# Western
## UNIVERSITY · CANADA

## SENATE AGENDA

1:30 p.m., Friday, May 8, 2020
Meeting to be held electronically via Zoom

Members of the public who wish to attend Senate
are invited to contact the University Secretary at secretariat-covid19@uwo.ca

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

1. **Minutes of the Meeting of April 17, 2020**

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)

6. Announcements and Communications – **EXHIBIT VI**

7. Discussion and Question Period

8. New Business

9. 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:    May 8, 2020**

**APPROVAL OF MINUTES**

**REPORT OF THE PRESIDENT**

**UNANIMOUS CONSENT AGENDA**

FOR ACTION

**OPERATIONS/AGENDA COMMITTEE**

FOR INFORMATION

Senate Membership – Graduate Students

**NOMINATING COMMITTEE**

FOR ACTION

Selection/Review Committee for the Dean of the Faculty of Health Sciences
Selection/Review Committee for the Dean of the Don Wright Faculty of Music

**SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)**

FOR ACTION

Faculty of Education: Revisions to the Admission Requirements for the Bachelor of Education (BEd) Program
Faculty of Engineering, Department of Electrical and Computer Engineering: Withdrawal of Computer Engineering Options
School of Graduate and Postdoctoral Studies:
      Introduction of the Master of Management (MM)
      Revisions to the MClSc in Speech-Language Pathology
      Revisions to the Master of Science in Occupational Therapy (MScOT)
      Revisions to the Master of Clinical Science (MClSc) in Audiology, the Master of Clinical Science (MClSc) in Speech-Language Pathology, the Master of Science in Occupational Therapy (MScOT), and the Master of Physical Therapy (MPT)
Faculty of Law: Revisions to the Admission Requirements
Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program
Brescia University College: Revisions to the Admission and Program Requirements of the Honours Specialization, Specialization, Major, and Minor in History

FOR INFORMATION

Faculty of Education: Revisions to the Grading System for Additional Qualifications courses in the ASPIRE Program
SUPR-G Report: Cyclical Reviews of the Graduate Programs in Hispanic Studies, Education, and the Developmental Biology Collaborative Specialization
New Scholarships and Awards

**ANNOUNCEMENTS AND COMMUNICATIONS**

FOR INFORMATION

Report from the Board of Governors (April 23, 2020)
Academic Administrative Appointments

# Western
## UNIVERSITY · CANADA

## MINUTES OF THE MEETING OF SENATE

## APRIL 17, 2020

The meeting was held at 1:30 p.m. via Zoom.

SENATORS:   87

| | | |
|---|---|---|
| S. Basu | K. Gibbons | S. Morrison |
| A. Baxter | M. Grenier | S. Mumm |
| G. Belfry | A. Grzyb | A. Nelson |
| A. Borchert | C. Harasym | C. Nolan |
| L. Bot | M. Heath | J. Nord |
| H. Boyi | L. Henderson | N. Nuimat |
| L. Briens | K. Hibbert | K. Olson |
| D. Brou | H. Hill | I. Paul |
| S. Burke | V. Hocke | P. Peddle |
| E. Chamberlain | S. Hodgson | S. Pitel |
| A. Chant | A. Holm | S. Prichard |
| D. Cheng | A. Hrymak | V. Radcliffe |
| M. Cleveland | D. Jeffrey | G. Read |
| K. Cole | L. Jiang | G. Rezai-Rashti |
| K. Coley | V. Joe | S. Roland |
| J. Compton | R. Kennedy | C. Roulston |
| J. Corrigan | K. Kirkwood | A. Shepard |
| B. Craig | J. Kitz | V. Smye |
| J. Cuciurean | L. Logan | C. Steeves |
| S. Datars Bere | C. Ma | S. Taylor |
| M. Davison | D. Mallory | P. Thomlinson |
| C. Dick | A. Matchen | G. Tigert |
| J. Finegan | C. McLeod | J. Toswell |
| R. Flemming | L. Melnyk Gribble | S. Trosow |
| L. Frederking | K. Mequanint | G. West |
| M. Garabedian | A. Meyer | J. Wilson |
| B. Garcia | M. Milde | K. Yeung |
| J. Garland | L. Miller | B. Younker |
| L. Ghattas | K. Miller | R. Zitikis |

Observers:    T.   Belton, R. Bgeginski, S. Camiletti, K. Campbell, R. Chelladurai, J. Ciriello, J. Doerksen, L. Gribbon, B. Jalayer, J. Kum, D. Laird, J. Massey, M. Ruddock, J. Weese.

## Land Acknowledgement

D. Malloy read a Land Acknowledgement.

S.20-60       **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of March 13, 2020 were approved as circulated.

S.20-61      **<u>REPORT OF THE PRESIDENT</u>** [Exhibit I]

The President's Report, distributed with the agenda, contained information on the following topics:
Coronavirus update, Anti-Racism Working Group update, selection committees for the Vice-President
(Research), Dean of Education, Dean of Social Science, Vice-Provost (Academic Planning, Policy &
Faculty), and Vice-Provost & Associate Vice-President (Indigenous Initiatives) remain underway, and
accolades for campus community members recently recognized with special honours.

The President additionally commented on the following items:

- Move to online learning for students to complete the academic year.
- Financial support for students: Student Relief Fund, International Reimbursement Fund,
  International Student Emergency Bursary and Loan Funds, graduate student summer bursaries.
- Delay of the Strategic planning process.

The President thanked the Western community, including faculty and staff, for their collaboration and
willingness to assist in the effort to push the University forward in such an uncertain time. He thanked
students for their resiliency and acknowledged how challenging the end of the term has been in light of
the transition to online courses and exams. He further recognized that this was a time of heightened
anxiety and stress within the Western community, and that there had been an additional sense of grief
for many, because the year had not ended as expected. The President encouraged the use of campus
resources available to faculty, staff, and students for anyone needing additional mental health support.

The President discussed his recent advocacy work with the provincial and federal governments, relating
to student relief. With proper support from the federal and provincial governments, students will be able
to continue their education in the fall, and these advocacy efforts aim to lessen the economic impact that
students and their families may face with the rescinding of student summer internships and employment
opportunities. The University has also increased financial aid for students by 30%.

The President outlined the budget process for the 2020-21 University Operating and Capital Budgets,
noting that the budget was drafted before the COVID-19 pandemic and that changes may be required
during the coming year in order to address unforeseeable concerns that may arise from the pandemic.

At this time, the recruitment of the upcoming class of 2020 continues to be a priority for the University.
Currently, the University is unable to advise students as to whether the upcoming fall semester will be
online, in-class or a blended approach. The President stated that a definitive decision at this time would
be premature given the evolving nature of the situation.

The President concluded his report, expressing his admiration and thanks to the Western community.

A Senator requested further details on the work of the Selection/Review Committees noted within the
report. A. Hrymak, Provost & Vice-President (Academic) advised that the work of the committees
remained ongoing and that additional nominations for upcoming committees would be coming to Senate
meetings as required


S.20-62      **<u>UNANIMOUS CONSENT AGENDA</u>** [Exhibit II]

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the items listed in the Unanimous Consent Agenda (Exhibit II), except items 11, 19 and 20,
>  be approved or received for information by Senate by unanimous consent.

> CARRIED

**REPORT OF THE OPERATIONS/AGENDA COMMITTEE** [Exhibit III]

S.20-63          **Senate Vacancies Filled by Appointment**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the Senate seats be filled for the terms indicated below, by the appointment of the following individuals, at the recommendation of the units concerned, as shown in Exhibit III.

> CARRIED (Unanimous Consent)

S.20-64          **Report of the Convocation Board: In Absentia Convocation May and June 2020**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the Senate approve the establishment of three in absentia convocations to be held May 7, 2020, May 22, 2020 and June 19, 2020 for students who complete their degree requirements and would normally have their name put forward as part of:

> - the May 7, 2020, Huron Theology Convocation,
> - the May 22, 2020, Schulich School of Medicine & Dentistry (MD) Convocation,
> - the May 22, 2020, Richard Ivey School of Business (Graduate Programs Spring) Convocation,
> - the June 8-12 and 15-19, 2020, Spring Convocations,

> And that all students who have their degree conferred in absentia be given the opportunity to participate in a future Convocation ceremony.

> CARRIED

S.20-65          **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:

- Report of the Convocation Board: Spring Convocation (#315)
- Candidates for Degrees and Diplomas – Spring 2020
- Senate Membership – (SGPS) Schulich School of Medicine & Dentistry
- Nomination Process for the Nominating Committee 2020/21

**REPORT OF THE NOMINATING COMMITTEE** [Exhibit IV]

S.20-66          **Nomination Process for Senate Committees in 2020/21**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That Senate approve, a temporary variation to the Senate Bylaws, Section 2(a), whereby the Vice-Chair of Senate "shall be elected annually at the first regular meeting of Senate held after the first day of April" to instead be that "the Vice-Chair of Senate shall be elected annually prior to the first meeting of the Senate for the academic year 2020/21 using the Simply Voting platform".

> CARRIED (Unanimous Consent)

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

S.20-67      **Faculty of Engineering, Department of Chemical and Biochemical Engineering: Withdrawal of the Green Process Engineering Program**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That effective September 1, 2020, admission to the Green Process Engineering Program be discontinued, and
>
> That students currently enrolled in the program be permitted to graduate until August 31, 2024 upon fulfillment of the requirements, and
>
> That effective September 1, 2024, the program be discontinued.
>
> CARRIED (Unanimous Consent)

S.20-68      **School of Graduate and Postdoctoral Studies: Introduction of the Master of Science (MSc) in Interdisciplinary Medical Sciences (IMS)**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the Master of Science (MSc) in Interdisciplinary Medical Sciences (IMS) be introduced effective May 1, 2021, as shown in Exhibit V, Appendix 1.
>
> CARRIED (Unanimous Consent)

S.20-69      **School of Graduate and Postdoctoral Studies: Introduction of the Master of Arts (MA) in Research for Policy and Evaluation**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the Master of Arts (MA) in Research for Policy and Evaluation be introduced effective September 1, 2020, as shown in Exhibit V, Appendix 3.
>
> CARRIED (Unanimous Consent)

S.20-70      **School of Graduate and Postdoctoral Studies: Revisions to the Master of Nursing – Advanced Primary Health Care Nursing Practice (MN-PHCNP)**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the Master of Nursing – Advanced Primary Health Care Nursing Practice (MN-PHCNP) be revised effective September 1, 2020, as shown in Exhibit V, Appendix 5.
>
> CARRIED (Unanimous Consent)

S.20-71      **School of Graduate and Postdoctoral Studies: Revisions to the Non-Thesis Master of Science (MSc) in Biochemistry**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the non-thesis Master of Science (MSc) in Biochemistry be revised effective September 1, 2020, as shown in Exhibit V.
>
> CARRIED (Unanimous Consent)

S.20-72        **Faculty of Law: Revisions to the "Progression Requirements – Law" Policy**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the "Progression Requirements – Law" Policy be revised effective September 1, 2020, as shown in Exhibit V, Appendix 6.

