Andy Sun (Engineering). Celebrating success is critical to establishing a strong research culture and we have initiated celebratory events, sent letters of congratulation and will soon host our annual awards gala.

We are committed to focusing on outcomes and recognize these differ across disciplines. We are planning a celebratory event for faculty authors to acknowledge the success of the books our faculty members publish annually. As the Tri-Council agencies have recently signed up for the San Francisco Declaration on Research Assessment, we will need to continue to reflect on ways we measure research success.

External Research Funding Results 2018-19

We are focused on increasing external research funding and support from all sources; however, Tri-Council funding plays a critical role in the growth and sustainability of the research enterprise. These

programs drive linked programs, including provincial funding, Canada Research Chairs, Canada Foundation for Innovation and the Research Support Fund, which provides vital support for the indirect costs of research. Over the past decade, we have witnessed a modest upward trend in Tri-Council funding, reaching \$57 million last year. This represents Western's highest-ever total and a 9.3 per cent increase from 2017-2018.

- **SSHRC (\$6.8 million):** Western's highest-ever total by nearly \$1 million reflects a 0.5 per cent increase in national share. Successes are highlighted by increased grant participation, the effective use of internal programs strategically geared to enhance SSHRC success and political science professor Laura Stephenson's \$2.5 million SSHRC Partnership Grant to create the *Consortium on Electoral Democracy*.
- **NSERC (\$26.7 million):** After several relatively flat years, NSERC funding rose 7.3 per cent to its highest-ever level. Western's share also rose from 3.3-3.4 per cent, ranking 10th in the U15 – up two spots from 2017-2018. Four of five researchers were successful in the final competition for NSERC Strategic Partnership Grants.
- **CIHR (\$23.5 million):** Steady over the past five years – when CIHR funding has increased by almost 15 per cent – Western's CIHR funding places us 10th in the U15. Our affiliated hospitals attract an additional \$5 million, taking the city-wide total to \$28.5 million. It is typical for universities with a medical school and affiliated teaching hospitals to attract substantially more CIHR funding than NSERC funding. This will be an area of strategic focus for the coming year, particularly with the new Dean of the Schulich School of Medicine & Dentistry.
- **Canada Foundation for Innovation (\$8.7 million):** Consistent with recent years, but down from 2017-2018.

Overall, Western and its affiliates last year attracted \$239.2 million (Western: \$190.7 million, Affiliates: \$48.4 million). It is significant to note the university's divestment of Robarts Clinical trials (loss of \$40 million) and flow-through of two rounds of Ontario Research Fund grants (gain of \$22 million) are reflected in this result. Western has ranked 10th nationally for research funding nine of the past 10 years.

Despite the divestment of Robarts Clinical Trials, contract revenue has been a source of success (\$22.3 million). Government and non-government contract revenue continues to climb (up 70 per cent

over the past five years to \$12.9 million) and ancillary research operations, like Surface Science Western and the Boundary Layer Wind Tunnel, attracted \$6.6 million in 2018-2019. Faculty of Education researchers were awarded five of nine research contracts at Western valued at more than \$2 million, attracting more than \$13 million to advance to advance knowledge related to childhood education and gender-based violence prevention. These programs were funded by various government agencies, including the Ontario Ministry of Education, the BC Ministry of Children & Family and the Public Health Agency of Canada.

New approaches to partnerships will be an important way forward. Last year, as example, we celebrated the creation of GLABAT Solid-State Battery Inc., a joint research laboratory between Western and China Automotive Battery Research Institute, which attracted a \$10-million investment. Our strategy is to continue to look at different funding sources and models in Canada and abroad, while providing support and investment to increase participation and success in existing granting and partnership opportunities.

Table 2: 2019 Publications: Leiden Rankings

Publications	Proportion top 1%	Proportion top 10%	Collaboration (Inter-institution)	Collaboration (Industry)
1. Toronto (2)	1. Toronto (8)	1. Toronto (5)	1. Toronto (4)	1. Toronto (12)
6. McMaster (139)	4. McMaster (84)	5. McMaster (143)	6. McMaster (143)	5. McMaster (126)
7. Western (180)	9. Western (171)	9. Western (181)	9. Western (204)	10. Western (250)
14. Queen's (346)	14. Queen's (327)	14. Queen's (327)	14. Queen's (374)	14. Queen's (328)

**National rank for key Ontario competitors (global rank)*

Innovation, Technology Transfer, Commercialization and Entrepreneurship

It was a banner year for WORLDdiscoveries, which brought in \$5.8 million in revenue – its highest-ever total. The 37 license agreements signed was also a record, tripling the total from five years ago. The unit also maintains 178 active licenses (60 per cent more than 2014), has 42 active spinoffs and had 45 patents issued for technologies last year.

WORLDiscoveries continues to be a key driver in Western's innovation and entrepreneurship ecosystem, hosting initiatives like the extremely successful Medical Innovation Fellows Program, which has doubled to a cohort of six from when it began three years ago. Over that time, the program has made 14 intellectual property disclosures, filed nine patent applications and filed eight startup companies, which have received more than \$1 million in third-party funding to develop their technologies. Other programs, including the Proteus Innovation Competition, Innovation Ambassadors Program and Graduate Student Innovation Scholars Program, have witnessed tremendous growth, while fostering a culture of innovation and entrepreneurship on campus.

WORLDiscoveries Asia expanded beyond London to represent more than 35 Ontario organizations and more than 110 technologies. One of its most significant successes last year involved closing a \$5-million USD equity-investment deal with a startup company.

LOOKING AHEAD TO 2020

We are excited to host more than 8,000 scholars from across Canada at Congress of the Humanities & Social Sciences in May. This will provide an excellent opportunity to highlight Western's scholarship and beautiful campus. To enhance our profile, we have invested internal funds to encourage Western's graduate students to present papers during this year's proceedings.

The environment in which we conduct research is changing. Interdisciplinary research is increasing. While there will always be a role for individual, curiosity-based research, solitary investigators are increasingly joining team-based initiatives and taking interdisciplinary approaches to tackle big ideas. If we are to compete successfully, Western will need to commit to developing and acquiring more world-class core facilities and to facilitating partnerships with industry, governments and communities. We need to foster processes and spaces like WIRB, where these opportunities can thrive. We need to think beyond our walls by creating consortia that leverage economies of scale, expertise and equipment. We need to solidify ties to industry and to entrepreneurship when such linkages enable greater research impact. These changes require us to invest time, thought and money to identify the best opportunities for success.

Western will identify a new Vice-President (Research) and I hope to have laid the groundwork and provided a roadmap for the appointee's success. Some key priorities for the year ahead include:

1. Work related a culture of research excellence at Western: setting goals, defining success and assessing performance, aligning communications to our research agenda, mentoring early career researchers, celebrating success and building research champions.
2. Continuing to work with Animal Care & Veterinary Services to meet regulatory requirements and to set per diem rates that make our researchers more competitive. Work with the planning group for the planned biomedical research building to ensure a smooth transition into the new facility.
3. Put into place the leadership, governance, administrative and budgetary plans to set institutes on a path to success, while proposing a framework for a Western Neuroscience Institute.
4. Support and develop processes to advance large interdisciplinary research programs.
5. Increase research participation rates and success – with a focus on Tri-Council funding, but not to the exclusion of other opportunities – by providing investment and support.
6. Work with the new Dean of the Schulich School of Medicine & Dentistry to develop a plan to optimize research performance in the school, which will include alignment with the Lawson Health Research Institute.
7. Assess Research Western's operations to determine needs to best support researchers across campus, benchmark success and understand synergies between central and faculty-based research officers.
8. Bring the research agenda and research aspirations into the university strategic planning process.
9. Work with Student Experience to further increase research opportunities for undergraduate students.

In closing, I want to thank Western for welcoming me to the university. It has been a pleasure and a privilege to be able to work with the dedicated, bright and creative research community here. There remains a great deal of work to do as we adjust to a changing research environment. I believe Western is well positioned for greater research success provided we align around shared aspirational goals and we adapt how we organize ourselves to achieve those goals.

Respectively Submitted,

Sarah Prichard

APPENDIX A

Western University
Research Grants & Contracts
Research Funding Comparatives
Cash Basis

	2019	2018	2017	2016	2015
	\$	\$	\$	\$	\$
Federal					
SSHRC	6,756,018.49	5,563,892.93	5,859,499.66	4,778,272.06	4,190,927.33
NSERC	26,738,496.75	24,910,167.72	23,344,050.13	24,434,824.79	24,976,714.06
CIHR	23,534,589.22	21,696,307.57	26,484,748.45	21,212,042.23	26,259,591.91
NCE's	392,328.01	616,674.74	965,594.33	583,503.06	1,794,753.14
CFI	8,715,883.09	11,390,756.62	7,102,622.25	6,643,399.32	5,723,311.81
CRC's and CERC	6,721,183.33	7,000,000.00	8,141,341.36	8,861,217.05	9,675,000.00
CFREF	10,150,931.00	8,181,797.03	7,118,830.97		
RSF	11,109,537.00	9,815,163.01	9,792,300.00	8,977,027.00	9,078,352.99
AUTOMOTIVE PARTNERSHIP CANADA	-	-	-	645,635.17	505,008.01
GLOBAL AFFAIRS CANADA (formerly DFAITD & CIDA)	1,548,726.08	1,796,586.21	163,402.93	1,055,563.00	450,224.18
HEALTH CANADA	-	9,864.13	129,351.37	512,439.13	154,560.13
IDRC	15,000.00	64,820.00	24,892.65	181,967.81	120,529.00
CANADIAN SPACE AGENCY	1,217,718.61	388,892.02	480,494.59	332,250.00	241,333.15
DEPARTMENT OF NATIONAL DEFENCE	482,357.15	574,610.73	733,153.92	240,073.27	241,671.02
FEDDEV	635,504.03	470,944.21	599,265.97	720,136.23	1,284,879.34
PUBLIC HEALTH AGENCY	2,639,743.56	1,731,410.57	1,431,831.37	1,183,085.31	742,006.00
EMPLOYMENT & SOCIAL DEV CANADA	725,107.00	4,780.00			
Other	1,764,544.86	792,473.00	973,751.33	1,264,437.84	1,353,733.46
Subtotal	103,147,668.18	95,009,140.49	93,345,131.28	81,625,873.27	86,792,595.53
Provincial					
ORF-RI	17,015,726.00	2,450,870.84	1,280,287.16	7,429,787.67	8,055,238.88
ORF-RE	4,714,150.48	4,327,946.45	2,992,741.32	2,873,782.67	5,198,930.40
ERA	1,015,466.42	752,897.33	1,026,541.25	769,371.55	844,667.91
OMH<C	218,036.45	-	90,500.00	594,286.10	692,063.75
OCE	1,860,713.76	1,633,673.72	1,307,319.71	1,285,644.60	1,709,711.35
ONT SPOR	16,662.00	836,228.03	229,814.97		
MINISTRY OF EDUCATION	3,187,741.00	375,144.52	302,666.82	228,844.05	111,411.00
MINISTRY OF CHILD & YOUTH SERVICES	498,000.00				
MTCU	2,492,605.03	2,524,580.00	2,512,395.19	2,517,550.81	2,543,138.99
Other	3,780,299.01	3,559,569.20	724,533.05	868,683.11	1,292,385.76
Subtotal	34,799,400.15	16,460,910.09	10,466,799.47	16,567,950.56	20,447,548.04
Foreign Grants	2,174,929.37	1,879,273.18	2,142,582.00	1,295,859.52	1,255,146.42
Foundations, Associations and Societies	14,035,454.17	14,111,341.09	13,695,313.37	14,131,459.20	13,719,170.18
Corporations	7,884,258.43	7,045,733.67	7,641,994.74	6,079,891.01	8,650,983.70
Donations and bequests	2,189,648.26	2,591,106.25	2,559,197.86	2,327,707.48	2,496,148.21
Other					
Medical trusts	663,277.28	1,900,653.63	879,300.84	1,232,001.26	1,064,562.03
Operating	16,458,281.24	19,225,244.64	18,214,446.72	14,897,109.92	18,938,203.00
Subtotal	43,405,848.75	46,753,352.46	45,132,835.53	39,964,028.39	46,124,213.54
Total Revenues per Stmt 2	181,352,917.08	158,223,403.04	148,944,766.28	138,157,852.22	153,364,357.11
Less:					
RSF	11,109,537.00	9,815,163.01	9,792,300.00	8,977,027.00	9,078,352.99
MTCU (ROIE)	2,492,605.03	2,524,580.00	2,512,395.19	2,517,550.81	2,543,138.99
Subtotal	167,750,775.05	145,883,660.03	136,640,071.09	126,663,274.41	141,742,865.13
Hospitals	48,446,653.51	49,492,081.00	49,482,877.00	47,863,204.69	45,585,876.50
Robarts Clinical Trials, Core Facilities (Restricted)	2,748,886.99	3,020,171.51	3,198,221.42	3,540,889.14	3,842,984.59
Robarts Clinical Trials Legal Entity (Combined Stmt 2)	-	39,018,271.00	34,928,672.00	27,530,596.00	23,054,227.00
GRAND TOTAL without RSF, PIC and MTCU	218,946,315.55	237,414,183.54	224,249,841.51	205,597,964.24	214,225,953.22
Ancillary Research Operations	6,634,200.00	6,900,379.00	6,477,460.00	5,569,741.00	4,981,068.00
GRAND TOTAL with RSF, PIC and MTCU	\$239,182,658	\$256,654,306	\$243,031,997	\$222,662,283	\$230,828,513

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APPENDIX B

Tri-Council Funding Performance, 2014-2019

Social Sciences & Humanities Research Council (SSHRC)

Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
# of applications	126	98	95	87	100
# of awards	47	30	46	52	49
Success rate	37%	31%	48%	60%	49%
National share	2.8%	2.8%	3.0%	2.8%	3.3%
Total funding	\$4,190,927	\$4,778,272	\$5,859,500	\$5,563,893	\$6,756,018

Natural Sciences & Engineering Research Council (NSERC)

Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
# of applications	297	250	274	292	288
# of awards	205	151	147	178	178
Success rate	69%	60%	54%	61%	62%
National share	3%	3.2%	3.3%	3.3%	3.4%
Total funding	\$25,481,722	\$25,080,460	\$23,344,050	\$24,910,168	\$26,738,497

Canadian Institutes of Health Research (CIHR)

Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
# of applications	285	299	220	310	285
# of awards	79	58	57	78	55
Success rate	28%	19%	26%	25%	19%
National share	3.7%	3.8%	3.7%	3.2%	2.9%
Total funding	\$26,259,592	\$21,212,042	\$26,484,748	\$21,696,308	\$23,534,589

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Contents	Consent Agenda
<p>Establishment of the Dancap Private Equity Chair in Human Organization and Discontinuation of the Dancap Private Equity Professorship in Marketing (Consumer Behavior)</p>	<p>Yes</p>
<p>Office of the University Ombudsperson Annual Report</p>	<p>Yes</p>
<p>Western Libraries Annual Report 2018/19</p>	<p>No</p>
<p>Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2019 by the Senate Committee on University Planning</p>	<p>Yes</p>
<p>Draft 2020-2025 Strategic Mandate Agreement</p>	<p>No</p>

FOR APPROVAL

1. **Establishment of the Dancap Private Equity Chair in Human Organization and Discontinuation of the Dancap Private Equity Professorship in Marketing (Consumer Behavior)**

Recommended: That Senate approve that the Dancap Private Equity Professorship in Marketing (Consumer Behavior) in the Faculty of Social Science be discontinued,

And

That Senate approve the Dancap Private Equity Chair in Human Organization be established and appointed in the Faculty of Social Science.

Background:
See [Appendix 1](#).

FOR INFORMATION

2. **Office of the University Ombudsperson Annual Report**

The Office of the University Ombudsperson Annual Report is provided in [Appendix 2](#).

3. **The Western Libraries Annual Report 2018/19**

The Western Libraries Annual Report 2018/19 is provided in [Appendix 3](#).

4. **Designated Chairs, Professorships, and Faculty Fellowships approved on behalf of the Senate in 2019 by the Senate Committee on University Planning**

The report on Designated Chairs, Professorships, and Faculty Fellowships approved on behalf of the Senate in 2019 by the Senate Committee on University Planning is provided in [Appendix 4](#).

5. **Draft 2020-2025 Strategic Mandate Agreement**

A presentation will be provided to Senators on the draft 2020-2025 Strategic Mandate Agreement.

Dancap Private Equity Chair in Human Organization

Donor and Funding:

This new Chair is funded through a previously existing endowment that has exceeded the \$3 million threshold for establishment of a Chair. A previous gift from Aubrey Dan was used to establish the Dancap Private Equity Professorship in Consumer Behavior, as approved in September 2009.

No matching funds were utilized in the creation of this Chair or the previous Professorship.

Effective Date:

July 1, 2020

Purpose:

The establishment of this new Chair will enable the Faculty of Social Science and the Department to continue to develop and grow research and teaching expertise in Human Organization.

Appointments and reappointments to the Chair will be conducted in accordance with Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships of the University https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf and will normally be for five years, renewable once.

Criteria:

The holder of this Chair, to be appointed in the Faculty of Social Sciences within the DAN Department of Management & Organizational Studies (DAN Management), shall have a proven research record in the field of Human Organization. People management constitutes one of the core functional areas of management and represents a significant component of the programs within the DAN Management. Human resources has become an increasingly multidisciplinary field of study, drawing insights from the study of corporate governance and finance, and contributing to understanding the relationship between corporate governance, human resources practices and organizational performance. The Chair will provide leadership research in this area of study and help promote and deepen the collaborative basis of research across DAN Management. The holder of the Chair will develop new research agendas, provide mentoring and leadership for early career scholars, and contribute to course design and development.

Allowable Expenses:

Funds available will be used to support salary and benefits of the chair holder or direct research support or some mix thereof.

The administration of the spending of resources will be the responsibility of the Dean of the Faculty of Social Science.

Reporting:

The University, through the Faculty of Social Science, will provide overall stewardship and endowed fund financial reporting to the Donor regarding the activities of the Chair, once appointed.

Background:

The Professorship was funded through a previous donation from Aubrey Dan. The more recent 2017 gift from Aubrey Dan Holdings Inc. established Chairs in Consumer Behavior, Corporate Governance, and Change and Innovation. This new position will now help provide expertise in an additional area of importance.



Office of the Ombudsperson

Room 3135 Western Student Services Building
Western University
London, Ontario, Canada
N6A 3K7
t. 519-661-3573
ombuds@uwo.ca
westernu.ca/ombuds
@westernuOmbuds

The Office of the Ombudsperson is jointly funded by the University of Western Ontario, the Affiliated University Colleges, the University Students' Council and Student Councils of the Affiliated University Colleges, the Society of Graduate Students, and the MBA Association.



OFFICE
OF THE

OMBUDSPERSON

ANNUAL REPORT

2018/2019

Preparing students to prevent, manage, and resolve difficult situations.

Ombudsperson or Ombudsman is a Swedish word meaning an official who assists individuals and groups in the resolution of conflicts or concerns.

- International Ombudsman Association

The Office of the Ombudsperson's annual report provides information about the concerns brought to the Office, as well as data regarding the number of students who visited, the program they are in, and the program with which they have a concern.

The Memorandum of Agreement between Western and the University Students' Council mandates the annual report. This report marks the 38th year Western's Office of the Ombudsperson has published a report. Reports from the past 10 years are on the Ombuds web site. All others are available by contacting the office.

A SUMMARY OF 2018/2019

The number of students reaching out to Western's Ombuds Office continues to increase. **Between August 1, 2018 and July 31, 2019, 814 students visited the Office regarding 879 concerns. This is an increase of 198 students from the previous year and an increase from 1.8% of student enrolment in 2017/18 to 2.1% in 2018/19.**

Numbers do not tell the whole story; however, they do send some important messages:

- With stiff competition for graduate and professional school admission, undergraduate students are desperate for good grades.
- Some graduate students at Western face a challenging path to their degree.
- Some students struggle to have the "Best Student Experience".
- Universities and Colleges across North America are reporting a decline in resiliency amongst students (Gray, 2015; Hellemans, 2018; Levine and Dean, 2012). In fact, the Canadian Association of College and University Student Services (CACUSS)/Canadian Mental Health Association (CMHA) "Post-Secondary Student Mental Health: Guide to a Systemic Approach" (2013), points to the importance of university programs that build resiliency and coping skills. There are many reasons for declining resiliency amongst University students. For example, psychologists say that this generation of young people have not learned how to accept failure, or experience failure without adult intervention (Gray, 2015).
- Although the Office of the Registrar and Faculties have done a great job ensuring information and processes are accessible online, undergraduate students still have an appetite for in-person meetings. Perhaps in-person meetings make already stressed students feel more in control of a situation. Whatever the reason, student-facing resources at Western are being stretched. For example, offices that may once have had time to discuss the pros and cons of appealing a grade, do not anymore and they are sending students to the Ombuds office. There was a time when sending a student to the Ombudsperson was an exception, or a last resort, but the impact of stretched resources elsewhere at the University is that the Ombuds Office has now become one of the first stops a student makes when they need information and advice on an academic or non-academic concern.

In addition to increasing numbers, cases are becoming more complex. Factors that contribute to case complexity are number of meetings with a student; policies and jurisdictions involved in a single case (e.g. Code of Conduct, Residence contract, and potentially external {court or law enforcement} bodies); and duration of the case. We do not currently have an automated tracking mechanism for case complexity, although we are investigating this for the future.

In the case scenario section of this report I provide examples, including those of students who have come to us requesting retroactive accommodation for courses taken years before; and graduate students whose supervisors are telling them they are unfit for graduate studies. Associate Ombudsperson Anita Pouliot and I pride ourselves on our ability to listen carefully and provide reasoned suggestions even in the most complex of cases, but this takes time and multiple meetings.

I hope you enjoy this snapshot of our activities over the year and encourage you to ask questions about the work of the Office of the Ombudsperson. Our contact information is on the back cover of this report. Anita and I enjoy our work and the contribution we make to the experience of Western's students.



Jennifer Meister,
Ombudsperson, Western University



SCENARIOS

The following scenarios provide a glimpse of the concerns raised to the Office of the Ombudsperson. The Ombuds Office is not an official office of complaint for the University; therefore, when students visit us we listen to their concerns and then guide them through their procedural options. We also speak to students about the conversations they could have with decision makers, and occasionally speak to decision makers when a student is having difficulties representing themselves.

Although staff at most university and college ombuds offices in Canada follow the Standards of Practice laid out by the Association of Canadian University and College Ombudspersons (ACCUO), we do differ when it comes to the content of our annual reports. For example, I do not make recommendations in the annual report. Instead, Anita and I work cooperatively with administrators throughout the year, explaining processes and the key aspects of fairness.

Challenge for Credit

A student took a course twice but withdrew from the course in both instances. Put together, the student had the course work completed except for one component. The student appealed to the department chair, the associate dean, and then to the Senate Review Board Academic (SRBA), to be awarded the credit if they finished the final component. All levels denied the appeal.

This was an opportunity to review Western's policies on Aegrotat Standing and consider implementing a Challenge for Credit policy. The University only grants Aegrotat Standing when a student, because of compassionate or medical reasons, is unable to write the makeup of a final exam within six months of the original exam date. Western does not have a Challenge for Credit policy. Interestingly, some other Canadian universities do, providing students with credit for skills acquired through past professional experiences. All universities that offer them, record Challenge Credits as such or as Pass/Fail and no numerical or letter grade is awarded. The University of Waterloo awards Challenge Credits but a student must take the final exam for the course they are challenging.

Late withdrawal and retroactive accommodation

In last year's annual report, I remarked on increased inquiries from current and former students regarding how to "clean up" their academic record. I provided three scenarios and outlined some of the retroactive withdrawal policies implemented by other North American universities. Through 2018/19 we continued to receive inquiries about late withdrawals and retroactive accommodation.

With the 2016 directive provided by the Ontario Human Rights Commission, decision makers must at least consider retroactive accommodation requests based on mental health. This is empowering students and graduates to request grade adjustments, or at a minimum late withdrawal, for courses in which they could not succeed due to illness.

Western's associate deans (undergraduate) are to be commended for making consistent decisions regarding retroactive withdrawals. One associate dean explained: "In order to be fair to all students, I can only permit a late drop without penalty when there is a strong rationale. In particular, I need to be convinced that the student (i) could not have been reasonably expected to complete the courses and (ii) could not have known that before the drop deadline." Even though this is not formal policy, it is the closest Western has come to establishing standard language around retroactive withdrawals.

As I write this report, Western's revised Policy and Procedures on Academic Accommodation for Students with Disabilities have just come into effect. The new documents do not reference the need for decision makers to consider retroactive accommodation or a procedure for requesting retroactive accommodation. As well, the directive from the Ontario Human Rights Commission states that information to support accommodation, especially information pertaining to mental health, should be received and maintained centrally. Of course, this is in place for current students, but if a former student requests retroactive accommodation, or if a student in an upper year requests accommodation for a grade in a previous year with documentation addressing that, the documentation goes to the associate dean. Addressing the various aspects of retroactive accommodation in the policy and procedures would make it more transparent to students and alumni how the decision is being made.

Following are some of the cases that came to the Office of the Ombudsperson in 2018/19 regarding late withdrawal and retroactive accommodation:

Scenario #1) A student transferred to Western at the beginning of second year. Their first-year (transferred) grades, from the previous institution, were good, as were their Western third-year grades; however, their Western second-year grades were poor, and the student wanted to appeal because they were ill at the time of their second-year exams and unable to do well. The student had received 50s and 60s in those courses. Their poor second-year grades were keeping them from the standard required for a top law school. We pointed out that it is not the University's practice to revisit grades unless there is a documented disability that supports it, but we do not keep students from appealing. The student appealed and their appeal was denied.

Scenario #2) A student had many mental health challenges during the second term of 2017/2018. The student had been hospitalized many times and at the end of term was not able to access communication devices such as a phone

DID YOU KNOW?

1 OUT OF
EVERY
48

Western students
contacted us in 2018/19



In Ontario, **15 colleges
and universities** have
Ombuds Offices

50%
FUNDING

for Western's Office of the
Ombudsperson comes from
the **University** and 50% from
a **mandatory student fee**

The University provides
office space at no cost

or computer. In other words, the student could not inform the University that they would be unable to write their exams. The student failed their second term courses. The student was sent to the Office of the Ombudsperson by their Faculty. We explained how the student could appeal and then reviewed the draft of their appeal letter. The appeal was granted, and the grades were changed from failures to withdrawals.

Scenario #3) A student had 6.0 failed courses on their record, the maximum allowed. One reason for so many failures was that the student had two in progress notifications (IPR) on their record that had turned to failures. These were courses the student was not able to complete because of extenuating circumstances (poor mental health). The student wanted to appeal to have the IPRs changed to WDNs instead of Fs. With documentation, the Faculty granted the student's appeal and they were able to continue.