> CARRIED

A Senator requested clarification on a change within the policy which would create a requirement for any law student who fails to carry the minimum required credit load to extend their studies by a semester to make up the missing credits without the opportunity to take additional courses. He expressed concern that the policy could be interpreted such that OSAP eligibility could be impacted to the detriment of students.

E. Chamberlain (Dean, Faculty of Law) noted that it was her understanding that the changes to the policy with respect to the concern noted by the Senator, were intended to dissuade students that had previously experienced academic difficulties from taking additional courses when returning to the Faculty to complete required courses only.

A Senator noted that the wording within the progression requirements had not been previously included within the policy. The additional wording would address a problem that is rarely encountered and would provide the faculty with the opportunity to impose sanctions on students in those cases. He spoke in favour of the item being reviewed again at the Faculty level, as it would be unlikely that a student would be at risk of the noted consequences given the rarity with which these circumstances arise.

The President referred the item to the Faculty for further consideration of the above-noted concern.

S.20-73        **Faculty of Health Sciences, School of Health Studies: Revisions to the Admission Requirements of the Health Sciences Modules**

S.20-73a       Introduction of Health Sciences 1110A/B (Personal and Social Determinants of Resilience and Wellbeing)

It was moved by D. Cheng, seconded by K. Kirkwood,

> That effective September 1, 2020, Health Sciences 1110A/B (Personal and Social Determinants of Resilience and Wellbeing) be introduced into the course offerings of the School of Health Studies as shown in Exhibit V.

> CARRIED (Unanimous Consent)

S.20-73b       Revisions to the Admission Requirements of the Honours Specialization, Specialization, and Major in Health Sciences, Honours Specialization in Health Sciences – Health and Aging, Honours Specialization in Health Sciences – Health Promotion, and Honours Specialization in Health Sciences with Biology

It was moved by D. Cheng, seconded by K. Kirkwood,

> That effective September 1, 2020, the admission requirements of the following modules be revised to include Health Sciences 1110A/B, as shown in Exhibit V, Appendix 7:

> > Honours Specialization in Health Sciences
> > Specialization in Health Sciences
> > Major in Health Sciences
> > Honours Specialization in Health Sciences – Health and Aging
> > Honours Specialization in Health Sciences – Health Promotion
> > Honours Specialization in Health Sciences with Biology

> CARRIED (Unanimous Consent)

S.20-73c     <u>Revisions to the Course Requisites and Course Notes for Health Sciences 2110A/B</u>

It was moved by D. Cheng, seconded by K. Kirkwood,

> That effective September 1, 2020, the calendar copy for Health Sciences 2110A/B be revised as shown in Exhibit V, Appendix 8.

> CARRIED (Unanimous Consent)

S.20-74     **Renewal of the Articulation Agreement between Western University, Bachelor of Science, Computer Science Program and Fanshawe College regarding the transfer of credit for students in the Computer Programmer Analyst Program**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That Senate approve the renewal of the Articulation Agreement between Western University, Bachelor of Science, Computer Science Program and Fanshawe College regarding the transfer of credit for students in the Computer Programmer Analyst program, effective March 1, 2020, as shown in Exhibit V, Appendix 9.

> CARRIED (Unanimous Consent)

S.20-75     **Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding the transfer of credit for students in the General Arts and Science Program**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That Senate approve, and recommend to the Board of Governors, the renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding the transfer of credit for students in the General Arts and Science program, effective March 1, 2020, as shown in Exhibit V, Appendix 10.

> CARRIED (Unanimous Consent)

S.20-76     **Revisions to the "English Language Proficiency for Admission" Policy**

S.20-76a     <u>Revisions to the "English Language Proficiency for Admission" Policy to Add C1 Advanced and C2 Proficiency to the List of Recognized English Language Proficiency Tests</u>

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the "English Language Proficiency for Admission" Policy be revised effective April 17, 2020, as shown in Exhibit V, Appendix 11.

> CARRIED (Unanimous Consent)

S.20-76b     <u>Revisions to the "English Language Proficiency for Admission" Policy to Remove the Michigan English Language Assessment Battery (MELAB) from the List of Recognized English Language Proficiency Tests and Accept the Paper Delivered TOFEL on a Case-By-Case Basis</u>

It was moved by D. Cheng, seconded by K. Kirkwood,

> That the "English Language Proficiency for Admission" Policy be revised effective September 1, 2020, as shown in Exhibit V, Appendix 12.

> CARRIED (Unanimous Consent)

S.20-77 **Revisions to the "Structure of the Academic Year" Policy (Scheduling of Fall Convocation)**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That effective April 17, 2020, the "Structure of the Academic Year" Policy be revised, as shown in Exhibit V.

> CARRIED

S.20-78 **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:

- Revisions to the "Structure of the Academic Year" Policy (Table of Dates)
- Revision to the transfer credit granted under the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College for Qualified Graduates of the Police Foundations Diploma Program
- New Scholarships and Awards

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING** [EXHIBIT VI]

S.20-79 **2020-21 University Operating and Capital Budgets**

It was moved by D. Cheng, seconded by K. Kirkwood,

> That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2020-21 University Operating and Capital Budgets as shown in Exhibit VI, Appendix 1.

> CARRIED

A. Hrymak, Provost & Vice-President (Academic) provided Senators with a presentation on the 2020-21 University Operating and Capital Budgets, provided as **Appendix 1**. The presentation included the following items:

- A $13.5-million student support fund: including scholarships, bursaries, work-study, summer research opportunities, and residence accommodation;
- Funding for the Western Academy for Advanced Research;
- Western Research Chairs program;
- Office of Indigenous Initiatives with base funding for permanent staffing
- University-wide data strategy initiative

The University continues to prioritize projects from past budget years, including:

- Support the further development of Western Entrepreneurship;
- Efficiency and Innovation Fund;
- An Innovation and Collaboration Hub for Advanced X-Ray Imaging and Intervention in the Robarts Research Institute;
- Growth of Endowed Matching Chairs program; and,
- Key capital projects.

The budget assumes that provincial grant funding and federal research funding will remain unchanged. The Provost noted that the budget will enable Western to thrive long-term, as the University plans to

strengthen research and scholarships, upgrade facilities, and support more students in the coming year.

R. Chelladurai, Associate Vice-President (Planning, Budgeting & Information Technology) addressed a question (Question 1, **Appendix 2**) submitted by a member in advance of the meeting, relating to the use of operating revenue to fund long-term capital projects. He advised Senators that Western presents an integrated operating and capital budget to highlight the needs of the spaces on campus that carry out academic activities. The funding provided to the University does not adequately support the capital needs on campus; currently, the amount of government funding for facilities renewal is $4.6M. This funding does not provide sufficient resources to address the regular maintenance or repair of campus buildings on an annual basis. The University funds a number of these expenses through borrowing (currently at $350M), which is additionally used to complete a number of the major projects outlined in the Long-Range Space Plan. Where one-time flexibility is available, a recommendation for a transfer from the operating budget to the capital budget is put forward to offset these ongoing costs, which enable and support the academic endeavors of the University.

A Senator requested clarification on whether the Head and Heart Program would still be funded in the proposed budget and noted concerns relating to Indigenous Studies faculty including support for indigenous languages and learning on campus. A. Hrymak noted that the program would continue to be funded as part of the proposed budget. Additionally, the University plans to support indigenous languages and learning on campus through the addition of the Office of Indigenous Initiatives. This plan includes additional base funding and permanent staffing in community relations, faculty, admissions, enrolment planning, advisement in curriculum and pedagogy, elders-in-residence, and elders to support the principles of reconciliation. He noted that the concerns relating to the spoken indigenous languages are also a priority for the University, as fewer people within the population speak these languages, making recruitment for these specific languages more challenging.

A Senator asked for clarification on the type of support available for contract academic faculty within the proposed budget. A. Hrymak advised that the faculty budgets had been submitted and that each faculty would allocate resources to best support the teaching needs within their unit via the various faculty roles, which may include limited-term faculty positions.

A Senator noted that the discussion relating to the financing of capital projects via the operating budget has been discussed at Senate in past budget presentations. He advised members that the expenditures relating to the capital projects support the academic mission of the University. Without the buildings, equipment, and facilities on campus, faculty would not be able to accomplish their academic goals. Campus buildings and infrastructure are assets that require repair, renewal, replacement, and new construction in order to permit expansion. If the government does not finance these costs, then the University must finance these costs from available resources.

A Senator expressed concerns with the allocation of funds from the operating budget to the capital budget, advising that once the transfer is complete, the funds would no longer be available for operating expenditures. Transfers for the maintenance and repair of campus buildings was not at issue but objected to the transfer of operating funds to fund new construction projects at a time of uncertainty and fiscal restraint at the faculty level. Given the credit position of the University the costs could be funded via borrowing. R. Chelladurai noted that the University's current borrowing equated to approximately $350M. He further noted that Board of Governors Policy 2.30 – Capital Debt Policy limits the amount of capital debt the University is permitted to retain. A. Hrymak reminded Senators that the operations of teaching include classrooms, technology, teaching and research spaces, and other infrastructure. Without ongoing maintenance, the classroom experience would suffer along with the student experience. This one-time funding would be 8% of the current operating budget and would be set aside for priority renovations and new infrastructure.

L. Logan, Vice-President (Operations & Finance) clarified to Senators that the University is a growing institution and growth requires capital investment. The funds being transferred from the operating budget to the capital budget are reinvested into the University's campus for renovations, infrastructure maintenance, and new construction projects. These projects have been outlined within the Long-Range Space Plan, but the amounts have not been fully allocated at this time, in order to provide flexibility. She stated that the University has incurred additional debt in recent months, but cautioned against the further use of debt funding, given the uncertainty surrounding current market volatility. Ultimately, any debt

incurred by the University would need to be repaid, and the only source for repayment remains the operating budget.

A Senator requested an explanation on the allocation of funds being transferred in order to fund the capital projects outlined in Table 17, specifically the multi-level parking structure. L. Logan advised that the items identified in Table 17 are projects that are noted as potential expenditures, but that the funding for these items does not necessarily come from the operating budget transfer. The parking structure construction is being funded by debt, and this project remains in the planning phase. The amounts being set aside at this time are for the Schulich School of Medicine & Dentistry.
It was moved by G. Belfry, seconded by M. Heath,

That the main motion be amended as follows:

> That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2020-21 University Operating and Capital Budgets as presented in Appendix 1, save and except that the budget be amended to provide for a one-time allocation to the Vice-President Research Office: Support for Research/ Scholarship Initiatives to be increased from $2,953,808 to $10,000,000.

S. Prichard (Acting) Vice-President (Research), spoke against the amendment to the motion. She clarified to members that the current budget, as presented, already supports research at the University. Faculty at the University are provided 40% of their time and compensation to research endeavors, accounting for an $80M investment from the University in research activities. The University further provides researching faculty the tools to complete their research, via research spaces on campusincluding world-class equipment, libraries, animal care facilities and commitments from the University to further expand those resources via Canada Foundation for Innovation (CFI) matching. Additionally, the medical sciences building accounts for a $50M investment in research. The University also supplies funding for research personnel; including the Western Research Office and research officers and support staff within faculties. The University supports the expansion of research at the university via grants, th Chair Endowment Match program, and recruitment programs for graduate students and post-doctoral fellows to further research capacity at Western. Lastly, the University promotes and invests in the interest of Western's research endeavors by way of advocacy efforts undertaken at all levels of government.

The amendment to the main motion was called and NOT CARRIED.

The main motion was called and CARRIED.

S.20-80        **Report of the Provost's Task Force for Online Education March 2020**

Senate received for information the Report of the Provost's Task Force for Online Education March 2020, as shown in Exhibit VI, Appendix 3.

A. Hrymak, Provost & Vice-President (Academic) addressed a question (Question 2, **Appendix 2**) submitted by a member in advance of the meeting. He noted that the report would be coming to Senate and encouraged anyone with comments or feedback on the report to provide their submission to the Chair or committee members for consideration.

A member advised that four faculties had not been included in the composition of the committee, (namely, Arts and Humanities, Social Science, Science, and Law) and that representatives from these faculties may be important going forward if the project moves into an implementation phase.

A member noted that the Provost's Task Force for Online Education may need to extend its scope of inquiry to include concerns relating to ZOOM, a cloud-based peer-to-peer software platform, and to explore a more diverse set of options with respect to web-based applications.

A Senator requested clarification, given the March 30, 2020 announcement that the provincial government was investing $25M into funding the eCampusOntario initiative, that some faculties on campus made the decision to re-weight course components rather than implementing this fully-proctored

examination platform to permit courses to be completed in an environment of academic integrity. A. Hrymak advised that alternative modes for final exams were implemented. The turn-around time of one week was insufficient to allow for a thorough review, testing, and implementation of the proctoring platforms, given the complexity of the software. Alternative tools will be explored for the spring and summer course offerings.

A Senator requested clarification on the appeals process in light of the changes at the end of the Fall/Winter academic term. J. Doerksen, Vice-Provost (Academic Programs) advised that flexibility, highlighting student choice, was provided to meet the needs of the majority of students, with the understanding that situation-specific or faculty specific accommodations may also need to be individually addressed. Historically, the Dean's Office has flexibility to provide solutions for students, and in this case the situation would be managed where a student is able to demonstrate that the pandemic has been a barrier to completing course requirements.

S.20-81    **Interim Report of the Provost's Task Force on Open Access and Scholarly Communication February 2020**

Senate received for information the Interim Report of the Provost's Task Force on Open Access and Scholarly Communication (February 2020), as shown in Exhibit VI, Appendix 4.

A. Hrymak, Provost & Vice-President (Academic) noted that the Task Force had requested additional time to consult with the campus community, given the complexity of the issues being investigated.


**REPORT OF THE UNIVERSITY RESEARCH BOARD** [EXHIBIT VII]

S.20-82    **URB Report (March 2020)**

S. Prichard, Acting Vice-President (Research) presented the URB Report (March 2020), as shown in Exhibit VII, Appendix 1.

A Senator requested information on how the University is supporting Indigenous research on campus. S. Prichard, advised that the Head and Heart Program directly supports Indigenous students via a 10-week fellowship, but also targets Indigenous faculty recruitment to further expand capacity in the area of Indigenous research and course instruction. She noted that the University could build up its capacity in this area, and this starts with undergraduate recruitment and builds though postgraduate work until these students become future faculty members.


S.20-83    **DISCUSSIONS AND QUESTION PERIOD**

Q1    S. Pitel, Senator

1.   During the pandemic, many provisions of the Faculty and Librarians & Archivists Collective Agreements cannot be strictly applied.   They require collaborative modification by both Western and UWOFA.   Why has Western refused to discuss UWOFA's proposals to enter into Letters of Understanding to modify the Faculty and Librarian & Archivists Collective Agreements to address significant issues arising from the pandemic?   Instead, Western's Office of Faculty Relations does not accept a need for Letters of Understanding "at this time" despite the fact that such documents have been signed at some universities and are actively being negotiated at others.

2.   Many North American universities, including some in Canada, have announced automatic one-year extensions to probationary periods pre-tenure to accommodate the effects of the pandemic, particularly on research. Why has Western not done this?

3.   Why has Western not announced that faculty members currently on sabbatical whose research has been negatively affected by the pandemic will be able to choose to defer a part of the sabbatical beyond the current period of leave?

4. Will Western agree to provide, to the extent allowed by law, at least limited access by faculty members, librarians and archivists to their offices, laboratories and other research facilities in order to retrieve required materials or perform tasks they cannot do remotely?

A. Hrymak, Provost & Vice-President (Academic) advised that the Office of Faculty Relations and UWOFA executive have been working though concerns as they have been presented during the COVID-19 crisis. Sections of the Agreement that could not be strictly applied within the Faculty and Librarian & Archivists Collective Agreement have been adapted, with contingencies and remedies posted to the Faculty Relations website. At this time, entering into Binding Letters of Understanding is premature when there is uncertainty with respect to the long-term impact and implications of the pandemic. With respect to the automatic one-year extensions to probationary periods, he noted that it was too early to address these concerns, as the impacts to faculty vary based on discipline and personal circumstances. He stated that in order to maintain an equitable response, a contextual analysis would need to take place, but he advised that the Collective Agreement provides an avenue for faculty to address concerns related to individual, circumstance-based delays. A memorandum relating to the process for the deferral of sabbaticals was sent to Deans and endorsed by UWOFA in March, where the effects of COVID-19 could be anticipated to disrupt the safety or success of the sabbatical plan. At this time, the University continues to abide by the Emergency Orders put in place by the Ontario government; permitting faculty and staff to return to campus places essential employees at risk. In special circumstances, if a faculty member requires access to an office or facility an escort will be provided by Campus Police.

A member commented that the inability to access research materials and office spaces has caused faculty distress and urged that a consistent process be outlined for faculty to request access to their offices and materials. A. Hrymak noted that he would take the comments back to Faculty Relations.

Q2    A. Borchert, Senator

1. How is the university supporting our current international students, both graduate and undergraduate, who have not able to return home and who are likely facing challenges with funding or finding employment in the present situation?

Linda Miller, Vice-Provost (Graduate and Postdoctoral Studies) advised that a number of changes had taken place at the University to support undergraduate and graduate international students. For graduate students, the University has moved to online thesis defenses, allowing students that returned home to still defend their thesis without the need to return to campus. Additionally, financial supports have been created to assist graduate students such as bursaries for PhD, Masters, and professional school Master's program students. Students may also apply for assistance via the Student Relief Fund and the SOGs Bursary. She noted that the tuition deadline has been moved to June 1, 2020. Thesis submission deadlines have also been accommodated to provide students with a longer period of time before the requirement to pay tuition commences. The University has increased the number of online courses available over the summer term and transitioned to online professional development offerings to enable international students to continue their course work remotely. Lastly, the School of Graduate and Postdoctoral Studies is providing support for students with respect to immigration concerns, via the Postdoctoral Services Coordinator. Students were encouraged to apply for relief if needed.

**ADJOURNMENT**

The meeting adjourned at 4:26 p.m.

_____                    _____
A. Shepard                                                          K. Kwan
Chair                                                                 Secretary

# Budget 2020-21

**Senate**
**April 17, 2020**

Western

1

# Context / Background

Western

2

## Internal Planning Parameters

- Moving to Second Year of 2-Year Planning Period
- A Year Ago . . . . (i.e. Year 1)
  – Domestic Tuition Rolled Back 10% -- estimated $43M base revenue loss over two years
  – Internal Budget Planning Included:
    • 3% Inflationary Budget Adjustment (IBA)
    • Selective Investments through APF/SUPF
    • Funding for Strategic Priorities
    • Tuition Revenue Sharing with Faculties
    • Additional 2.5% reduction in each of 2 years

Western

3

## Internal Planning Parameters

- For Year 2 – as of Mid-February 2020
  – Year 1 Assumptions and Parameters in place
  – Completed Planning Process for Year 2
  – Unit and University Budget Plans Developed
  – Faculty and Support Unit Recommendations provided February 6th and 20th respectively
  – University Budget Developed – end of February
- March 2020 – COVID-19
  – Enrolment and Revenue Uncertainties

Western

4

## External Context

- Mid-February 2020 – Revenue Parameters
  - Domestic Tuition Rolled-back 10% in 2019-20 and held flat in 2020-21
  - No formal word on Government Grants
    - Corridor System in place
    - Our assumption – no change in grant levels
- March 2020 – COVID-19
  - Pressures on the Province;  Economic Downturn
  - Concerns about Future Grant Funding Levels

Western

5

## Our Recommendations

- With Revenue Risks as background . . . .
- Continue with Budget Plan for 2020-21 – which has the ability respond to possible lower revenues, by deferring one-time expenditures as needed
- Assume 7.5% reduction in int'l undergrad tuition revenue
- The Operating Reserve will also allow us to manage through any revenue downturn (for next year)
- If the Revenue Issues continue past next year, then will have to make adjustments in future years
- This approach will allow our units to move forward with planning for 2020-21

Western

6

**Enrolments:**
**The Main Driver of Operating Revenues**

Western

7

**SUEPP-approved Enrolment Forecasts**
**For 2020-21 Budget Planning Purposes**

- Undergraduate
  - First-year class of 5,430
  - Which includes International intake of 830
    - Based on input from Deans and academic/educational quality considerations
- Graduate
  - As per the Plans submitted by the Faculties
- COVID-19 could impact these plans