Scenario #4) A support service sent a student to us for advice. The student had been having a difficult time at Western with mixed academic results and wanted to appeal for withdrawals from all courses so they could get a fresh start. We were not confident the student had grounds for appeal or that the Associate Dean would grant the appeal; regardless, we worked with the student over a few weeks to assist them in making their appeal as strong as possible. We asked questions pertaining to the chronology of events, trying to determine why some courses had been impacted more than others. The Associate Dean denied the appeal, but this is a good example of a situation in which a written policy may have helped the student realize what the practice is around transcript changes.

Scenario #5) Similar to the situation above, a student wanted their courses expunged from their record. The student hadn't done as well as expected and was unhappy with their decision to come to Western. We explained the student would need to have documentation to support their request. We do not believe the student appealed.

The sometimes-challenging road to a graduate degree

Leaders at Western's School of Graduate and Postgraduate Studies know that students sometimes struggle to earn their degree, and SGPS has developed programs and guidelines to help. Even with this, we still hear upsetting stories from students who are not being supported by their supervisors, are scared of the repercussions if they report poor treatment by a supervisor and are not receiving the quality of education Western promises.

Following are examples of concerns that graduate students brought to the Office of the Ombudsperson between August 1, 2018 and July 31, 2019.

Scenario #1) A Master's student took three weeks off from

their program to care for an ill relative. The student spoke to the supervisor about the situation and the supervisor seemed supportive of the student being away; however, when the student returned the supervisor said they would not pay the student for the three weeks they missed. We explained to the student that Western allows graduate students to take at least two weeks of vacation per year at a time that is suitable to the student and supervisor. We also said the student could have applied for a leave of absence. The supervisor may not have known or understood the policies, but it is the supervisor's role to know the policies. We referred the student to the Associate Dean of Graduate Studies. The Associate Dean followed up on the situation, and the student was not deducted any pay for being away.

Scenario #2) A Master's student was struggling in a course. When they went to the professor for help, the professor told them: "Some students are just meant to fail". The student explained they felt they got the correct answer by guessing, not by understanding. The professor said they did not care what process the student followed as long as the answer was correct. This type of instruction is not restricted to graduate students, but I would argue it is a bad example to set for someone who may be heading toward academia as a career.

Scenario #3) A recent doctoral graduate came to the Office of the Ombudsperson with concerns about how their former supervisor was treating them now they had graduated. They had three papers under review at various publications based on the research completed during their doctorate. Each journal had sent procedural emails to the supervisor, but the supervisor was not replying. The student reminded the supervisor to reply but nothing was happening. Later in this section, I will refer to the expectations and requirements for supervisors that SGPS has introduced. These expectations address treatment when the student is at Western, but perhaps they need to extend to the role the supervisor plays in an individual's early career.

Scenario #4) A doctoral student was concerned with some of the language a supervisor used in lab meetings. The student said this was a general concern in the lab. The graduate chair was also concerned with the accounts they had heard of the supervisor's language and wanted to speak to the supervisor; however, the students were scared of the repercussions if the graduate chair spoke to the supervisor. I explained to the student that there is a right way to approach this conversation and suggested a small group of the students set up a meeting with the supervisor to discuss how the students were receiving the supervisor's words. I also said the graduate chair would most likely have a similar approach with the supervisor. I explained no graduate chair would be heavy-handed in their approach with a supervisor. SGPS has introduced the Own Your Future program, including conflict management and communication workshops, which help to provide doctorate students with the tools to have these types of difficult conversations with supervisors.

Scenario #5) Another support service on campus referred an international doctorate student to the Office. The student was clearly suffering. They had dark circles under their eyes and patches where their hair had fallen out. The student was working at an off-campus lab where their supervisor was yelling at them and saying they were not working hard enough. The student went on a one-term medical leave, and SGPS and the program ensured the student got a new supervisor.

There are two unrelated issues with this case:

- First, the University solved this student's problem, but if the supervisor remains, future students may experience the same treatment. As well, the supervisor has not had an opportunity to learn about how their behavior affects others. Later in this section I discuss new mechanisms SGPS has put in place to ensure supervisors are fulfilling their requirements.
- Second, the student supplied their documentation for medical leave to their program office. Graduate students often do this. To ensure confidentiality, documentation is supposed to go to the School of Graduate and Postdoctoral Studies. This is something that is not clear to graduate chairs or coordinators, let alone students.

Scenario #6) A support service on campus referred a sixth-year doctoral student to us. The student was not getting any feedback from their supervisor and said they were leaving at the end of the year with or without their PhD. We sent the student to their graduate chair to discuss the issue. The graduate chair ended up speaking to the supervisor who eventually reviewed the chapters the student had submitted, but problems arose a second time. The graduate chair signed off on the student's thesis because the supervisor was being unresponsive.

Scenario #7) A student needed to have a difficult conversation with their supervisor because they were concerned with how the supervisor was treating them. We reviewed how the student could state some of his concerns. This is an example of how things should develop! As mentioned previously, SGPS has developed the Own Your Future program in part to give students these types of tools.

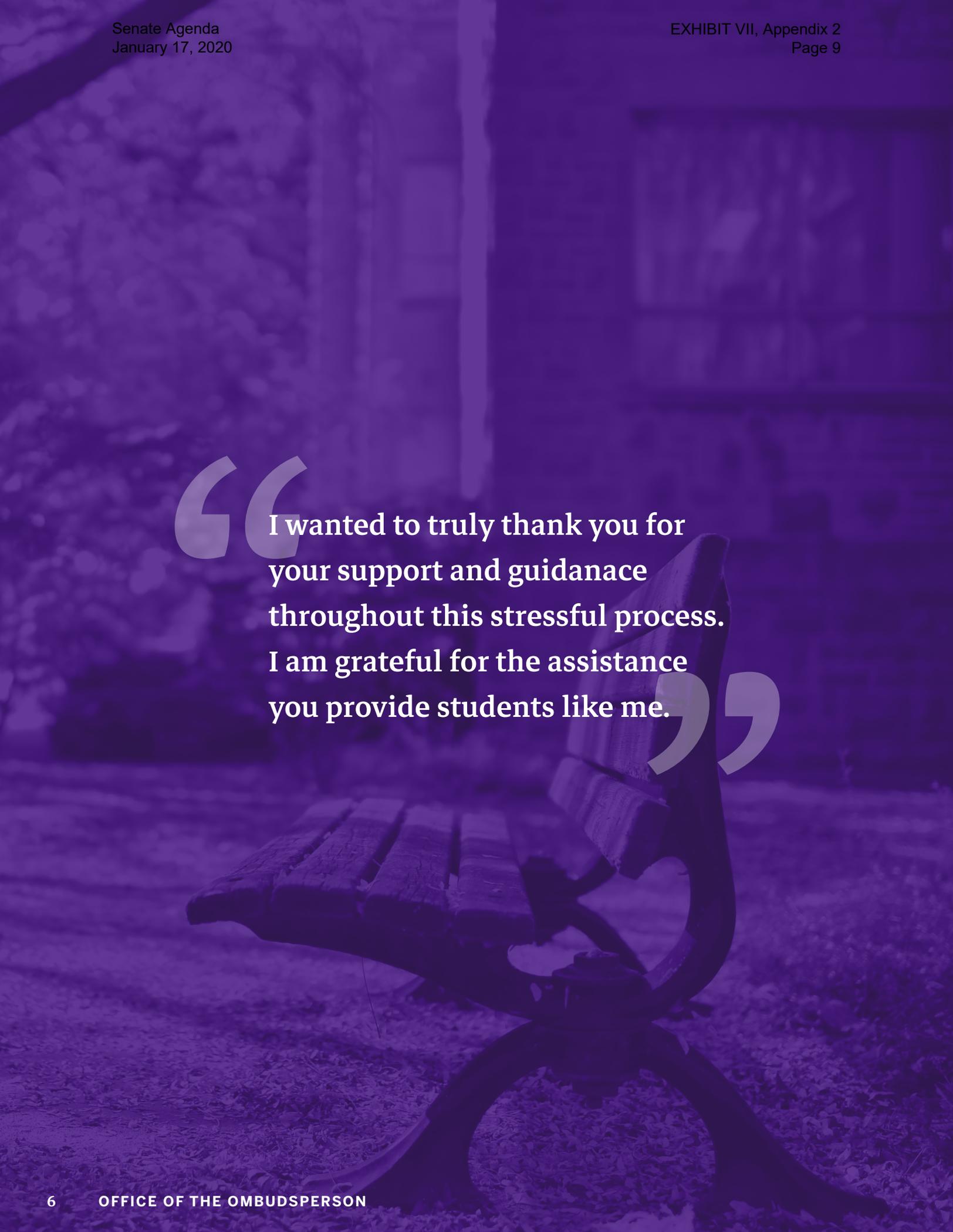
Scenario #8) During 2018/19, three doctoral students came to the Ombuds Office because they had been "fired" by their supervisors. Students can only be withdrawn by their program's graduate chair, and only if they have failed to progress or have failed a major milestone. Progression issues should not be a surprise to the student. The supervisor(s) outline the concerns in the student's annual progress report. Luckily, in the cases of the three students who came to the Ombuds Office, the Associate Deans and SGPS moved quickly to intervene and find new supervisors for the students.

Graduate student issues are a topic at every Ombuds conference; however, Western is putting a lot of effort into ensuring graduate students have the best possible experience. At the faculty level, graduate education committees are discussing how they can encourage supervisors to move their students along in a supportive manner. Student Experience has recently hired a Manager of Graduate Student Life who, along with SGPS and the Society of Graduate Students, will work to ensure students have the best experience possible and take their wellness seriously.

The Graduate Education Council of SGPS has introduced two documents -- Expectations and Requirements of Supervisors, and Expectations and Requirements of Graduate Students in Thesis-Based Programs. The annual progress report has always been the tool by which supervisors can flag when a student is having trouble; however, SGPS has recently introduced a mechanism for students to make a formal complaint to SGPS for investigation regarding supervisors that they feel are not meeting the expectations laid out. In cases where student complaints are found to be substantiated, SGPS will work with Faculty Relations to determine appropriate actions. This will not remove the power imbalance between students and supervisors, but it sends a clear message that Western takes the supervision of graduate students seriously.



SGPS has developed Own Your Future with the goal of giving doctoral students the tools they need to succeed at Western and beyond. Own Your Future workshops help students learn valuable skills in conflict resolution, communicating among cultures, and becoming a leader. Staff of the Ombuds Office delivers four of these workshops: Don't let conflict get in your way; Why can't you be like me? Communicating when personalities clash; When coworkers conflict; and Now What? Conflict in the workplace.



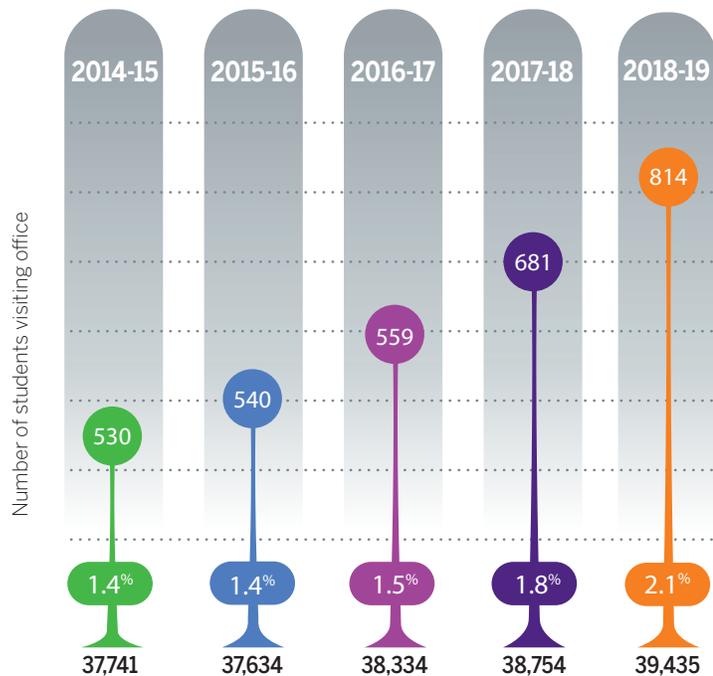
“ I wanted to truly thank you for your support and guidance throughout this stressful process. I am grateful for the assistance you provide students like me. ”

VISITOR OVERVIEW

Following is a numerical overview of who has visited the Office of the Ombudsperson in the past year.

Visitors over time

(Note: Some students come to the Office of the Ombuds for more than one concern. The number of concerns brought to the office was higher.)



*Enrolment numbers are taken from Western's Institutional Planning and Budgeting Five-Year Enrolment Comparison location on line at <https://www.ipb.uwo.ca/facts.php>.