Western

8

## Average Entering Grade of Full-Time First-Year Students from Ontario High Schools



Western

Ontario

**9**

## Full-Time Year 1 Undergraduate International Enrolment at Western



**10**

Western: Constituent University FTE Enrolment
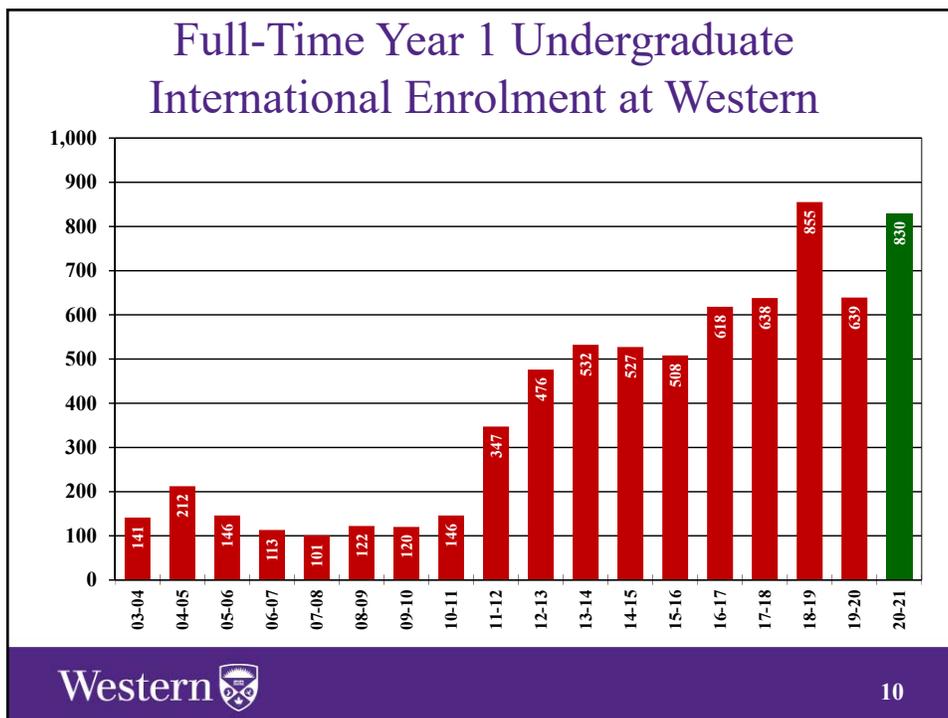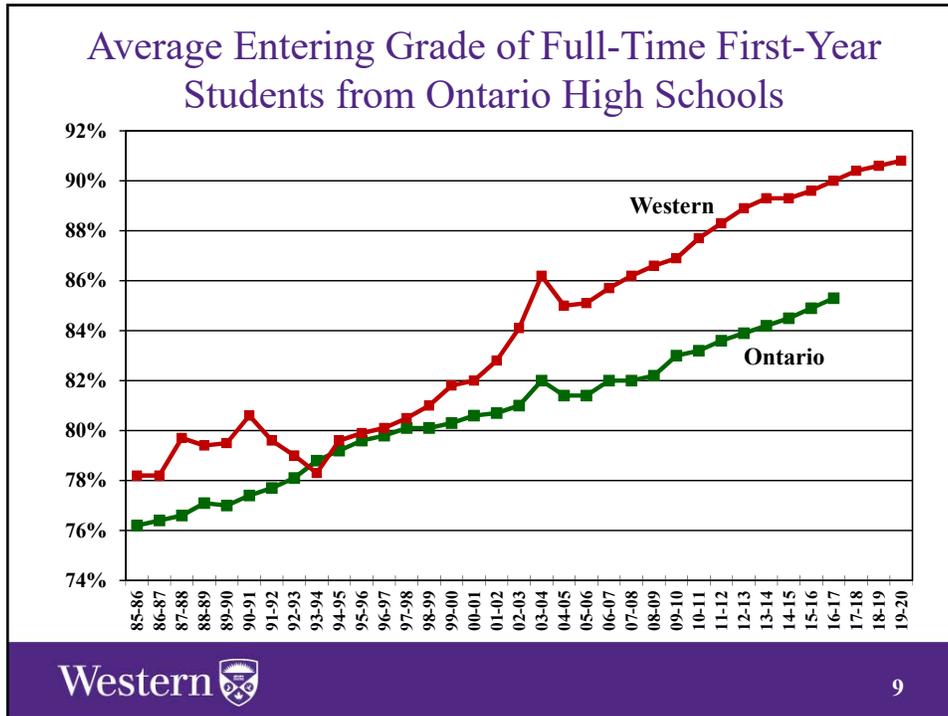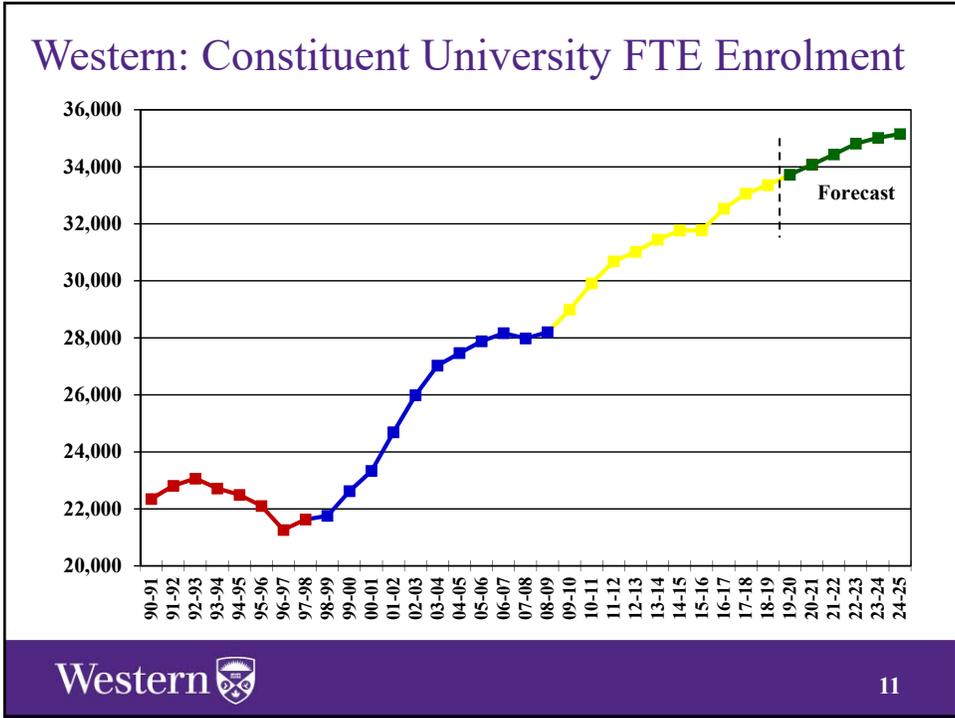
Western — 11



**The 2020-21 Operating Budget**

Western — 12

## Projected 2020-21 Operating Revenues
## (Total = $807.5M)



12.9%     36.5%

50.6%
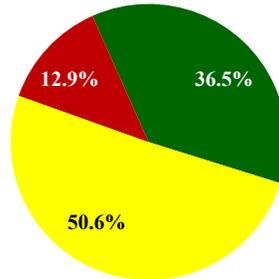
■ Govt Grants   ■ Tuition   ■ All Other

Western

13

## Our Strategic Priorities

| Pillar | Priority |
|--------|----------|
| 1 | RAISING OUR EXPECTATIONS: CREATE A WORLD-CLASS RESEARCH AND SCHOLARSHIP CULTURE |
| 2 | LEADING IN LEARNING: PROVIDE CANADA'S BEST EDUCATION FOR TOMORROW'S GLOBAL LEADERS |
| 3 | REACHING BEYOND CAMPUS: ENGAGE ALUMNI, COMMUNITY, INSTITUTIONAL & INTERNATIONAL PARTNERS |
| 4 | TAKING CHARGE OF OUR DESTINY: GENERATE AND INVEST NEW RESOURCES IN SUPPORT OF EXCELLENCE |

Western

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## Investments and New Initiatives in this Budget

| Investment / New Initiative | Investment | Strategic Plan Pillars |
|---|---|---|
| NEW Office of Indigenous Initiatives | $760K Base | 2, 3 |
| Long-Range Space/Plan: University Community Hub, Science/Medicine ID Facilities, Medical School Facilities, Pedestrian-friendly Campus, Energy Conservation, Sports Dome | $65.5M One-Time | 1, 2 |
| COVID-19 Related Student Financial Support Programs | $13.5M One-Time | 2 |
| Continuation of Western Research Chair Program | $10M One-Time | 1, 2 |
| Interdisciplinary Initiatives (IDIs) | $2.9M One-Time | 1, 2 |
| The Western Academy for Advanced Research | $1M One-Time | 1, 2, 3 |
| University-wide Data Strategy Initiatives | $1M One-Time | 1, 2, 3 |
| Strategic Expansion of Engineering: Multi-Year Self-Funding Plan | $11M One-Time; $912K Base | 1, 2, 4 |

Western

15

## Summary of the 2020-21 Operating Budget
### (Table 2)

- **Revenue Forecast** = $ 807.5M
  − Increase of 1.4%

- **Expenditure Plan** = $ 841.9M
  − Increase of 5.2%

- **Projected In-Year Position** = $ -34.4M

- **Projected Operating Reserve** = $ 56.7M

Western

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# The 2020-21 Capital Budget

# Overview of the 2020-21 Capital Budget

- Supports Long-Range Space Plan   (Page 33, Table 13)
- Major Projects – underway or upcoming (Category 1)
  - Modernization of Thames Hall
  - Weldon Library Modernization
  - Biomedical Research Facility:  Phase 1 of Medical Project
  - Public Health & Family Medicine Building 3rd Floor Completion
  - Indigenous Learning Spaces
  - Ivey Spencer Leadership Centre Renewal / Expansion
  - Entrepreneurship and Innovation Centre
  - Pedestrian-friendly Campus Initiatives
- Preliminary Planning underway for Category 2 Projects
  - University Community Hub, Science/Medicine ID Facilities
  - Future Medical School Phases, Parking Structures, Sports Facilities

## Overview of the 2020-21 Capital Budget

- **Total Spending of $130.7M**   (Table 14, line 10)
  - $44.5M for New Construction   (Table 17, line 10)
  - $33.7M for Major Renovations   (Table 17, line 18)
  - $52.5M for All Other Expenditures
    - Utilities and Infrastructure
    - Modernization of Academic Facilities
    - General Maintenance and Modernization
    - Housing and Ancillary Projects

Western

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**END**

Western

20

**QUESTIONS FOR SENATE**

S. Pitel, Senator (Question 1)

The Operating Budget for 2020-21 includes, as one-time allocations, "$50 million to support the following major projects: A University Community Hub – aimed at creating common/gathering spaces, similar to the University Community Centre; An Interdisciplinary Science/Medicine Research Facility; Future stages of the multi-phased Medical School Project; and Multi-level Parking Structures" and "$4.5 million to support the installation of a multi-sport inflatable sports dome at TD Stadium during the winter months" (page 6).

On what basis are these expenses characterized as operating expenses rather than as capital expenses?

If these expenses were treated as capital expenses rather than operating expenses, they would have to be funded from the Capital Budget. That would retain $54.5 million in the Operating Budget to be used, over time, for the annual operating costs of the university, such as the cost of providing quality services to students and providing fair compensation and benefits to employees.

The Capital Budget for 2020-21 shows that transfers from the Operating Budget is now one of the largest sources of funding for capital projects. This is not just in respect of maintenance, but also new construction. These transfers are happening at the same time as budget units across campus continue to be required to model reductions to their budget every year.

Why is Western using operating revenue – money that came to Western primarily from student tuition and government grants – to fund long-term capital projects?

G. Belfry, Senator (Question 2)

One Time Budget Allocations for 2020-21

I would like to propose an amendment to the main motion for approval of the 2020-21 University and Capital Budgets.

Initially, let me commend the President, Provost, and CFO for their recognition that Western's budgetary surplus was unnecessarily high, and that a one-time allocation could be utilized to enhance our University's activities.

I would like to bring your attention to this Western University: 2020-21 Operating and Capital Budgets, Table 8, One Time Budget Allocations for 2020-21, Pg 27. This Table summarizes the Provost and CFO's recommendations for dissemination of ≈ $121 million. Please note the major research expenditures. They are listed here:

| | | |
|---|---|---|
| 1. | Continuation of Western Research Chairs Program | $10,000,000 |
| 2. | Interdisciplinary Initiatives Program | $2,855,515 |
| 3. | The Western Academy for Advanced Research | $1,000,000 |
| 4. | Vice-President (Research):  Support for Research/Scholarship Initiatives | $2,953,808 |

These account for approximately $17 million (14%) of the one-time allocations total of $121,000,000.

One of Western's stated primary objectives is to move up the World University Rankings. As greater than 50% of the various metrics utilized for the different world rankings are based on research, it would

seem prudent for Western to support research to the greatest degree that is financially possible. The bulk of the stated financial research initiatives listed above, favour a very small number of Western's research faculty (Canada Research Chairs). This is admirable, however, there are literally hundreds more Western researchers that could benefit from an increased allocation to the Vice-President's Research Office from the currently recommended $2.95 million, to $10 million. This could be made possible by a reduction to the Support for Long Range Space Plan allocation.

The funds would be used to support Western researchers (from a diversity of perspectives and disciplines) and be targeted for equipment, post-docs, graduate students and travel, as approved by the VP Research's office. This $10 million would support a minimum of 500 faculty to a maximum of $20,000 per grant. This financial commitment from central administration, to such a large number of faculty, would also promote a notable boost in morale and trust in Western faculty during this difficult time.

In summary, the overarching intention of this budget allocation change, is to have money, specifically targeted for research, benefiting as many of Western's faculty as possible. This financial adjustment in turn, will facilitate Western's ascension of the World University rankings as expeditiously as possible.

I, Glen Belfry PhD, would like to move an amendment to the main Budget motion. It reads…

> That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2020-21 University Operating and Capital Budgets as presented in (Appendix 1) save and except that the budget be amended to provide for a one-time allocation to the Vice President Research Office: Support for Research/Scholarship Initiatives to be increased from $2,953,808 to $10,000,000.

Seconded: Matthew Heath, PhD

A. Borchert, Senator (Question 3)

1. The comprehensive and multi-faceted Report of the Provost's Taskforce on Online Learning raises many questions but primarily one urgent one: The May 2013 E-Learning Taskforce Report to the Provost indicated the need to "[a]ppoint instructional designers centrally in support of course development" (p.5). Six years later, the current report reiterates and expands on that same need initially in Recommendation 3 "Western should strategically increase its institutional capacity for implementing an online program development and delivery life cycle. Shared, centralized resources should be developed in-house so as to enable efficient and equitable access for Faculties, departments, and units" (p.10) and in more detail, for example with regards to needed "instructional design expertise" (A-3-8) incorporating an "instructional designer" as well as an "educational technologist" (A5-4). Given that 6 years have passed, and this need (and a number of others) are still being identified, and given that in our current context, instructors are being asked if they are willing to teach courses originally designed as face-to-face courses in the online environment, could we expect timely action now?

Western  **President & Vice-Chancellor**

**REPORT OF THE PRESIDENT**

To:         Senators

From:     Alan Shepard

Date:     May 1, 2020

Re:         President's Report to Senate

Dear Senators,

This report summarizes some noteworthy developments since my last report to Senate of April 17, 2020.

***THE Impact Rankings* name Western among world's top universities:** On April 22, *Times Higher Education* ranked Western 5th in Canada and 26th in the world among 766 universities from 85 countries based on an assessment of our social and economic impact measured against the United Nations' Sustainable Development Goals. The goals were adopted by UN member states in 2015 as a call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. While there are inherent limitations with any rankings table, we can be encouraged by this good news and its positive reflection of our collective efforts to address global issues through our teaching and research. Western ranked among the top 50 globally in 11 of the 17 categories, including Zero Hunger (7); No Poverty (10); Partnership on the Goals (12); and Peace, Justice and Strong Institutions (18).

**Accolades:** In addition to extending our collective thanks to all those colleagues who continue working on the frontlines to care for the sick and keep us safe during the COVID-19 pandemic, I want to congratulate the following campus community members who, among others, were recognized with special honours in recent weeks:

- PhD candidate **Vanessa Ambtman-Smith** (Geography) and **Justine Fletcher** (Medicine) named 2020 recipients of the Dr. Valio Markkanen Award of Excellence, presented annually to Indigenous graduate and undergraduate students, recognizing academic excellence, contribution to Indigenous communities, and commitment to Western's campus community through engagement outside of the classroom.

- **Sarah Gallagher** (Physics & Astronomy) and **Mark Daley** (Computer Science) appointed steering committee members to the Government of Canada's CanCOVID network, linking health-care professionals, university researchers and policy makers with the goal of unifying Canadian efforts against COVID-19.

- More than $2.7M awarded to Western research projects by the Social Sciences & Humanities Research Council Insight Grants program, including support for the following colleagues:

  o **Laurel Austin** (Ivey) *Why do young people vape? A Decision Science Approach to Gaining Insights into Vaping Decisions and Behaviours*, $124,669;
  o **Madeline Bassnett** (English & Writing Studies) *Weather Networks: Climate Change and Community in England's Little Ice Age*, $83,033;
  o **Mark Cleveland** (Management & Organizational Studies) *Blurred Ethnic Boundaries: The palette of mixed-ethnic identity and the canvas of consumer behaviors*, $98,670;

- o **Mary Crossan** (Ivey) *Developing and Embedding Leader Character in Organizations for Sustained Excellence*, $152,012;
- o **Nick Dyer-Witheford** (FIMS) *Left Populism and Platform Capitalism*, $89,156;
- o **Neal Ferris** (Anthropology) *The Vibrant Archaeology and Heritage Of And Beyond Colonial Legacies, Bath Spring-Stream, Nevis*, $327,288;
- o **Richard Goffin** (Psychology) *Maximizing the Value of Personality Assessment in Human Resource Management*, $130,066;
- o **Mark Goldszmidt** (Medicine) *A Study of What Time-Space Reveals About How Different Configurations of Practice Shape Learning*, $149,796;
- o **Nicole Haggerty** (Ivey) *IT-Business Partnering as Sociomaterial Sensemaking to Enable Digital Transformation*, $107,266;
- o **Juan Carlos Hatchondo Couture** (Economics) *Optimal Fiscal Constraints in Economies with Default Risk*, $70,580;
- o **Patrick Mahon** (Visual Arts) *GardenShip and State: Art and the Environment as a Commons*, $201,890;
- o **Colleen McGrath** (Occupational Therapy) *Enacting a critical participatory action research process with older adults aging with vision loss: A focus on community mobility*, $220,432;
- o **Thy Phu** (English & Writing Studies) *Visual Kinship: Race and the Transnational Practices of Family Photography*, $224,810;
- o **Tilottama Rajan** (English & Writing Studies) *Sciences on the Organization of Knowledge in the Long Romantic Period (1775-1861),* $93,478;
- o **Graham Reid** (Psychology) *The Psychosocial Predictors and Late Preschool Correlates of Nap Transition*, $99,838;
- o **David Rivers** (Economics) *Empirical Methods and Analysis of Multidimensional Criminal Activity*, $99,899;
- o **Christine Roulston** (French Studies, Women's Studies & Feminist Research) *School daze: queer nostalgia in modern British girls' boarding school narratives*, $39,590;
- o **Todd Stinebrickner** (Economics) *Human Capital Accumulation and Early Career Wage Determination*, $129,625;
- o **Jacqueline Sullivan** (Philosophy) *The philosophy of neuroscience in practice*, $94,276;
- o **Andrea Willson**, Sociology, *Family Context and the Intergenerational Persistence of Health Inequality*, $176,563.

- **James Grier** (Don Wright Faculty of Music) named a Guggenheim Fellow for his world-renowned scholarship on the origins of musical literacy—and one of just seven Canadians recognized among the 2020 Guggenheim cohort, which includes 175 writers, scholars, artists, and scientists drawn from 53 scholarly disciplines and artistic fields.

- PhD candidate **Taryn Fournie** (Civil & Environmental Engineering) placed first in Western's Three-Minute Thesis competition hosted annually by the School of Graduate & Postdoctoral Studies, advancing to the Ontario 3MT championship at the University of Windsor (postponed due to COVID-19).

- **Ruth Lanius** (Psychiatry) and McMaster University researcher Margaret McKinnon awarded $990,000 by the Canadian Institutes of Health Research to development treatments for public safety personnel suffering post-traumatic stress disorder resulting from front-line work during major crises, like the COVID-19 pandemic.

**Leadership review and selection:** On April 27, I was pleased to announce **Dr. Lesley Rigg** has been named Western's next Vice-President (Research), effective August 1, 2020 to June 30, 2025. She will also be appointed Professor of Geography with tenure. Dr. Rigg is currently Dean of the Faculty of Science at the University of Calgary where she leads 250 faculty, 300 staff and 6,000 students spanning six departments and five multidisciplinary programs. Prior to joining Calgary in 2015, where she has been renewed for a second term as Dean, Lesley served in progressively senior roles at Northern Illinois University, including Associate Dean Research and Graduate Affairs of the College of Liberal Arts &

Sciences, Interim Vice President Research & Graduate Studies, and Vice President for Research & Innovation Partnerships.

As a successful researcher with expertise and interests ranging from geography, biology and soil science to women's studies and environmental studies, she embraces a multidisciplinary approach to discovery and innovation. And as an academic leader, Lesley has demonstrated her abilities as a strategic planner and a champion for inclusivity, entrepreneurship and internationalization. She earned her BA in Geography and Environmental Studies from York University, an MA from the University of Colorado, and a PhD from the University of Melbourne where she began her academic career as a lecturer in 1997.

I want to thank all members of the VPR selection committee for their contributions and guidance—including Emily Ansari, Matt Davison, Beth Gillies, Andrew Nelson, Daniel Olteanum, Cec Rorabeck, Nadine Wathen and Kathleen Kwan as secretary. The search, assisted by Laverne Smith & Associates from Toronto, drew a strong pool of candidates, mostly from Canada's U15 institutions but also some international universities, too. It's a good sign that many well-qualified academic leaders sought the role at Western.

In the meantime, the work of selection committees for the following senior administrative positions all remain underway: Dean of Education, Dean of Social Science, Vice-Provost (Academic Planning, Policy & Faculty), and Vice-Provost & AVP (Indigenous Initiatives). Looking ahead, review/selection committees will be struck later this spring for the Deans of Health Sciences and the Don Wright Faculty of Music.