DEGREE LEVEL OF STUDENT VISITORS

85%
Undergraduate

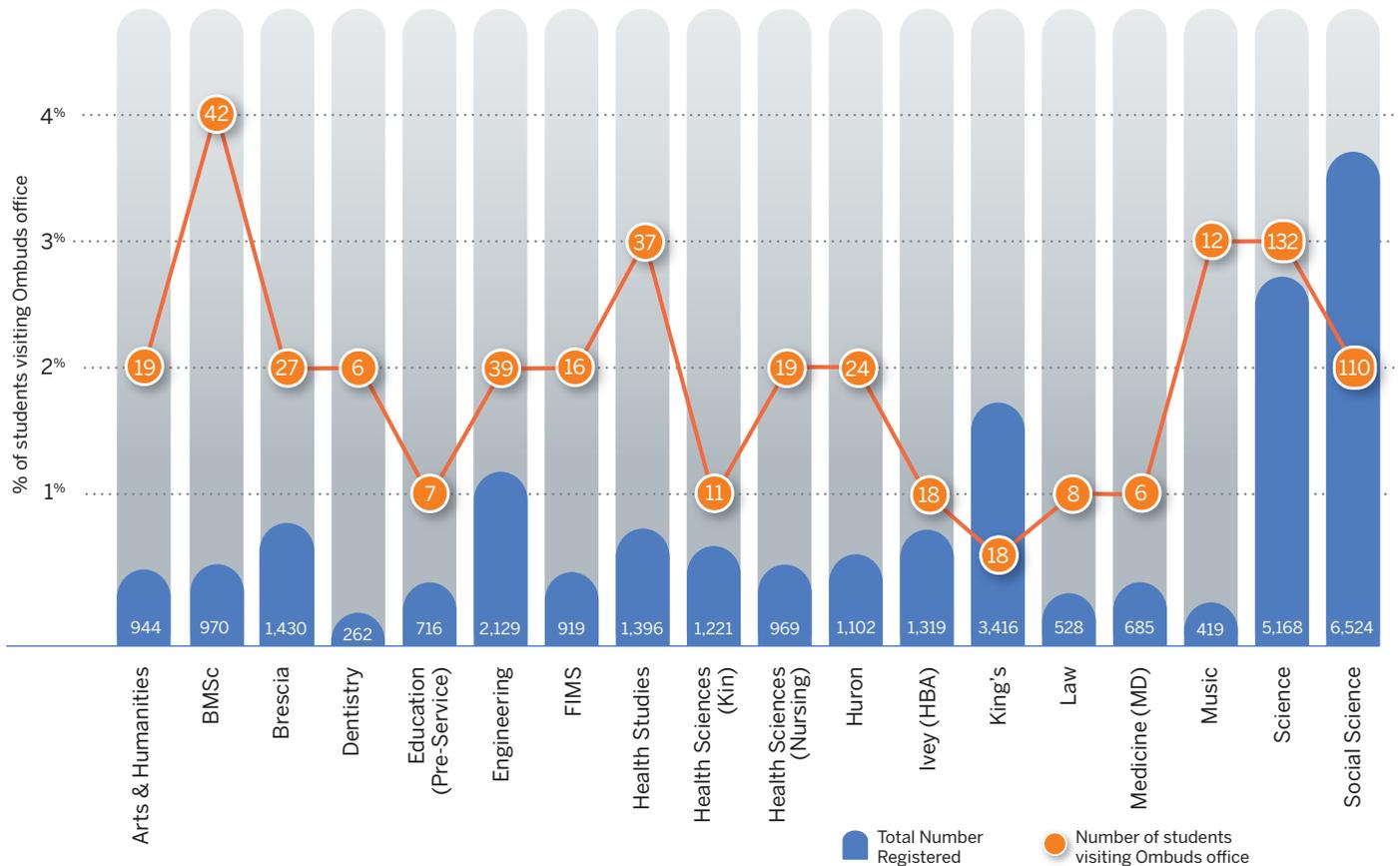
8%
Master's

7%
Doctoral

UNDERGRADUATE STUDENT VISITORS

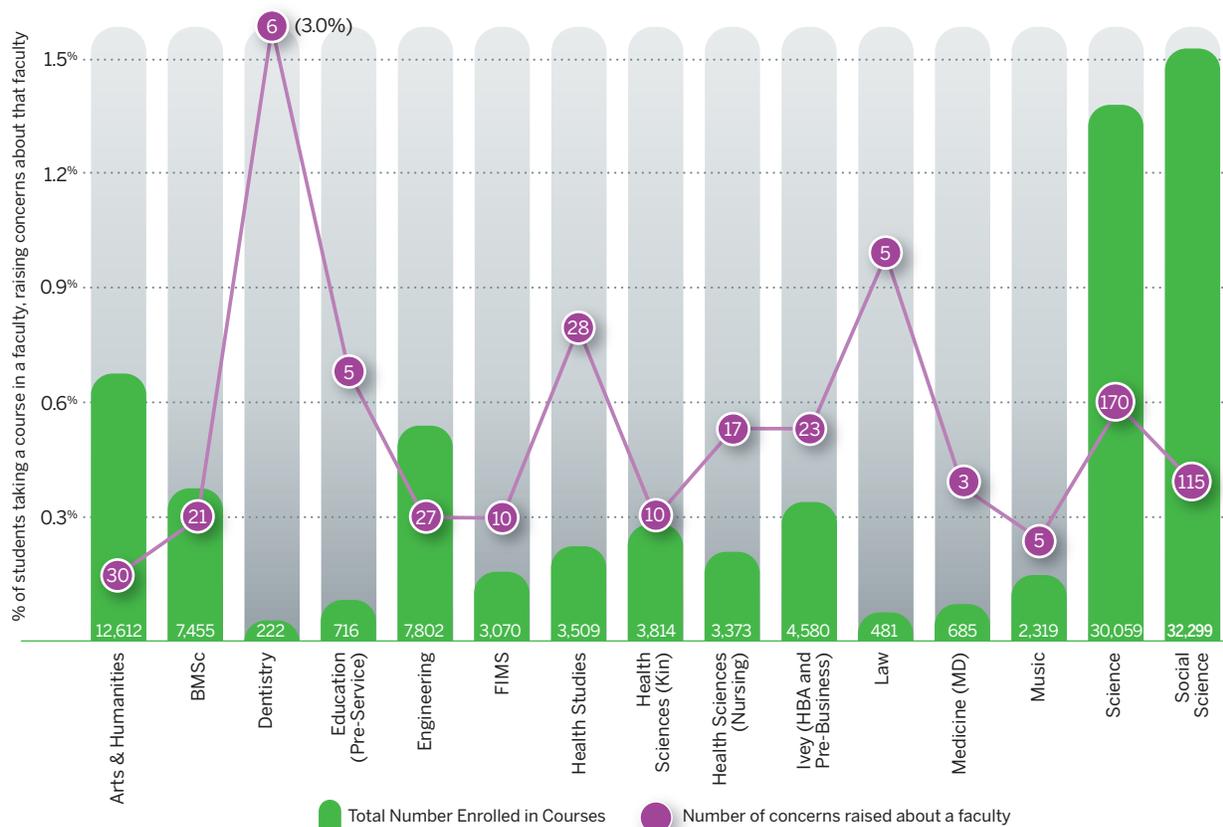
Undergraduate student visits by home faculty

The following graph illustrates the home faculty of undergraduate students visiting the Office. (Note: not all students tell us their program so they are not included below, but are included in the overall count of student visitors earlier in this report.)



Undergraduate students by faculty of concern

The following chart illustrates visitors who have concerns about courses in other than their home faculty.



*Brescia (25 concerns), Huron (16 concerns), and King's (30 concerns) are not included in this graph because the teaching activity at the colleges is not publicly available.

Undergraduate concern break down – academic and financial

The following chart illustrates the academic and financial concerns raised by undergraduate students who visited the Office of the Ombudsperson.

608 undergraduate concerns raised dealt with academic and/or financial concerns.

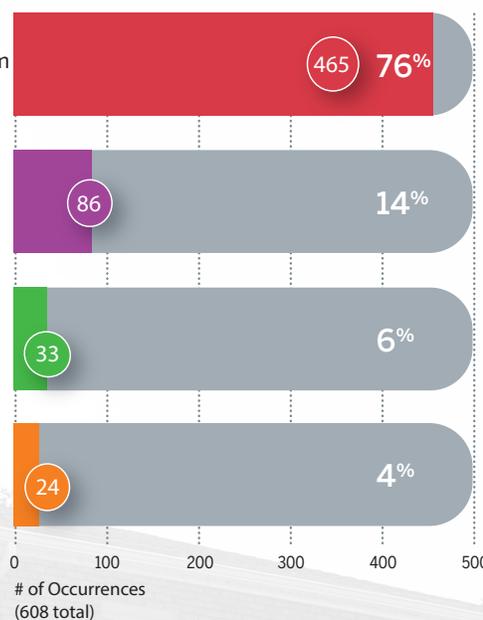
Category of concern

General academic related (inc. grade issues, program requirements, and course management)

Administrative procedures (required to withdraw, admission, late withdrawal, registration, add/drop deadlines, readmission)

Scholastic Offences

Financial (fees, scholarships, financial aid)





GRADUATE STUDENT VISITORS

Although graduate students register in the School of Graduate and Postdoctoral Studies, when they visit the Office of the Ombudsperson we record the faculty hosting their program.

Graduate concerns – academic and financial

(90 concerns raised by graduate students dealt with academic or financial concerns.)



Financial (including financial aid and funding)



Admissions



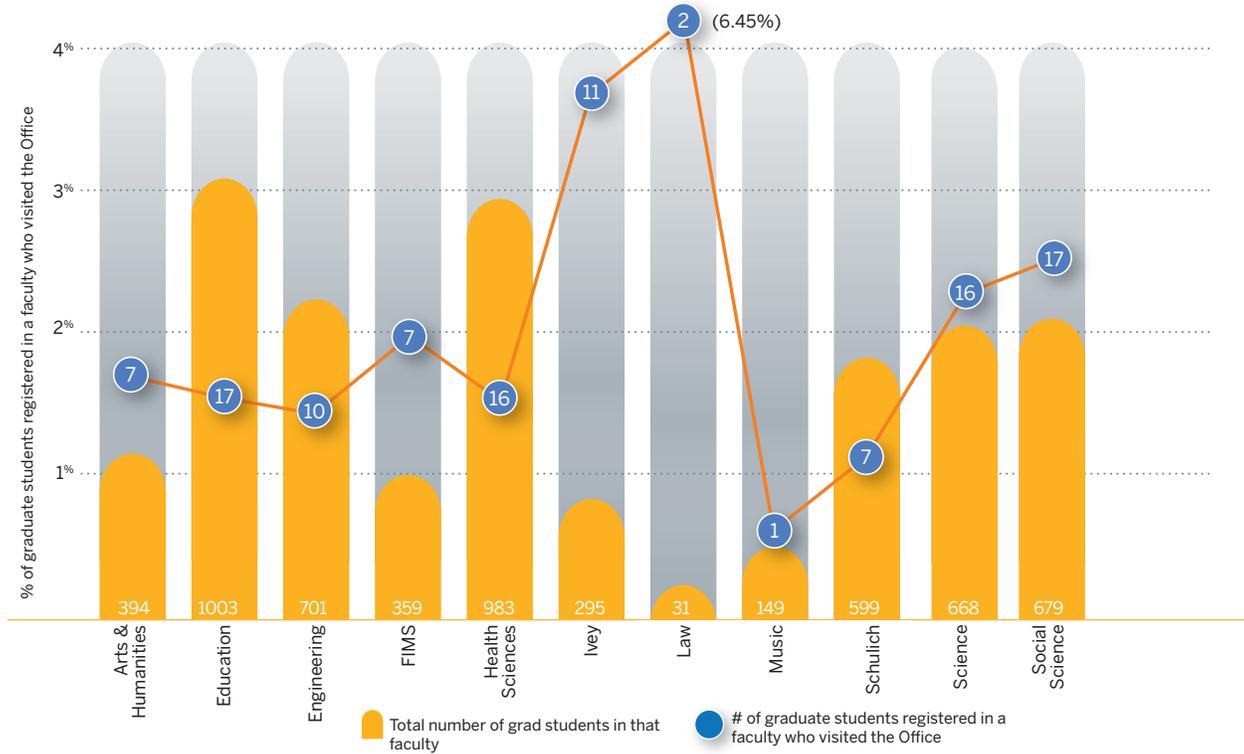
Academic (including grades, progression and supervision)



Scholastic Offence

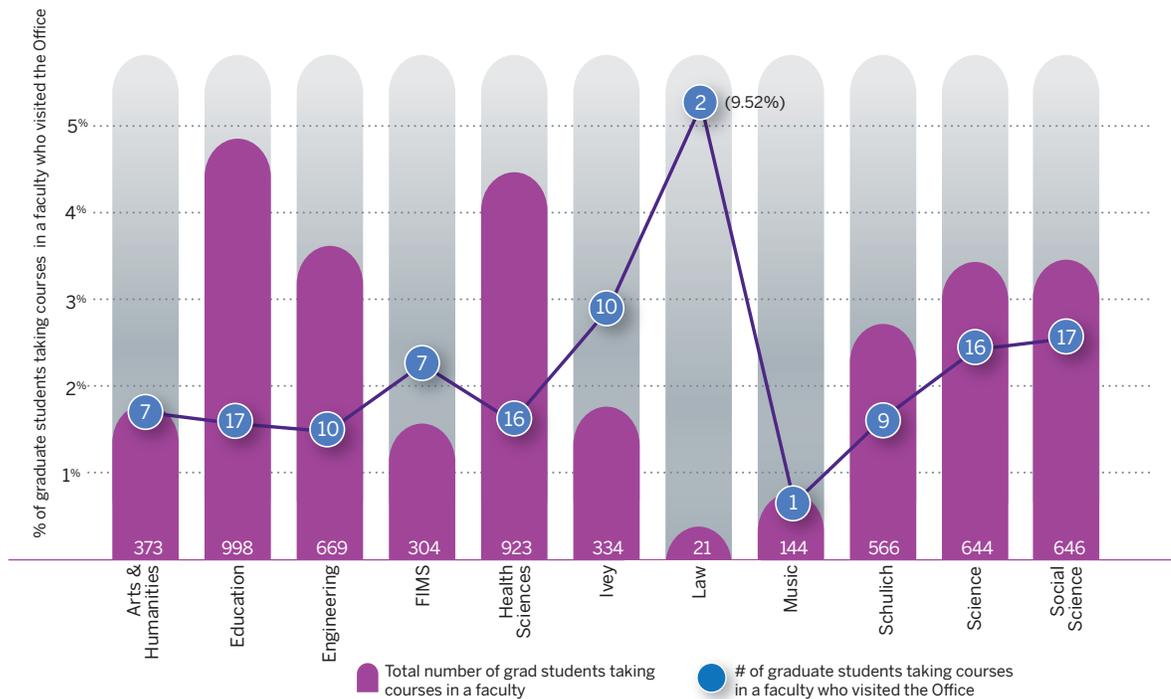
Concerns per student's host faculty

The following graph illustrates the host faculty of graduate students visiting the Office. (Note: Not all students tell us their program so they are not identified below but are identified in the overall count of student visitors earlier in this report.)