**Coronavirus update:** I will provide the latest update as part of my oral report to Senate. In the meantime, thanks for your ongoing efforts, and watch https://www.uwo.ca/coronavirus/ for the latest news.

**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. | Senate Membership – Graduate Students | INFORMATION |
|---|---|---|

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

| 2. | Faculty of Education: Revisions to the Admission Requirements for the Bachelor of Education (BEd) Program | ACTION |
|---|---|---|
| 3. | Faculty of Engineering, Department of Electrical and Computer Engineering: Withdrawal of Computer Engineering Options | ACTION |
| 4. | School of Graduate and Postdoctoral Studies: Revisions to the MCISc in Speech-Language Pathology | ACTION |
| 5. | School of Graduate and Postdoctoral Studies: Revisions to the Master of Science in Occupational Therapy (MScOT) | ACTION |
| 6. | School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Science (MCISc) in Audiology,  the Master of Clinical Science (MCISc) in Speech-Language Pathology, the Master of Science in Occupational Therapy (MScOT), and the Master of Physical Therapy (MPT) | ACTION |
| 7. | Faculty of Law: Revisions to the Admission Requirements | ACTION |
| 8. | Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program | ACTION |
| 9. | Brescia University College: Revisions to the Admission and Program Requirements of the Honours Specialization, Specialization, Major, and Minor in History | ACTION |
| 10. | Faculty of Education: Revisions to the Grading System for Additional Qualifications courses in the ASPIRE Program | INFORMATION |
| 11. | SUPR-G Report: Cyclical Reviews of the Graduate Programs in Hispanic Studies, Education, and the Developmental Biology Collaborative Specialization | INFORMATION |
| 12. | New Scholarships and Awards | INFORMATION |

**Announcements and Communications – EXHIBIT VI**

| 13. | Report from the Board of Governors (January 23, 2020) | INFORMATION |
|---|---|---|
| 14. | 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 |
|---|---|
| **Senate Membership – Graduate Students** | Yes |

FOR INFORMATION

1.   **Senate Membership – Graduate Students**

An ad hoc Nominating Committee has appointed the following graduate students to Senate for the term July 1, 2020 to June 30, 2021, in accordance with the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates outlined in the Senate Election Procedures.

Jenna Kitz (Anatomy and Cell Biology)
Julie Nord (Music)

## REPORT OF THE NOMINATING COMMITTEE

| Contents | Consent Agenda |
|---|---|
| **Selection/Review Committee for the Dean of the Faculty of Health Sciences** | No |
| **Selection/Review Committee for the Dean of the Don Wright Faculty of Music** | No |

FOR APPROVAL

1.  **Selection/Review Committee for the Dean of the Faculty of Health Sciences**

Dean, Faculty of Health Sciences

Composition of Selection Committee

A committee to select a Dean of a Faculty shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-President (Research)
(c) 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
(d) 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean.

**Required:**    Three (3) Faculty members elected by Senate, one of whom may be a Dean

**Nominees:**    E. Gillies (SCI) _____ (Faculty)

G. Parraga (Schulich) _____ (Faculty)

K. Coley (ENGG) (Dean) _____ (Faculty)

2.  **Selection/Review Committee for the Dean of the Don Wright Faculty of Music**

Dean, Don Wright Faculty of Music

Composition of Selection Committee

A committee to select a Dean of a Faculty shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-President (Research)
(c) 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
(d) 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean.

**Required:**     Three (3) Faculty members elected by Senate, one of whom may be a Dean

**Nominees:**     M. Daley (SCI)                                          (Faculty)

                  S. Knabe (FIMS)                                         (Faculty)

                  M. Milde (AH)(Dean)                                     (Faculty)


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 |
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FOR APPROVAL

**1.    Faculty of Education: Revisions to the Admission Requirements for the Bachelor of Education (BEd) Program**

**Recommended:**          That the Admission Requirements for the Bachelor of Education (BEd) Program be revised, effective September 1, 2021, as shown in **Appendix 1**.

**Background**
CASPer is a web-based assessment of situational-based judgement and it is used by a large number of professional schools in Canada, Australia, New Zealand and the United States. It has been shown to be highly predictive of medical student performance on the Medical Council of Canada licensing exams; i.e., PHELO (Population Health, Ethical, Legal and Organizational aspects of Medicine) and C2LEO

(Considerations of Legal, Ethical and Organizational Aspects of the Practice of Medicine). Lower scores on both the PHELO and the C2LEO are highly correlated with complaints to the Canadian provincial medical colleges (e.g., College of Physicians and Surgeons of Ontario). CASPer performs slightly better than the Multiple Mini-Interview (MMI) in terms of predictive validity but requires far less resources to administer locally. While GPA is predictive of student performance on academic aspects of medical school qualifying exams, CASPer is measuring important aspects of the capacity to practice as a health care professional which are currently not evaluated in the admissions process.

The Bachelor of Education program in the Faculty of Education is proposing the use of the CASPer screening tool beginning with the September 2021 admissions cycle. For that cycle, the Faculty will continue to review applicants' experiential backgrounds as well, with the goal of comparing the two.

The addition of the requirement of a CASPer score for Bachelor of Education admission is consistent with admissions policies in other Western Professional Schools (e.g. Dentistry and Nursing).

**2.** **Faculty of Engineering, Department of Electrical and Computer Engineering: Withdrawal of Computer Engineering Options**

2a.     Withdrawal of the Electronic Devices for Ubiquitous Computing Option (A), Software Systems for Ubiquitous Computing Option (B), and Software Systems for Ubiquitous Computing/HBA Option (D)

**Recommended:**          That effective September 1, 2021, admission to the Electronic Devices for Ubiquitous Computing Option (A), Software Systems for Ubiquitous Computing Option (B), and Software Systems for Ubiquitous Computing/HBA Option (D) be discontinued as shown in **Appendix 2**, and

That students enrolled in the Computer Engineering program prior to September 1, 2021 be allowed to graduate with these Options upon completion of all requirements by August 31, 2025, and

That effective September 1, 2025, Options (A), (B), and (D) be withdrawn.

2b.     Withdrawal of the Electronic Devices for Ubiquitous Computing/HBA Option (C)

**Recommended:**          That effective September 1, 2021, admission to the Electronic Devices for Ubiquitous Computing/HBA Option (C) be discontinued, and that the Option be withdrawn and all registration discontinued.

**Background**
This proposal involves the phasing out of all options in the Computer Engineering Program. Computer Engineering was created as a standalone program at Western in the late 1990's and received accreditation in 2001. At that time, a major criticism was the lack of differentiation between the Computer Engineering program and the Electrical Engineering program. In 2013, the Computer Engineering program underwent a major revision, which resulted in the two options – hardware and software. While the enrolment of the Computer Engineering-hardware option improved slightly, it still languished in the mid-to-low teens. Meanwhile, the Department of Electrical and Computer Engineering recognized the need to modernize the Electrical Engineering curriculum by incorporating both software and computing hardware elements.

As a comprehensive solution, the Department Council decided on Dec. 11, 2019 to phase out the Computer Engineering program and create a task force to modernize the Electrical Engineering curriculum which will include elements of computer engineering and software engineering. Demand for Option A will be met by the revised Electrical Engineering curriculum along with technical electives in Computer Engineering and demand for Option B will be met by Software Engineering along with technical electives in Computer Engineering.

Consultations were held with members of four Computer Engineering classes. The students agree that continuing to teach skills and concepts focused on embedded systems, FPGAs and low-voltage electronics is extremely valuable, but that the name "Computer Engineering" was not a motivating factor.

Current enrollment in the Computer Engineering Options is as follows:
- Electronic Devices for Ubiquitous Computing Option (A) – **18**
- Software Systems for Ubiquitous Computing Option (B) – **22**
- Electronic Devices for Ubiquitous Computing/HBA Option (C) – **0**
- Software Systems for Ubiquitous Computing/HBA Option (D) – **3**

**3.** **School of Graduate and Postdoctoral Studies: Introduction of the Master of Management (MM)**

**Recommended:**     That the Master of Management (MM) be introduced effective September 1, 2021, as shown in **Appendix 3**.

**Background**
Ivey Business School plans to introduce a new degree offering called the Master of Management (MM). This will be a part-time, professional Master of Management targeting working professionals with at least two years of work experience. The program will include one field in analytics. Other fields may be added in the future. The part-time, professional MM will build on the strength of the full-time MSc program, will complement Ivey's other degree programs, and will fill a market need for specialized Masters degrees for working professionals.

The Master of Management program is a hybrid of the existing full-time MSc program and the existing Executive MBA (EMBA) and Accelerated MBA (AMBA) programs. Like the MSc program, the MM is a graduate-level degree with a field of specialization. Like the EMBA and AMBA programs, the MM program will target students with work experience who are working full-time. Like the EMBA and AMBA programs, the MM classes will take place on evenings or weekends. Some classes will take place in London and some take place in Toronto.

Students in the Master of Management program will: gain a deep understanding of a specific field as demonstrated through mastery of field-specific foundational core courses and advanced specialized electives; gain an understanding of fundamental business and management concepts through the Ivey Essentials courses; be able to apply knowledge of their field by solving a real problem faced by an organization; and be able to manage teams of highly qualified personnel in their field of specialization.

The proposed part-time, professional MM program will run for 12 months, in three terms with an Ivey Field Project. The MM program is targeted at working professionals who wish to continue with their learning while remaining employed. This professional MM program will have a more managerial and practically-oriented curriculum than the full-time MSc program. Graduates from the professional MM program typically would be managing teams of analysts and researchers in their field of specialization.

The proposed professional MM program in the field of analytics will meet the growing need for individuals who understand the technical aspects of analytics and apply it to solve business problems. This program will give students who already possess strong quantitative abilities the opportunity to develop data-driven business decision-making skills that add value to organizations.

SUPR-G considered the Introduction of the Master of Management (MM) and requested that the program be sent for external review. The results of the external review are attached as **Appendix 4**.

4.  **School of Graduate and Postdoctoral Studies: Revisions to the MClSc in Speech-Language Pathology**

    **Recommended:**     That the MClSc in Speech-Language Pathology be revised as shown below, effective September 1, 2020.

| Current program | Proposed Change(s) |
|---|---|
| Current Course Description: *9600y: Mentored Practicum in Speech-Language Pathology (0.25)* This course involves guided clinical observation and mentored practice in the management of speech, language, & literacy differences, and includes mentoring by second-year SLP students. [Fall and Winter Semesters, 8 to 10 1-hour sessions total]. | **COMMSCI 9600 no longer offered** |
| Number of required practicum courses: 7 | Number of required practicum courses: **6** |

    **Background**

    The School of Communication Sciences and Disorders is proposing to eliminate COMMSCI 9600 (Mentored Practicum) from the MClSc in Speech-Language Pathology, reducing the number of required practicum courses from 7 to 6. COMMSCI 9000 is currently taken by first-year Speech-Language Pathology students. Due to increased enrollment in the Speech-Language Pathology program and below-expected patient numbers at the participating practice site, this practicum model has proven unsustainable. Rather than accruing the expected 8-10 clinical practicum hours, first-year students are only able to accrue ~ 2 hours, at the expense of considerable organizational effort by the instructor.

    First-year students will benefit from a reduced practicum course load (6 instead of 7 practicum courses), while still receiving all content covered presently and still exceeding the minimum practicum hours required for professional registration. Mentored practice is a part of all other clinical course work in the program. Students have multiple opportunities to gain mentored practice experience with the patient population that was targeted in CSD 9600 via their other Speech-Language Pathology practicum courses. The complement of clinical courses has intentional overlap in order to reinforce and expand skills. As a result, the overlapping content from this course will be available in other courses.

5.  **School of Graduate and Postdoctoral Studies: Revisions to the Master of Science in Occupational Therapy (MScOT)**

    **Recommended:**     That Year 1 of the Master of Science in Occupational Therapy (MScOT) be revised effective September 1, 2020, and that Year 2 of the Master of Science in Occupational Therapy (MScOT) be revised effective September 1, 2021, as shown in **Appendix 5**.

    **Background**

    This proposal contains a series of five modifications for the Master of Science in Occupational Therapy (MScOT). The proposed changes are being made following a significant review of the current curriculum that was undertaken over the last 18 months. During this process, feedback was solicited from several key stakeholders including: faculty/instructors, current and former students, the clinical community at large, Western's Centre for Teaching and Learning, and occupational therapy national program

accreditors. The proposed changes will be phased in over a two-year period and will only impact students admitted to the program beginning September 2020.

Collectively the overall goals of the proposed changes are to:
i)    Update course offerings to best prepare students for current and emerging practice.
ii)   Improve clarity re: Course Learning Outcomes.
iii)  Reduce redundancies and increase depth of learning by scaffolding content across the curriculum.
iv)   Align the curriculum with the program's renewed vision, mission and values, and revised 2019 educational framework and signature pedagogies.
v)    Stabilize coverage of important topics that align with the school's commitment to *Health and Well-being, Social Inclusion, and Social Justice.*
vi)   Reorganize the delivery of current content to increase opportunities for experiential learning and enhance student engagement.

Modification #1 – Updating Course Titles and Descriptions
Course titles and descriptions are being updated to capture the changes in course content, and to align each course with the School's vision, mission and values. It is anticipated that these changes will lead to increased clarity, and will benefit all stakeholders by improving their understanding of how the courses are situated within the larger curriculum. Where noted the School is also proposing to change the course number so as to better align with the School's newly adopted course numbering schema.

Modification #2 – Removal of OT9612
Upon completing a thorough mapping exercise of content covered in the current curriculum, it was identified that topics being covered in *OT9612 Ethics and Professional Practice in Context*, were also being taught to various extents in other courses across the curriculum including: *OT9512 Foundations of practice* (reflective practice, professional reasoning, conscious decision making), and *OT9642 Practice in Context II* (ethical, pragmatic, narrative, and scientific reasoning; ethical tensions, and distributive justice). These redundancies, coupled with the proposed addition of a new 3 part series of case based courses and a proposed Interprofessional Education Professional Practice course, will provide students with the necessary content within the curriculum thus making OT9612 Ethics and Professional Practice no longer required to be offered as a stand alone course.

Modification #3 – Addition of a 3-part cased-based course series
Within the current curriculum, many instructors incorporate case studies into their lectures to teach content and provide opportunities for students to build clinical competencies such as professional reasoning. These cases are largely taught in a unidimensional fashion related to a specific topic that is being addressed within a given lecture. Currently, the cases are simplistic, and fail to authentically reflect the multidimensional nature of complex situations that occur in the real world practice setting. Feedback received from students and instructors indicate that case based learning is an important method of instruction that is currently underutilized within our curriculum. To this end, the School is proposing to create a three part series of case based courses that present increasingly complex cases that will allow students to progressively work through simple unidimensional cases through (simple unidimensional) beginner level cases through (to complex multidimensional) advanced cases from assessment to discharge using the Canadian Practice Process Framework.

It is believed placing additional focus on case based learning while incorporating complex scenarios will help enhance students' professional reasoning skills, and will enable them to better synthesize and apply the knowledge and capabilities they have learned in the classroom and in fieldwork. It is also believed students will leave the program better prepared to successfully complete the national certification exam that is delivered in case based format.

Modification #4 – Introduction of OT9522
Currently within the curriculum students only receive a brief introduction to concepts related to occupational science in *OT9511: Foundations of Occupational Therapy and Occupational Science*. As a result of this limited exposure, both faculty members and students have identified a gap wherein students

are able to name some introductory concepts but are unfamiliar with how to apply them to occupational therapy practice. The addition of *OT9522 Occupational Science* will provide students with more in-depth content focused on the discipline of occupational science, and will enable students to adopt a critical lens and apply occupational science concepts to occupation-based practice.

Modification #5 – Introduction of OT9621
Through focus group sessions offered to the clinical community to seek feedback on the School's curriculum, a clear knowledge and skill gap for our students was identified in the areas of group interventions and counselling skills. It was identified that an entry-level clinician must be able to utilize therapeutic groups and counselling skills as a means of intervention with various client populations. As the need for this additional content is also consistent with faculty and student feedback, the course *OT9621 Occupational Analysis & Engagement: Well-being, Groups, and Counselling* is being proposed.

Overall the proposed changes will not significantly impact the total number of contact hours across the two year curriculum. Students currently receive approximately 915 contact hours in the current curriculum and this will be slightly reduced to 908 contact hours in the proposed curriculum. Similarly, clinical training hours on placements are unchanged and continue to comply with accreditation requirements.

Learning outcomes at both the course level and program level have been more clearly developed and articulated. During this process care was taken to ensure professional accreditation standards are being met, as demonstrated by the mapping of each course (to the 7 professional competencies outlined within the Profile of Practice of Occupational Therapists in Canada.

6. **School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Science (MCISc) in Audiology,  the Master of Clinical Science (MCISc) in Speech-Language Pathology, the Master of Science in Occupational Therapy (MScOT), and the Master of Physical Therapy (MPT)**

> **Recommended:** That the Master of Clinical Science (MCISc) in Audiology, the Master of Clinical Science (MCISc) in Speech-Language Pathology, the Master of Science in Occupational Therapy (MScOT), and the Master of Physical Therapy (MPT) be revised effective September 1, 2020, as shown in **Appendix 6**.

**Background**
The proposed changes involve the elimination of redundancy and the streamlining of courses within the Schools of Communication Sciences and Disorders (CSD), Occupational Therapy (OT), and Physical Therapy (PT). The current required courses in the topic areas of professionalism and critical appraisal from each School will be replaced with the proposed, required courses for all students across the rehabilitation schools.

The proposed required courses include the creation of two new interprofessional education (IPE) courses required for all CSD, OT, and PT students in the areas of professionalism and critical appraisal where content areas are similar and overlapping between the programs. The creation of the new IPE courses will provide increased interprofessional educational opportunities for CSD, OT, and PT students, allowing them to learn with and from their interprofessional peers. Instructional methods in these two courses will occur in a variety of ways including lectures, online modules, journal clubs, and interprofessional labs.

The proposed required IPE Professional Practice course will replace the three existing required professionalism courses (CSD 9529 Professional Practice I, OT 9571 Professionalism I, and PT 9510a Professional Practice Issues). The proposed required IPE Critical Appraisal course will replace the four existing required critical appraisal courses (CSD 9639 Evidence Based Practice for Clinicians, OT 9541 Foundations of Research, OT 9595 Evidence-Informed Practice, and PT 9528y Critical Appraisal and Evidence-Informed Practice).

As a means of highlighting interprofessional education as an integral component of Western's CSD, OT, and PT curricula, and to recognize the innovative nature of these courses, the proposal includes the

request for the creation of a new subject code, 'IPE' in order to identify these interprofessional educational courses on student transcripts.

These modifications will not affect current students as the course changes will only be implemented for new students admitted to each program in September 2020.

## 7.     Faculty of Law: Revisions to the Admission Requirements

**Recommended:**          That effective September 1, 2020, the Admission Requirements in the Faculty of Law be revised as shown in **Appendix 7**.

**Background**
The Admission Requirements policy in the Faculty of Law is out of date. The Admissions Committee in the Faculty of Law is suggesting multiple changes to the Admission Requirements policy to modernize language, improve organization, clarify standards and terminology, eliminate superfluous content, correct errors, and generally better align policy with practice. Changes are also being suggested to ensure prospective applicants are better informed and the Admissions Committee is able to engage in a fairer and more holistic assessment of a candidate's qualifications and potential.

## 8.     Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program

8a.     Revisions to the Admission Requirements of the MD Program *(Medical Military Training Program [MMTP] Pathway)*

**Recommended:**          That the Admission Requirements of the MD program in the Schulich School of Medicine & Dentistry be revised effective July 1, 2020, as shown in **Appendix 8**.

**Background**
The Schulich School of Medicine & Dentistry recognizes that the Canadian Armed Forces (CAF) has a critical shortage of medical personnel to serve their troops. To address this need, the CAF and Department of National Defense have negotiated with a variety of Canadian medical schools, including the Schulich School of Medicine & Dentistry to allow for training of their active members as future physicians through the allocation of supernumerary seats. As part of a commitment to social accountability, the Schulich School of Medicine & Dentistry is proposing to add a Medical Military Training Program (MMTP) pathway for admission into the MD Program for those who are current active members of the CAF.

The MMTP pathway proposed for the MD Program was shaped on those currently in existence at other Canadian medical schools. Similar to other Canadian medical school admissions requirements, this pathway will be limited to those CAF members who are currently in active duty for a minimum of 12 months prior to the application deadline. The MMTP pathway is a competitive process that includes evaluation of grade point average (GPA), Medical College Admission Test (MCAT) scores, autobiographical sketch, letters of reference, and interviews. GPA and MCAT criteria for admission to the MD Program are re-set annually based on the competitiveness of the applicant pool.

Since these applicants have been in active duty with CAF, their geographic location of residence may have been variable, and they may not have had the opportunity to be part of the Southwestern Ontario catchment area. Thus, the Schulich School of Medicine & Dentistry will ensure that barriers to applicants through the MMTP pathway are mitigated by providing MCAT flexibility using the same criteria as set for the Southwestern Ontario stream annually (link). Importantly, applicants through the MMTP pathway must meet all other requirements similar to Southwestern Ontario and general stream applicants.

Moreover, since these applicants are competing for supernumerary seats funded by the CAF, eligibility to be considered through the MMTP pathway for admittance into the MD Program must also meet

concurrent approval by CAF. Those candidates who do not meet approval by CAF for a supernumerary seat will be considered through the general stream.