Concerns per course faculty

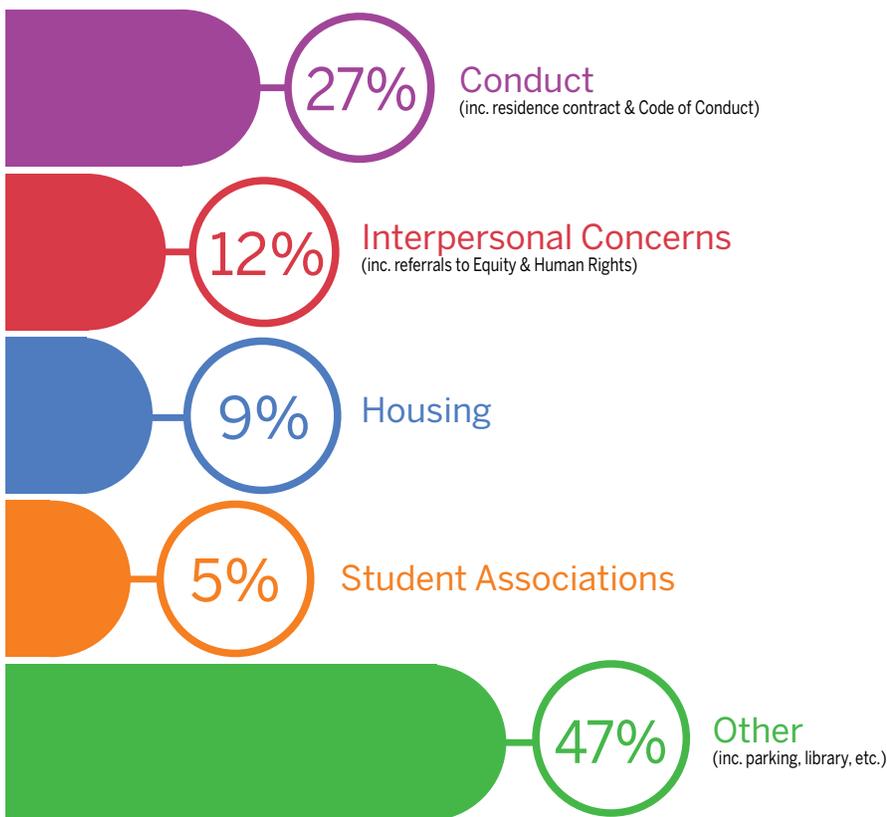
The following chart illustrates graduate visitors who have concerns about courses in a faculty other than their host faculty.



UNDERGRADUATE AND GRADUATE NON-ACADEMIC CONCERNS

The Office of the Ombudsperson also guides students through non-academic concerns, including Code of Conduct violations, residence and residence conduct issues, and concerns related to parking on campus. The Office of the Ombudsperson is not an official office of complaint for the University but does act as an effective listener when a student wants to be heard.

As a % of total non-academic and financial occurrences (123)

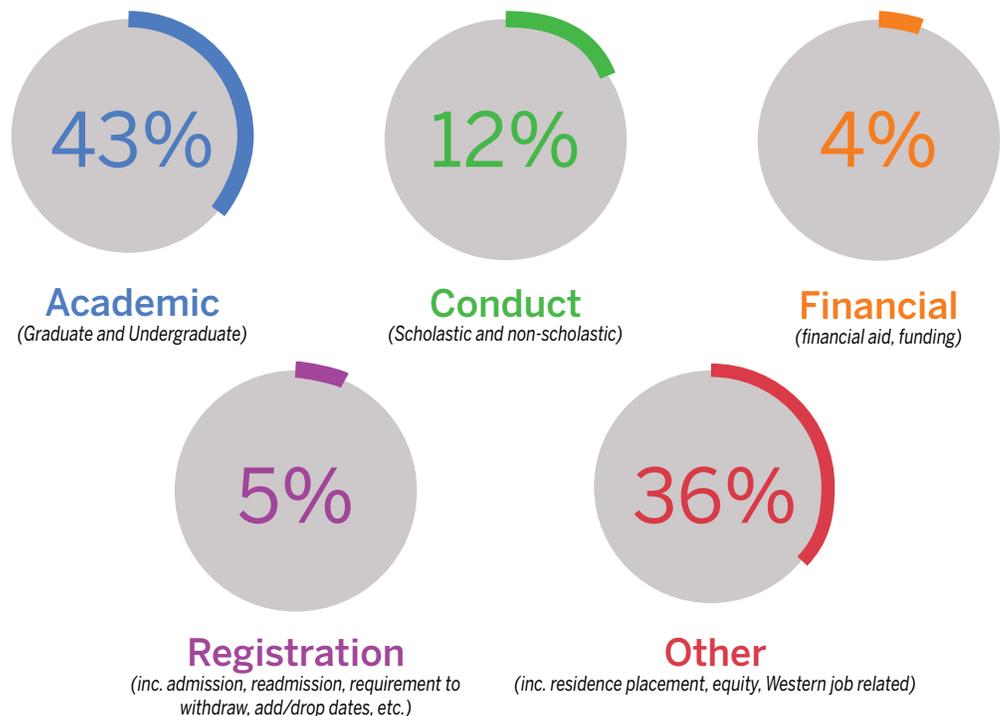


NON-STUDENT DATA

Working with administrators, alleviating parent concerns, and responding to inquiries from the public is another important role we play on campus. We enjoy talking through options with administrators before they relay a decision to a student, and are always happy to tell a parent what a policy states and why a rule is in place. We do not discuss case specifics with parents unless we have the student's written permission.

In 2018/19 we heard from 82 administrators, staff, family members of students, and members of the public.

As a % of total non-academic occurrences (82)



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GETTING THE WORD OUT

Ombudsperson Jennifer Meister and Associate Ombudsperson Anita Pouliot enjoy talking to students and decision makers about how they can guide students through their concerns. Following are the events we have been at in 2018/19:

Outreach

SOGS Amazing Race, stop on the race

SGPS Fall Orientation, booth

SGPS graduate student orientation, booth

Graduate Wellness Week, panel participant and booth

SOGS International Student Orientation, booth

Workshop on Difficult Conversations, delivered to postdoctoral students

Welcome to Your Grad Club SOGS Orientation event, booth

Conference Participation/Attendance

Association of Canadian College and University Ombudspersons mid-year meeting, presentation

Association of Canadian College and University Ombudspersons/Forum of Canadian Ombudsman biennial conference

WHO WE ARE

Staff

The Ombudsperson and Associate Ombudsperson are the face of the Ombuds office, meeting with students and administrators to promote fairness at Western.



Jennifer Meister
Ombudsperson



Anita Pouliot
Associate Ombudsperson

ADVISORY COMMITTEE

Thank you to the members of the 2018/19
Office of the Ombudsperson Advisory Committee:

Dr Angela Mandich, Senate Representative

Dr Ken Meadows, President's Representative

Mr Danny Chang, University Students' Council Vice President

Ms Mary-Blake Bonn, Society of Graduate Students President

Dr John Mitchell, Affiliate College faculty representative (Brescia University College)

Ms Hadia Fiaz, Affiliate College student representative (King's University College)

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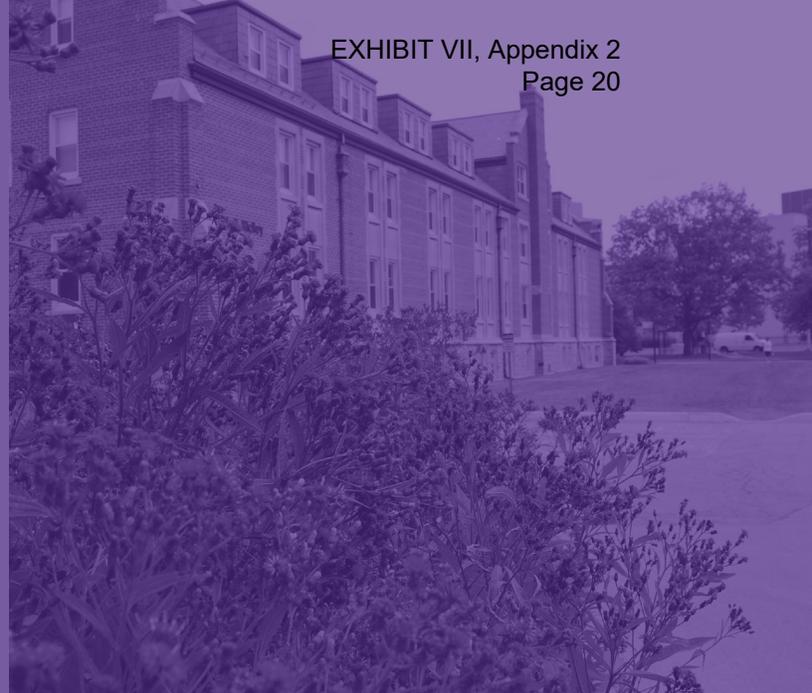
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Ombudsman Ontario, 2018/19 Annual Report







A Message from Catherine

The Western Libraries 2018/19 annual report celebrates the great work of our dedicated staff and our contribution to the University's academic and research mission. Initiatives and individuals are highlighted in a way that we hope brings to life the positive impact of this work for campus researchers, teachers, and students, as well as the community outside of Western's gates.

The pages that follow contain just some of the stories we have written together this past year. Some feature new partnerships such as our work capturing data for the Northern Tornadoes Project, while others showcase how we are evolving longstanding relationships, such as with the Writing Support Centre, as we collaborate to teach incoming students information literacy skills. Curated tales of scholarship and heritage have been told through exhibitions of materials from Western's special collections and archives. The results of our LibQual+ survey tell a story authored by you, the campus community, about how we can serve you better, in person and online. We also share strategies to enhance our critical research collections, space planning, and our ongoing work and leadership to support transformations in scholarly publishing and faculty transition to open access scholarship.

Looking to this academic year, we are building on these initiatives and continue to develop programs and provide services to support student success and research excellence. We are migrating to a new shared library services platform as a part of an exciting collaboration with 13 partners from the



Ontario Council of University Libraries. We are also pleased to support and participate in the Provost's Task Force on Open Access and Scholarly Communication. And, we have been working with our partners in Facilities Management and architects Perkins+Will/Cornerstone on the Weldon Library Revitalization project to create a space of inspiration and imagination. These initiatives will be key stories in next year's report. In the meantime, I hope you enjoy this look back on our accomplishments in 2018/19.

A handwritten signature in purple ink that reads "Catherine Steeves".

Catherine Steeves
Vice-Provost & Chief Librarian

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Contributors

Articles written by, or adapted from, Alison Wetheral, Amelia Harkins, Cheryl Woods, Jennifer Robinson, Julie Kiser, Kristin Hoffmann, Michelle Arnett, Peggy Ellis, Roger Chabot, Roxanne Isard, Sophia Belyk, and Tom Belton. Editing by Jennifer Robinson and Julie Kiser. Photographs by Paul Mayne, Rayanne Tipert, and Tom Cochrane. Design by Ryan Cort.

Database Helps Put Canadian Tornadoes on the Map

No longer will important information about severe storms across the country – information that could save countless lives – be simply gone with the wind.

While approximately 60 tornadoes are confirmed in Canada each year, the actual number is closer to 230. Collecting data from these events will help researchers understand their frequency and severity, as well as their connection to global climate change.

Capturing that information is the inspiration behind the Northern Tornadoes Open Data site, launched by Western Libraries in June.

Open to the public, the online database catalogues high-resolution aerial surveys, satellite imagery, drone surveys and on-the-ground observations of Canadian tornadoes in real time. Researchers in the field can use the data collection form and guide for ground surveys to share live updates.



“Not only will the ground survey app save the research team hours, it’ll allow them to more easily classify the event onsite,” said Elizabeth Sutherland, Geographic Information Systems (GIS) Specialist and site creator. “Instead of using paper and pen, they’ll be using tablets and phones to enter data directly into a database which instantly feeds into maps, graphs and statistics.”

The first of its kind, the site is a pivotal milestone for the Northern Tornado Project, a partnership between Western University, ImpactWx and Environment and Climate Change Canada (ECCC).

“It took a lot of emailing, calling, and meeting with different people. Open data sites are common in municipalities, but I wasn’t able to find any other universities with a site like this and using this type of GIS software,” Sutherland said. “Instead, I



had to generate a vision for what it would look like based on feedback from the project stakeholders.”

The site includes damage and aerial surveys conducted in Ontario, Quebec, New Brunswick, Manitoba, and Saskatchewan. These surveys have helped ECCC refine their ratings systems for wind events.

“Having all the data open and available in one location means there’s going to be all sorts of opportunities for collaboration. And that’s what I think is really going to set this project apart. It’s not just one group of engineers working on it, it’s researchers across North America,” said Sutherland.



Some recent, major storms surveyed through the Northern Tornado Project are the 2017 Alonsa Manitoba EF-4 tornado, the largest tornado in North America that year, and the 2018 Ottawa area tornadoes which caused over \$200 million dollars in damage.

Western Libraries is a key partner in the Northern Tornadoes Project, said Engineering professor Greg Kopp, the new ImpactWX Chair in Severe Storms Engineering.

“They are an important participant in our research because so much of it is going to be looking

through archived data – and you can’t do that without the libraries helping us manage all that,” Kopp said. “It’s kind of cool.”

Sutherland hopes the site can serve as a model for how to bring data to life and that other researchers on campus will take advantage of Western Libraries’ GIS services.



Meet Liz Sutherland, Geographic Information Systems (GIS) Specialist. Liz works with academic researchers from across campus and beyond to map everything from Tornadoes to Loyalist migrations. She also maintains our geospatial datasets and delivers workshops to students, faculty, and local community groups. Liz is well known in Ontario’s GIS community for her efforts to make spatial knowledge common knowledge. She believes a well-made map can help communicate complex research topics.

Liz has a lifelong love of mapping and sees GIS and geography as a common language that strengthens research and decision-making across disciplines. This September, she traveled to Scotland as part of the Western International Staff Exchange Program (WSIEP) and connected with partner universities to share Western’s GIS initiatives and hear about their projects.

P.E.I. Goes M.I.A.

Prince Edward Island is not on the map! *Missing the Island*, according to guest curator and Western History Professor, Alan MacEachern, was “a light-hearted look at a small selection of maps and graphics that omitted P.E.I.”

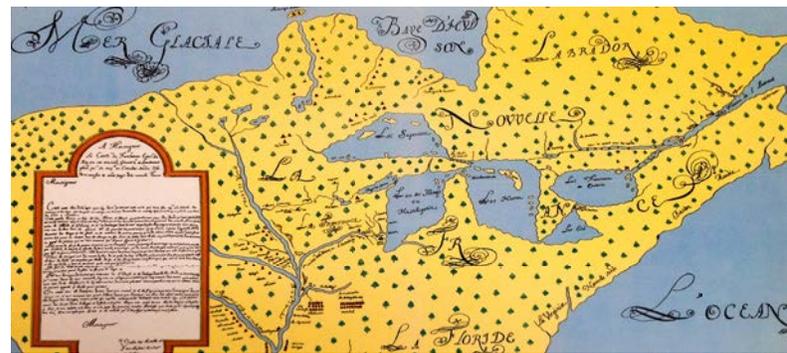
The exhibit, viewed by nearly 20,000 people at the Confederation Centre Art Gallery in Charlottetown, featured items loaned by Western Libraries’ Archives and Special Collections. Eight items were loaned – seven maps, dated between 1550 to 1832, from the holdings of the Serge A. Sauer Map Collection, and *Les Voyages du Sieur de Champlain*, a book published in Paris in 1613 from the James Alexander and Ellen Rea Benson Special Collections.

The exhibit highlighted how some mapmakers over the past five centuries left P.E.I. off of their maps. MacEachern discovered the omission leaving through a book from the 1940s about a woman who rode across Canada on horseback, and noticed P.E.I. was not included on the map of Canada on the cover.

“The exhibit was played tongue-in-cheek, but it gave visitors a crash course on the history of cartography and reminded them that maps are never exact replications of reality, but rather representations that necessarily involve simplification – and sometimes human error or even deceit,” said MacEachern.

MacEachern was interviewed about the exhibit on CBC television and radio, and in local newspapers. In a blog on early Canadian history, he published a post about the exhibit, stating, “in particular the original map from Samuel de Champlain’s 1613 *Voyages*, which received pride of place – was critical to the exhibit’s success.”

Western Libraries’ contribution to the exhibit is one successful outcome of our recent reorganization that brought archivists and special collections librarians together under one team. “This loan marked one of the first times the collections and staff meshed together,” said Tom Belton, Head of Archives and Special Collections. “Integrating the knowledge and skills of librarians with those of archivists helps us highlight resources across our collections in a thematic way.”



⌘ A map of Eastern Canada, 1673.

Belton hopes this is the start of many similar collaborations that highlight the vast array of materials in Western Libraries’ collections and demonstrate Archives and Special Collections’s contributions to teaching and outreach at Western and beyond.

The Archives and Special Collections team acquires, preserves and provides access to special collections and archives, including rare and unique materials in all formats, to support the teaching and research missions of the University. They also engage with and welcome use of the archives and special collections by members of the broader community.



The Donation that Shaped Western Libraries

In 1918, John Davis Barnett donated 40,000 books and other items to Western, transforming our 3,000 volume collection into a true academic library. In 2018, Western Libraries celebrated the 100th anniversary of his extraordinary gift and commemorated Barnett's life and vision.

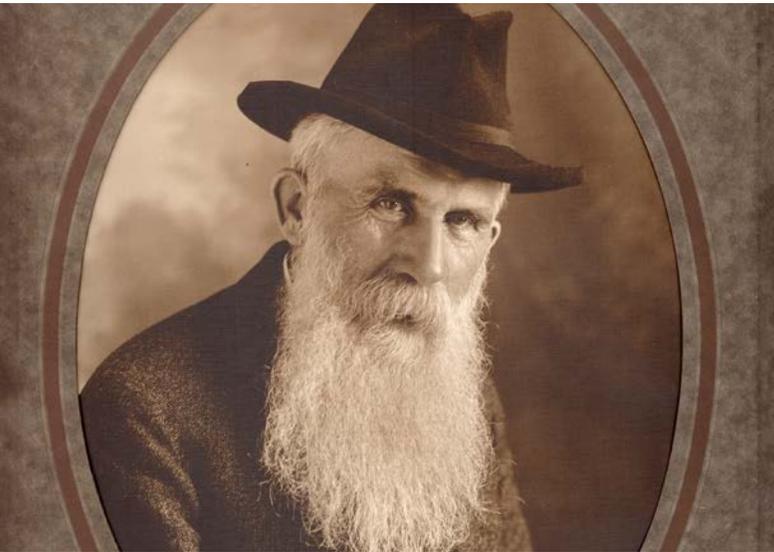
Barnett, an engineer with the Grand Trunk Railroad, travelled across eastern North America collecting a surprisingly wide range of books, from

Shakespeare to astronomy to regional history. He lived in a small house in Stratford, Ontario that was so full of books he joked the "books held up the house."

In 1918, he became concerned about the future of his collection. An early will had left all the books to McGill University with the proviso that if McGill did not accept the collection, it be given to the Dominion Government. He changed his mind that

✧ John Davis Barnett, founder of Western Libraries, in his personal library.





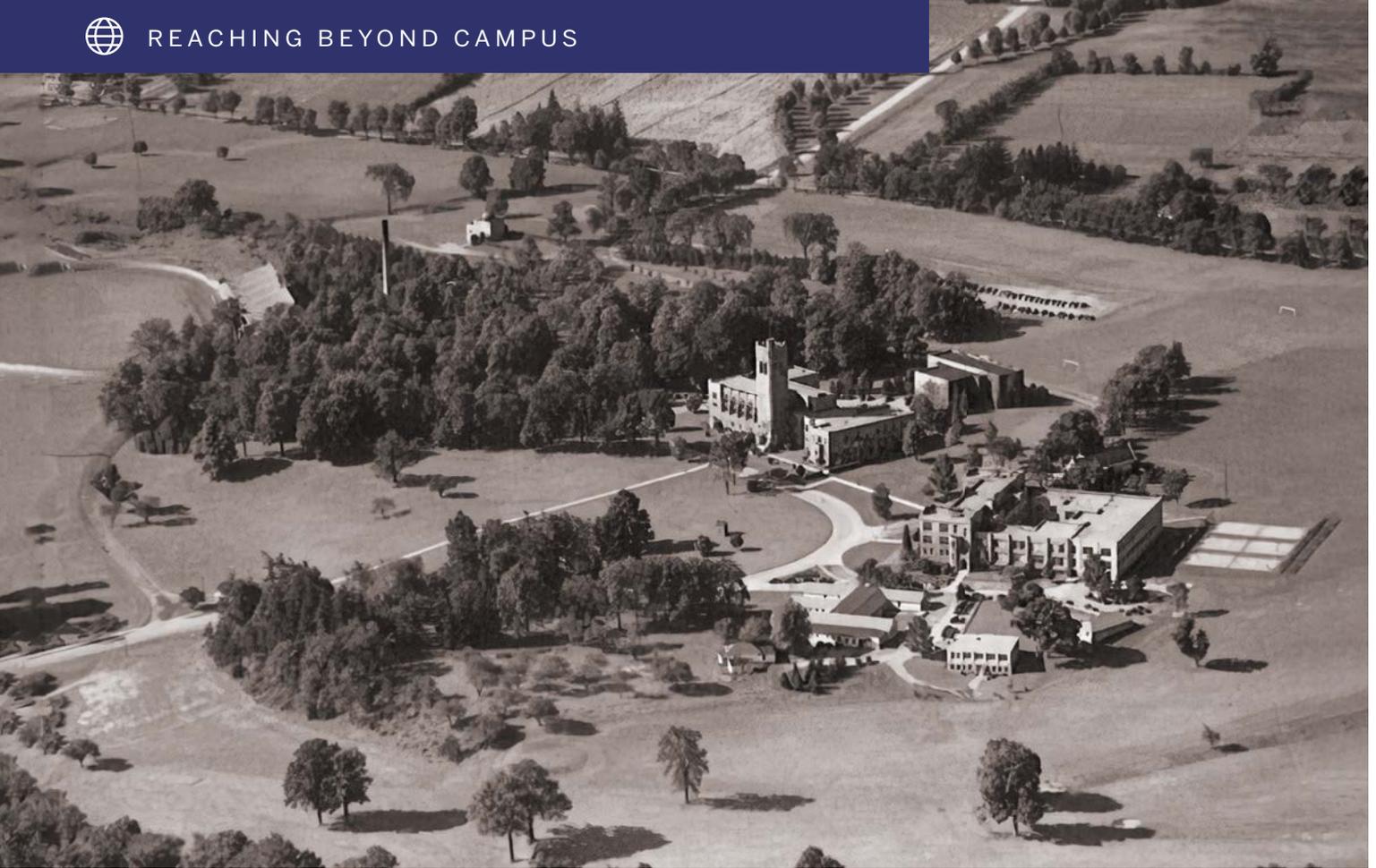
summer and travelled from Stratford to London to discuss the matter with Fred Landon, librarian at the London Public Library. Included in that discussion was C.R. Somerville, Chairman of the Board of Governors of Western University. “As the

collection had swelled he had hoped that it might become the nucleus of a national library but in the end the persuasive voice and smile of Mr. Landon had brought the collection to London,” Somerville said. His only condition in giving his personal collection of 40,000 books was that it be available to “any earnest seeker of knowledge.”

To honour that century-old pledge and build on his visionary gift, we launched the Barnett Legacy Digitization Project. The initiative aims to share knowledge with anyone, anywhere, by digitizing important elements of our unique collection. Thanks to the generosity of our donors, we raised enough funds to purchase a high-resolution rare book scanner that allows us to digitize and make available our most valuable resources and extend the reach of our collection further than Barnett could have ever imagined.

Meet Deb Meert-Williston, Special Collections Librarian. Working as a part of the Archives and Special Collections team, Deb is responsible for rare books, and other special collections. She teaches about the collections, researches the materials, acquires new volumes, and manages donation processes. In the past year, Deb acquired several new additions for the collections, and oversaw exhibits, events, and other projects. She also played a central role in selecting unique manuscripts from the John Davis Barnett collection for digitization (*read more on page 7*). “What I love most about this work, is sharing these amazing collections with others, especially students, and the element of discovery that happens every single day,” said Deb.





⌘ Western University, 1951.

A Bird's Eye View of Western's History

Have you ever wondered how Western has changed over the years? Western Libraries' Archives and Special Collections (ASC) recently acquired a treasure trove of high-quality images of London and Southwestern Ontario, including Western's campus. The Ron Nelson Photography Limited fonds consists of approximately 50,000 photographs, many taken from the air, which graphically document the commercial, residential, and industrial development of the region.

Nelson's daughter, Martha, says her family is delighted to make ASC the permanent home for her father's photography collection. "We have worked closely with the ASC staff since

November 2017 and have been impressed with their knowledge, experience and the Archives' cold storage facilities which are so critical to preserving old film. Our father's 60-year career in photography was a real labour of love and we are thrilled that ASC are now conserving this collection for the greater benefit of the London community," Martha said.

ASC anticipates urban and local historians, geographers, as well as planning consultants, among others, will make regular use of a collection that graphically documents mid- and late-20th century development in the London region. In addition to its significant research

potential, the Nelson studio photographs could be used to support teaching in areas such as public history, visual arts, and urban geography, to name just a few.

The collection is already being used to support research by the Elgin Museum of London. Curator Mike Baker has been delving into the extensive archive while researching two subjects: Spartan of Canada, a London-based record manufacturing company, and the World War II British Commonwealth Air Training Plan schools at Crumlin (now London Airport). “In both cases I found invaluable images of people going about their everyday jobs. The air school material from Crumlin even includes a one-hour film in colour documenting the operations at the school shot during the war,” said Baker. “The Nelson collection is a detailed record of post-war life in

southwestern Ontario and will prove a valuable resource in the years ahead.”

Western Libraries is proud to help conserve a piece of London’s history and to help advance research in these areas.

Archives and Special Collections acquires unique archival records, including graphic materials, to document the history of Western and the London region. The team is actively engaged with individuals and organizations to promote research using these one-of-a-kind documents.

✧ Masonville Place Mall, 1985.



History at Your Fingertips

Take a trip back in time with the click of a button thanks to our new database featuring North America's most influential newsmagazines of the past 150 years: Maclean's, Time, Life, and Atlantic Monthly.

The magazine archives are a wellspring of information with high-quality digital reproduction and iconic photographs. The articles capture Canadian and American society in the 19th and 20th centuries, with content ranging from social issues, popular culture, economics, and politics. The archive also offers a fascinating glimpse into evolving media biases and the depiction of women in articles and ads.

"It's an endless source of information and learning, in many different contexts. Even just browsing the covers can lead you down all kinds of interesting side trails. It allows us to see our times,

and the times that have gone before, and situate ourselves in a bigger picture," said Liz Mantz, Collections and Content Strategies Librarian.

In the past, researchers and students had to scour hard copies, microfilm, or microfiche in the hopes of finding information. And even if they were lucky enough to find it, the reproduction quality could render it unreadable. Now researchers can easily search by photos, bylines, subjects, dates, keywords, and even advertisements, and find articles in perfect condition in seconds.

The digital magazine archive is also available publicly to all London residents through the London Public Library catalogue. David McCord, Coordinator, Collections Management at London Public Library spoke with Western News about the shared access. "This collection is a goldmine of content," he said. "It's a great complement to



the digital collections we have on offer for London Public Library users.”

The acquisition was expertly negotiated by our Collections and Content Strategies team and reflects our new collections strategy: continual access without the continual fees. “Initially, we were interested in Maclean’s, but because Time and Life are also in high-demand, we negotiated a bundled deal with the publisher, EBSCO, to purchase much of the archives outright, without any hosting fees,” said Mantz. “We’re also getting creative with the extra value we can get from publishers whether it be added features, doing away with non-disclosure clauses, or expanding access beyond campus.”

Digital access to these materials also means we can house the hard-copy periodicals offsite and free up space for the upcoming renovation to The D.B. Weldon Library ([read more on page 23](#)).

Collections Management, Discovery and Access is committed to providing seamless and convenient access to information to support research, scholarship, and teaching. They work with users to select and acquire materials to meet their changing needs and ensure thoughtful management and preservation of resources for future scholars.

Meet Liz Mantz, Collections and Content Strategies (CCS) Librarian. Liz is responsible for building the high-quality research collections used by Western faculty, students, and researchers. With over 30 years’ experience developing collections, including time spent working closely with the Department of History, Liz has been on the front line of evolutions to collecting practices.

Most recently, Liz and her CCS colleagues have been experimenting with evidence-based collection building, introducing new formats such as streaming video, and collaborations with partners at other university libraries across Ontario.

Liz loves the growth and engagement that goes along with her role. “I always feel like I’m learning something new, every day,” she said. This fall, Liz will benefit from the collection she helped build as she begins her Masters of Arts in History at Western.





Adventures in Experiential Learning



“ Amelia Harkins – Archives and Special Collections (ASC) co-op student

I'll never forget what University Archivist Robin Keirstead told me on the first day of my co-op: 'your learning is more important than helping us complete work.' And true to his word, my projects were assigned based on their educational impact. For example, I honed my communication and public speaking skills when I led a staff focus group to help improve a digitization service.

I gained experience in community outreach when I created an exhibit for the John A. Schweitzer Gallery. I learned how to arrange and describe collections to improve access to archival materials. I also conducted tours of the ASC Reading Room, created a research guide, contributed to the ASC and Western Libraries social media accounts, and monitored the online reference service.



“ Michelle Arnett – Content Management, Discovery, and Access co-op student

During my co-op I was responsible for the First Nations Studies Library Transfer Project which involved incorporating materials previously housed in the First Nations Studies Library, into the Western Libraries collection. It was an invaluable experience which involved cataloguing, project management, and social media outreach. Not only did I gain competitive practical skills that will be a source of confidence moving into my future profession, I also had the great fortune of working with an inspiring team who have influenced how I think about librarianship and the inherent value and responsibility of information professions. My co-op has been the highlight of my graduate program – on both a professional and personal level, I gained so much from this experience!



“ Sophia Belyk – graphic design intern

I couldn't have asked for a more enriching learning experience than my graphic design internship with Western Libraries! My tasks included creating posts for social media as well as providing both print and web graphics for various other departments within Western Libraries.

There was a great variety of work and a wonderful team of people supporting me and pushing me towards new learning opportunities. I gained new experience with video, photography, and motion graphics, and I was also able to fine-tune my leadership skills by taking the lead on a number of social media projects.

The impact of this internship will stretch well beyond this summer. I've greatly improved my skills with new types of design. More importantly, by making me feel like a valuable addition to the team, I have emerged from this internship more confident in myself and the value of my ideas.

Western Libraries understands the importance of experiential learning and we are committed to providing meaningful opportunities for students to develop their skills and strengthen their employability. We are grateful for the fresh ideas and modern skills our students bring to the table and for the many meaningful contributions they make to our organization.





⌘ Incoming students working through puzzles at an information literacy workshop.

Solving the Puzzle of Information Literacy

It is a breezy, quiet summer day on campus. Many students are enjoying the last few weeks of summer vacation. An enthusiastic group of 147 incoming students, however, are gathered in a classroom, huddled around laptops, taking part in the library's escape room research workshop. It is all thanks to a partnership between the Writing Support Centre and Western Libraries.

Beginning in 2007, the collaboration grew out of a request from students to learn about library

resources and build research skills before they start their first university assignments. Librarians have adapted the sessions over time to meet the evolving information landscape and student learning preferences.

This year's escape room approach was the most exciting yet. Teams worked together, in a race against time, to locate a professor's map of migration patterns of polar bears. They answered questions and puzzles, working through portions



work. It also contrasts nicely with some of the more passive activities in our program.”

The Teaching and Learning team taught over 240 classes, reaching over 9,500 students this past year. The team plans to adapt the escape room workshop concept to first-year foundational courses, adjusting the topic to reflect the particular needs of other programs. This contemporary, team-based approach is a creative and engaging way to accomplish our goal of setting students up with life-long critical research skills.

of the research process, in an effort to break the professor’s safe code containing the map. All this to help save the Canadian Arctic. The session engaged the students in fun activities and at the same time demonstrated that research, more often than not, is a messy process.

Yvonne Fuller, coordinator for the Summer Academic Writing Clinic, and her staff are thrilled about the new approach. “It’s a lot more interactive and social. The students have to get up, work together and really put their brains to

The Teaching and Learning team creates learning experiences that empower students to become successful graduates who are information literate and able to achieve their full potential as global citizens and leaders.

Meet Dan Sich, Teaching and Learning Librarian. Dan ensures Western Libraries’ e-learning content is up-to-date, effective, accessible, and re-usable. He also helps colleagues provide effective online information literacy instruction.

Dan enjoys the creative side of his work, including recording voice-overs for videos and learning to use new software. He is currently working with Canadian Association of Research Libraries (CARL) librarians and copyright specialists to create open, accessible, bilingual, legally accurate, online copyright instruction (i.e. videos and quizzes) for Canadian university faculty and staff.





Survey Says: Time for an Update

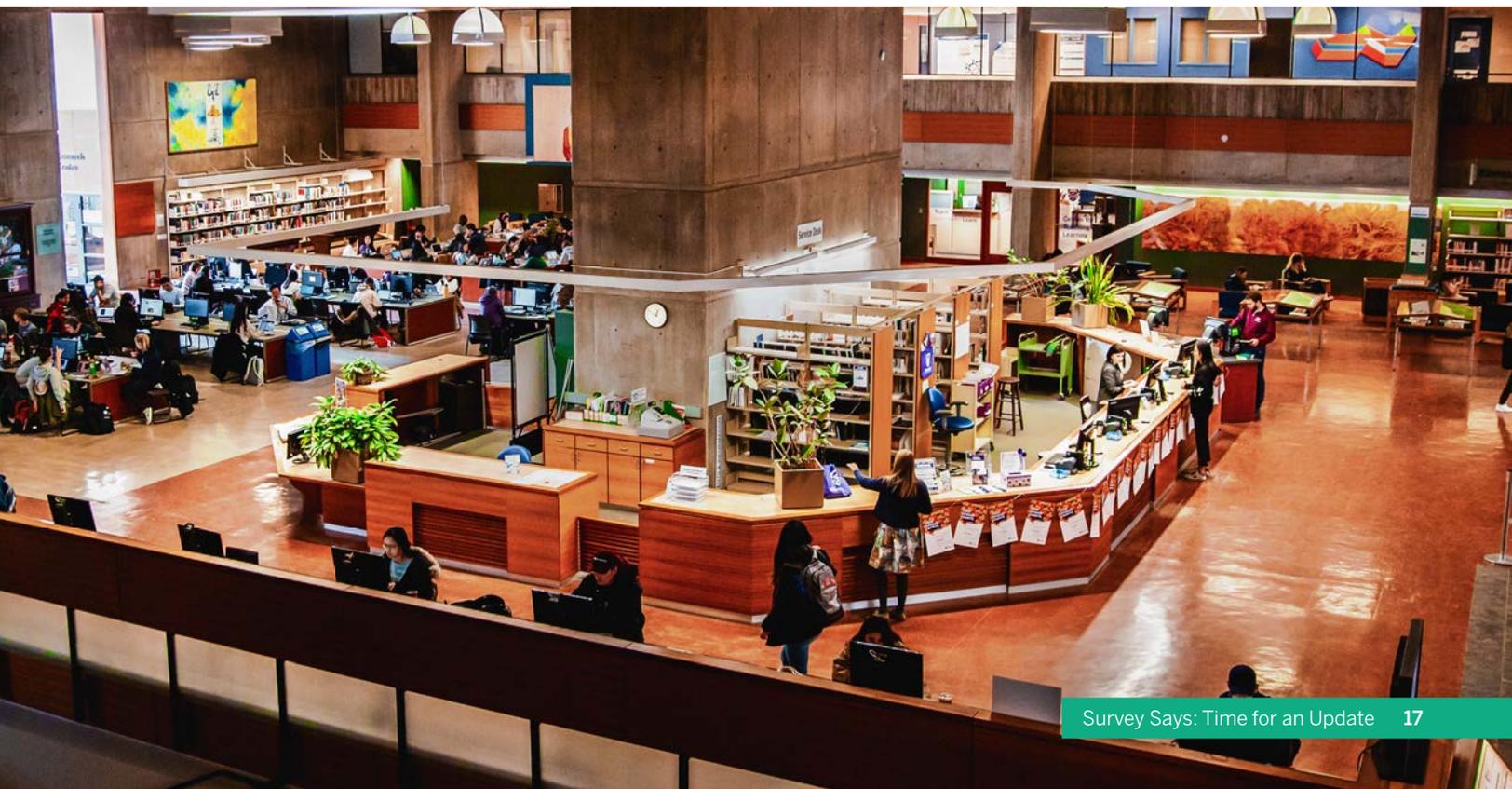
Brutalism. The prominent architectural style of many Canadian university campuses throughout the 1970s, the decade Western's now infamous D.B. Weldon Library appeared on the Western Road skyline. Students today still refer to the building as "brutal", but not because they marvel at its sleek, monolithic concrete lines; at least, not according to the results of our most recent campus-wide survey, LibQual.

LibQual 2019 represents the sixth time the Association of College and Research Libraries' standardized survey has been conducted here at Western. The survey is one tool that helps us measure our users' satisfaction with the services, resources, and spaces we provide to the Western community.

Through the survey, we learned Western Libraries excels in many areas. Our staff exceed users' expectations in the help and support they provide to students, faculty, and researchers. Overall, our resources and collections support the research needs of our campus community, with room to grow in a few identified subject areas. But, according to 75 per cent of the comments we received, there is one area we need to address: library spaces. With a higher than ever response rate, the increase in comments about space is an obvious difference from past surveys, and it is one we need to pay attention to.

Learning spaces are always at a premium, especially during midterm and exam seasons. So it is no surprise 83 per cent of respondents want more space, and highlight overcrowding

✧ The first floor of The D.B. Weldon Library.



and availability as one of their biggest concerns. Over half of the comments about space focus on Weldon, many of which discuss the aesthetics of the brutalist building and how it affects students' ability to learn. The absence of natural light, the lack of quiet space, and limited seating, are things we will strive to address in the upcoming Weldon Revitalization Project (*read more on page 23*). In the meantime, our new User Experience team will look for other ways to address the feedback and improve the learning experience at Weldon. Flexible study spaces during peak periods, learning zone reconfigurations, and possible seat-finding solutions are all initiatives we will explore during this academic year.

Weldon is not the only space mentioned in the survey. We received valuable feedback about the Music Library, which sparked a space renewal project over the summer months. In September, music students and faculty returned to more learning space achieved through a reorganization of collections. The recently completed multi-year

renovation to Allyn & Betty Taylor Library's main floor also did not go unnoticed by library users who expressed the meeting rooms, conversation-friendly areas, silent study zones, and overall ambience provide them with the space they need to do their best work.

While we cannot rid Weldon of its brutalist characteristics (and there are many who would not want us to!), we can certainly do our very best to transform all of our spaces to inspire generations of students, faculty, and researchers to come.

The User Experience team supports evidence-based decisions about the library, keeping user perspectives and observed behaviours at the forefront when it comes to the design and development of library spaces and services.





At Your Service

It used to be the only way to *use* the library meant actually going *to* the library. Thanks to technological advances, those days are long gone. Still, our six locations welcomed over two million visitors last year; these visitors arrive with changing information needs and expectations, and Western Libraries aims to deliver. This requires working with our users to identify and introduce contemporary services, and developing library staff to work in an interdisciplinary information environment that transcends physical library locations.

This is where staff like Adam Kidy come in. When you visit Western Libraries, Adam is one of the

friendly faces who greets you at the service desk. He can help you with your research, show you how to print, or direct you to someplace quiet to study. Feel more like helping yourself? Adam can also introduce you to flexible and convenient self-service options, such as self check-out and online renewals.

You can find Adam ready to help in both the Weldon Library and the Business Library. This gives him the opportunity to broaden his skills, and helps ensure you have a consistent experience across our locations. You also interact with Adam, and staff like him, when you use popular online library services such as course

✧ Library assistant Adam Kidy helping a student at the service desk.





readings or chat. Both in person and online, the team strives to connect our students and faculty with the information they need to be successful.

What does Adam think about this? “One-on-one service gives me great satisfaction. I get immediate feedback and can tell I’m making a difference.” It is thanks to staff like Adam that Western Libraries answered over 13,000 reference questions last year, provided students with over 9,000 electronic course readings, signed out over 200,000 books, and received a satisfaction rating of 80 per cent in our recent user survey (*more on page 17*).

User Services designs and delivers a suite of virtual and in-person library services that support the teaching, learning, and research goals of the Western community. The team continually studies and assesses user behaviours, needs and interactions to design services that deliver an optimal user experience.

Connections and Community



GIS Day

In November, we hosted Geographic Information Systems (GIS) Day in The D.B. Weldon Libraries' Map and Data Centre. The event was a big success with over 100 attendees, including graduate, undergraduate, and high school students, faculty, and community members. Highlights were a digital sandbox from the Upper Thames River Conservation Authority, the virtual reality demonstrations from the City of London, and the drone technology on display from our partners in Engineering, Anthropology, and Geography.



The History and Future of the Book

In October, we hosted an academic panel to explore the history of the book and the future of literacy. The discussion was moderated by Catherine Steeves, Vice-Provost & Chief Librarian and the panelists were Scott Schofield, an English and Cultural Studies professor at Huron University College and Mike Ridley, Librarian at the University of Guelph.



A Reading and Interview with Cherie Dimaline

In November, we had the privilege of hosting Cherie Dimaline, Metis author, Western Writer in Residence, and winner of a Governor General Award and Kirkus Prize. Dimaline read excerpts from her dystopian novel *The Marrow Thieves* in a packed atrium in The D. B. Weldon Library, then engaged in conversation with Creative Writing student, Dave Monture, and answered audience questions.



Exhibitions

Archives and Special Collections (ASC) curated and installed several timely and interesting public exhibits in the John A. Schweitzer Gallery during 2018-2019.

In the summer of 2018, staff in ASC and Dr. Scott Schofield of Huron University College curated an exhibit celebrating the 100th anniversary of J.D. Barnett's transformational donation of 40,000 volumes to Western Libraries in 1918. This exhibit featured dozens of rare books, many with international significance (*read more on page 7*).

In the fall of 2018, ASC launched an exhibit on the Wawanosh Family papers. The display was timed to coincide with Indigenous Awareness Week in November.

In the winter of 2019, Western students assisted with the installation of an exhibit celebrating 100 years of nursing education at Western.

ASC also contributed display material, including photographs and rare books, to off-site events such as London Words Festival, the London Heritage Fair, Western's Founder's Day, and the 60th anniversary celebration of Fanshawe Pioneer Village.



Planning for the Future

It is early March and the weather outside, dark, damp and dreary, is in stark contrast to the bustle of activity in the Allyn & Betty Taylor Library instruction room. Colourful construction paper, pipe cleaners and yarn spill across a table beside a 3D foam rendition of a familiar floor plan – the main floor and mezzanine of The D.B. Weldon Library. At five stations arranged around the room, small groups of students, faculty, and staff from across Western take in their 3D model, and try to turn arts and crafts supplies into a library of the future.

The undergraduate students in the room are quick to snatch up sharpies and scrawl in power outlets

across the wide expanse of open space, while graduate students turn their attention to shaping pipe cleaners into representations of comfortable, flexible furniture. Someone looks for a pair of scissors to cut out more windows, trying to coax natural light into the space. Before the hour is through, there will be five different interpretations of the future Weldon Library for Perkins+Will, project architects, to consider.

This interactive brainstorm was one of four engagement sessions held by Western Libraries in early 2019 with stakeholders helping to reimagine the largest library on campus. At a university where students strive for straight As, Weldon





⌘ A student building a 3D model of a learning commons in the future Weldon Library.

just isn't making the grade. In a recent survey on campus library space, Weldon earned a D rating, as in dark, depressing, and dated. Thanks to a \$15 million investment from Western, a boost in Weldon's GPA might be in sight. Building on the Space Master Plan work completed in 2017, the stakeholder engagement sessions focused on a proposed Learning Commons, Digital Scholarship Centre and Graduate Student Commons, in addition to a session on library staff space.

Armed with reams of chart paper and 3D models, Perkins+Will have been translating the feedback into building updates that will respect the existing architecture of Weldon Library, and recognize its place as a central hub for campus engagement. From the sessions, we learned library users want an environment with a variety of attractive,

inspiring, and bright spaces that are accessible and inclusive. Spaces for quiet contemplation and lively debate. Spaces for collaborating with familiar partners, and for meeting new colleagues. Spaces for connecting with collections and technology to promote new discoveries, and spaces for sharing these ideas with our community. Above all, there is a desire for access to natural light and views, flexible and comfortable furniture, support from knowledgeable staff, and, of course, lots of power outlets.

The ultimate goal: library space that reflects the ambitions of over one million users that stream through Weldon's doors each year. Thanks to the enthusiastic engagement we have had from library users, partners, and staff, we are well on our way to achieving this goal.



Western Libraries

Office of the Vice-Provost & Chief Librarian
Western University, London, Ontario N6A 3K7
May 2018 - April 2019
Produced October 2019

Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2019 by the Senate Committee on University Planning

Name	Year Established	Faculty/School
Wolfe-Western Fellowship At-Large for Outstanding New Research Scholars	2019	N/A
Eugen Drewlo Chair in Kidney Research and Innovation	2019	Schulich School of Medicine & Dentistry
Thompson Chair in Information Technology and Innovation	2019	Engineering
ImpactWx Chair in Severe Storms Engineering	2019	Engineering

Background:

Senate delegated to SCUP authority to approve designated chairs and professorships on its behalf on those occasions when there was a desire on the part of the donor and the university to reserve the announcement of the gift and the position's establishment to a particular time. As part of the delegation, it was determined that SCUP would provide a summary report on such approvals to Senate from time to time. Similarly, the Board of Governors has authorized the Property & Finance Committee to approve designated chairs, professorships and fellowships on its behalf, and to report such approvals for the information of the Board.

REPORT TO SENATE OF THE ACADEMIC COLLEAGUE
COUNCIL OF ONTARIO UNIVERSITIES

Contents	Consent Agenda
Report of the Academic Colleague	No

FOR INFORMATION

The Academic Colleagues met on 10th-11th December 2019 in Toronto. The following discussion items might be of interest to Senators:

Campus Free Speech Reporting

HEQCO has published its first Annual Report to the Ontario Government on Freedom of Speech on Campus. The report commented on the policies, themselves, as well as on the application of those policies at Ontario colleges and universities from January-August 2019. With respect to the policies, HEQCO commented that the one “Chicago Principle” that was not always clear was the precedence of free speech over civility and respect (ie, a clear hierarchy of those values). HEQCO expressed concern that this might undercut the importance of free speech in the application of the policies, and flagged it for future review.

In terms of application, institutions collectively reported a conservative total of 40,000 “non-curriculum” events on campus, only one of which was cancelled due to safety and security concerns. In total, there were only 21 formal complaints made under the policies, all of which were reportedly resolved internally. HEQCO concluded that the campus free speech policies had met the government’s objectives.

HEQCO allowed institutions latitude in their report format/content this year, but found that this resulted in a variety of reports that did not always touch on all required elements. Accordingly, they will be issuing a template for reporting next year.

The report is available at:

www.heqco.ca/SiteCollectionDocuments/HEQCO%202019%20Free%20Speech%20Report%20to%20Government%20REVISED.pdf

Bill 132 (the Better for People, Smarter for Business Act, 2019)

Among many other unrelated amendments, this legislation provided greater degree-granting authority to Algoma University and OCADU. Those institutions had previously been limited to degrees in the fields that were part of their curricula as colleges. Algoma is now permitted to confer bachelor degrees in any arts or science program. OCADU is now permitted to confer a Bachelor of Arts and PhD (previously confined to BFA and Bachelor of Design). Both universities are also now permitted to award diplomas and certificates in “all branches of learning.”

Survey of Indigenous Faculty

The COU has recently completed a survey of Indigenous faculty at Ontario universities, believed to be the first of its kind in Canada. The final report, “Lighting the Fire,” should be released in the near future. The survey was completed by 86 faculty members, and covers things like service responsibilities, research methodologies, Indigenous pedagogies, experience of racism, and knowledge/existence of special institutional policies for the hiring, evaluation, and promotion/tenure of Indigenous faculty.

ANNOUNCEMENTS AND COMMUNICATIONS

Contents	Consent Agenda
Call for Nominations - Board of Governors and Senate	Yes
Academic Administrative Appointments	Yes

FOR INFORMATION

1. **Call for Nominations - Board of Governors and Senate**

Nominations are now open for Faculty and Staff until Thursday, January 16, for members of Senate. There are no Board vacancies for Faculty or Staff this year. Elections will take place beginning at 8:00 a.m. on January 28, 2020, and close at 8:00 p.m. on January 29, 2020. The deadline to receive nominations is 4:00 p.m. on Thursday, January 16, 2020.

Nominations for membership on the Board of Governors and Senate in the undergraduate/graduate constituencies are also now open. Nominations will close at 4:00 p.m. on Wednesday, January 15, 2020, with the exception of the Senate undergraduate student "At-Large" constituency, which will close at 4:00 p.m. on Thursday, January 16, 2020.

Full information on the Board of Governors and Senate elections (including the election procedures, schedule, and the nomination form for each constituency) can be found at:

Board of Governors elections: www.uwo.ca/univsec/board/elections.html

Senate elections: www.uwo.ca/univsec/senate/elections.html

2. **Academic Administrative Appointments**

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors during the month of September 2019:

Name	Department/School	Admin Post	Effective Date	End Date
Andersen, Robert	Ivey	Associate Dean (Administration)	2020-01-01	2022-12-31
Belton, Tom	WL-Archives / Special Collect	Library Head	2019-09-01	2024-08-31
Bhatia, Nandi	Arts - Office of the Dean	Associate Dean (Research, Grad)	2019-07-01	2023-06-30
Briens, Lauren	Engineering - Office of Dean	Assistant Dean	2019-07-01	2021-06-30
Bryant, Dianne	Health Science - Dean's Office	Assistant Dean	2019-07-01	2022-06-30

Burkell, Jacquelyn	Research Development and Services	Assoc. V.P. (Research)	2019-09-01	2020-06-30
Champion, Lois	Schulich - Office of the Dean	Associate Dean (Postgraduate Medical Education)	2020-01-01	2024-12-31
Conley, Timothy	Economics	Department Chair	2019-07-01	2021-06-30
Connelly, Denise	Health Science - Dean's Office	Associate Dean (Graduate, PostDoc)	2019-07-01	2022-06-30
Crumley, Tracey	Obstetrics & Gynaecology	Clinical Department Chair	2019-07-01	2020-06-30
Danylchuk, Karen	Health Science - Dean's Office	Associate Dean (Undergraduate Program)	2019-07-01	2021-06-30
Denham, Graham	Mathematics	Department Chair	2019-07-01	2023-06-30
El Naggar, Hesham	Civil & Environmental	Department Chair	2019-07-01	2020-06-30
Johnson, Andrew	School of Health Studies	School Director	2020-01-01	2021-06-30
Lebo, Matthew	Political Science	Department Chair	2019-08-01	2024-06-30
Lum, Andrea	Schulich - Office of the Dean	Vice Dean	2020-01-01	2024-12-31
MacDougall-Shackleton, Scott	Psychology	Department Chair	2019-07-01	2022-06-30
Marshall, Elizabeth	WL-User Experience Student Engagement	Library Director	2020-01-01	2025-12-31
Mclsaac, Kenneth	Electrical & Computer	Department Chair	2019-07-01	2024-06-30
McLeod, Carolyn	Philosophy	Department Chair	2019-07-01	2022-06-30
McMillan, Brian	WL-User Experience Student Engagement	Library Director	2019-09-01	2024-08-31
Misener, Laura	Kinesiology - General	School Director	2019-07-01	2022-06-30
Neff, Bryan	Science - Office of the Dean	Associate Dean (Research)	2019-09-01	2023-06-30
Northcott, Sandra	Schulich - Office of the Dean	Associate Dean	2019-12-01	2024-11-30
Plug, Jan	Arts - Office of the Dean	Associate Dean (Academic Programs)	2019-07-01	2020-08-31

Sadi, Jackie	Physical Therapy	School Director	2019-07-01	2020-06-30
Schwerdtner, Karin	French Studies	Department Chair	2019-07-01	2020-06-30
Shrubsole, Daniel	Soc Science - Office of Dean	Associate Dean (Undergraduate Program)	2020-01-01	2023-06-30
Sliwinski, Sharon	Info & Media Studies - General	Associate Dean (Grad, PostDoc)	2019-07-02	2020-06-30
Spong, Stephen	WL-User Experience Student Engagement	Library Director	2019-11-01	2024-10-31
Stein, Robert	Schulich - Office of the Dean	Assistant Dean	2019-10-01	2020-09-30
Tippett, Marisa	WL-User Experience Student Engagement	Library Director	2019-09-01	2020-03-31
Urquhart, Brad	Schulich - Office of the Dean	Associate Dean	2019-09-01	2024-08-31
Wood, Geoffrey	DAN Management	Department Chair	2019-07-01	2024-06-30
Yoo, John	Paediatrics	Clinical Department Chair	2020-01-01	2020-06-30