8b.     Revisions to the Admission Requirements of the MD Program *(Kuwait Pathway)*

**Recommended:**     That the Admission Requirements of the MD program in the Schulich School of Medicine & Dentistry be revised effective July 1, 2020, as shown in **Appendix 9**.

**Background**
The Schulich School of Medicine & Dentistry recognizes that Western is encouraging the development of International connections and training of International students across Faculties. To address this vision, the Schulich School of Medicine & Dentistry has started International discussions with countries where the School already has partnerships with its Postgraduate Medical Education program. One such partnership is with Kuwait. The Schulich School of Medicine & Dentistry has negotiated a Kuwait pathway to allow for undergraduate medical training of their qualified students as future physicians through the allocation of supernumerary seats.

The Kuwait pathway proposed for the MD Program was shaped on those currently in existence at other Canadian medical schools. Similar to other Canadian medical school admissions requirements, this pathway will be limited to those Kuwait students who are not Canadian citizens or permanent residents of Canada.

The Kuwait pathway is a competitive process that includes evaluation of grade point average (GPA), Medical College Admission Test (MCAT) scores, autobiographical sketch, letters of reference, and interviews. GPA and MCAT criteria for admission to the MD Program are re-set annually based on the competitiveness of the applicant pool. Applicants to the Kuwait pathway must meet the same Admissions requirements as general stream applicants. To ensure this, especially since all applicants must demonstrate academic rigor within an English-learning environment with specific course load and course-levelling requirements, applicants to the Kuwait stream must specifically complete their undergraduate degree within a North American university.

Given their International applicant status, these students would not be competing for seats allocated for Canadian citizens or permanent residents of Canada for either entry into medical school or for Canadian Resident Matching Service (CaRMs) upon graduation. They would be competing for limited supernumerary seats. Eligibility to be considered through the Kuwait pathway for admittance into the MD Program must also meet concurrent approval by the Kuwait Cultural Bureau since these limited supernumerary seats would be funded entirely by the Kuwait Cultural Bureau and require a return of service agreement. Those candidates who do not meet approval by the Kuwait Cultural Bureau are ineligible for a seat.

**9.     Brescia University College: Revisions to the Admission and Program Requirements of the Honours Specialization, Specialization, Major, and Minor in History**

**Recommended:**     That the Honours Specialization, Specialization, Major, and Minor in History at Brescia University College be revised effective September 1, 2020, as shown in **Appendix 10**.

**Background**
The module changes will align admission requirements with other History modules at Western's Affiliated Colleges. Changes to the required courses in the module will enable students to have greater flexibility in their choice of courses at the 2200 level and above.

FOR INFORMATION

10. **Faculty of Education: Revisions to the Grading System for Additional Qualifications courses in the ASPIRE Program**

The grading system for Additional Qualifications courses in the Advanced Studies in Professional Education (ASPIRE) Program at the Faculty of Education will be changed from a numerical grading system to a Pass/Fail grading system, effective May 1, 2020. ASPIRE provides learning for teacher professional development and additional qualifications.

After a comprehensive review of the program, similar implementation by Western's teacher education program, and significant consultation with stakeholders in the teaching profession, it was determined that the current grading system did not align with the practice of assessing teacher's professional competence in the profession.

To ensure that AQ candidates continue the critical practice of focusing on *how* and *what* they are learning rather than focusing on what grade they have received in a course, which informs their future professional practice with learners, the Faculty of Education will revise the Progression Requirements from a numerical system to the more appropriate pass/fail system. Candidates will be required to successfully complete each component of the course (Discussions, Assignments/Assessment Tasks, and Collaborative Inquiry) to receive a pass in the course.

The shift in process and focus aligns with the professional assessment practices that AQ candidates encountered in their pre-service programs, with other educational AQ providers, and in future practice. As AQ courses are non-credit no equivalency for graduate or professional programs is necessary.

11. **SUPR-G Report: Cyclical Reviews of the Graduate Programs in Hispanic Studies, Education, and the Developmental Biology Collaborative Specialization**

**Recommended:** That SCAPA approve the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs detailed in **Appendix 11**.

**Background**
The following cyclical reviews of graduate programs were conducted:

| Faculty/Affiliates | Program | Date of Review | SUPR-G recommendation |
|---|---|---|---|
| Arts and Humanities | Hispanic Studies | November 21-22, 2019 | Good Quality with Report Due September 2022 |
| Education | MA and PhD | June 17-18, 2019 | Good Quality with Report April 2022 |
| Schulich School of Medicine & Dentistry | Developmental Biology Collaborative Specialization | November 1, 2019 | Good Quality |

The detailed Final Assessment Reports and Implementation Plans for these reviews are attached as **Appendix 11**.

12. **New Scholarships and Awards**

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards as shown in **Appendix 12**.

<u>REVISED CALENDAR COPY</u>
https://www.uwo.ca/univsec/pdf/academic_policies/admission/education.pdf

**Admission – Education**

**ADMISSION REQUIREMENTS**

Admission to all Faculty of Education programs is competitive; fulfillment of minimum requirements does not guarantee admission.

Admission is based primarily on relevant course work (undergraduate and graduate) and on academic standing (undergraduate only). Experiential qualifications **and CASPer (Computer-Based Assessment for Sampling Personal Characteristics) scores** are considered in the final phase of the selection process.

Applicants with 4-year degrees (or the equivalent in course work) receive preference in the admissions process. A 4-year degree provides for increased flexibility in program and future career choices.

Upon successful completion of the B.Ed. program, graduates are recommended to the Ontario College of Teachers (OCT) for certification.

**CASPer requirements (for admission September 2021 and beyond):**

**All B.Ed. applicants will be required to complete CASPer (Computer-Based Assessment for Sampling Personal Characteristics). CASPer is a 90-minute online computer-based assessment designed to evaluate non-cognitive skills, and interpersonal and professional characteristics essential for success in the B.Ed. program and as practicing teachers.**

**Applicants who do not complete the CASPer test will not be considered for admission. Test results are valid for one admissions cycle.**

*The remainder of the policy is unchanged*

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21276&Keywords=electronic%20devices&SelectedCalendar=Live&ArchiveID=

**A. Electronic Devices for Ubiquitous Computing**

Registration in this Option is discontinued effective September 1, 2021. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2025.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21549&Keywords=software%20systems%20for%20ub&SelectedCalendar=Live&ArchiveID=

**B. Software Systems for Ubiquitous Computing**

Registration in this Option is discontinued effective September 1, 2021. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2025.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21278&Keywords=software%20systems%20for&SelectedCalendar=Live&ArchiveID=

**D. Software Systems for Ubiquitous Computing/HBA**

Registration in this Option is discontinued effective September 1, 2021. Students enrolled in this Option will be allowed to graduate upon fulfilling all requirements of the Option by August 31, 2025.

## Proposal for the Introduction of a Master of Management (MM)

**OVERVIEW OF THE PROGRAM**

The MM program will be delivered as follows:
- The one-year program will be divided into three terms of approximately 16 weeks each.
- Mid-week and/or weekend classes held in Toronto approx. every other week throughout the year.
- Four residence periods in London, to be held at the start of Term 1, in between Terms 1 and 2, between Terms 2 and 3, and at the end of Term 3.
- Include exams, project presentations, written assignments and group activities.

**STRUCTURE OF THE MM PROGRAM**

The courses in this program are grouped into two different types:

1. Core to the MM program in any field of specialization
   - This consists of: Business Foundations (i.e., Ivey Essentials) and the Ivey Field Project
   - These courses will be taken by all students in the MM program regardless of the field of specialization
2. Specific to the field of specialization
   - This consists of Field Core Courses and Field Elective Courses
   - These courses will only be taken by students in the specific field of specialization (e.g., only students in the field of analytics will take the analytics courses)

Core courses are offered every year; elective course offerings may change from year to year.

Courses that are core to the MM program:

**Business Foundations ("Ivey Essentials").** These are business and leadership foundation courses needed by business professionals in every business discipline. These courses ensure that everyone in the program has a base level of understanding in six fundamental areas of business: Accounting, Finance, Marketing, Operations, Organizational Behavior, and Strategy. Collectively, this set of courses are referred to as "Ivey Essentials". The courses provide the background to help program graduates understand the business case for the problems they are addressing, and they provide a background for effective application of the methods of their field of specialization. The topics covered in these courses are essential for graduates of any business program.

**Field Project.** This applied research project is a capstone component of the program spanning the last two terms. Focusing on the field of specialization, students will collaborate with a partnering business or organization. Students will identify a problem and then use the tools gained through their coursework to identify an appropriate solution. The general requirements of the Ivey Field Project (IFP) will be the same across all fields, although expectations related to content will vary by field.
Courses that are specific to the field of specialization:

**Field Core Courses.** These courses will vary for each field of specialization. A description for the field of analytics is provided in the next section.

**Field Elective Courses.** These courses are specific to the field of specialization but are not core. The elective courses offered may vary each year. A description for the field of analytics is provided in the next section.

**DETAILED STRUCTURE OF THE MM IN THE FIELD OF ANALYTICS**

There are several popular frameworks to describe analytics tools and methods. There are also several frameworks that describe an organization's ability to implement and use analytics. The MM program in the field of analytics will use these and other frameworks as indicators of best practice in developing talented analytics professionals. It will also build on the structure of Ivey's successful full-time MSc in Management. The courses are as follows:

1.  **Business Foundations ("Ivey Essentials").** These are business and leadership foundation courses needed by business analytics professionals. They provide the background to help program graduates understand the business case for the problems they are addressing, and they provide a background for effective use of analytics, by providing the types of skills and knowledge measured in many of the frameworks that describe organizational use of analytics. They provide the managerial background to succeed in several of the activities described in the APMM model (e.g., managing and operating infrastructure, governance, allocating resources). The Business Foundations (Ivey Essentials) courses are also a unique, differentiating, feature of the program – most analytics programs do not include similar coursework.

2.  **Field Core Courses.** These cover core knowledge in analytics, including statistics, data management, predictive analytics and prescriptive analytics. These courses will ensure that all students know the fundamentals of analytics, and will be designed to ensure that students know the core concepts from the 3-level and 8-level analytics frameworks. Similar courses are standard in most analytics master's programs.

3.  **Field Elective Courses.** The field elective courses will address important emerging topics, such as artificial intelligence, fraud detection, social media analytics and revenue management.

4.  **Field Project.** Focusing on the analytics field, students will complete a project involving an analytics problem, an analytics implementation, or analytics strategy, either in their own organization or in a participating organization. This experience will allow students to get a sense of the practice of analytics. As new fields are added to the program, the Field Project will be adapted for the new fields.

The program is summarized in Table B, Program Requirements.

**Table B. Program Requirements**

| Program Requirements | |
| --- | --- |
| **Core to the Program** | **Specific to the Field of Specialization (Analytics)** |
| **Term 1. Fall Term** | **Term 1. Fall Term** |
| 9950 Ivey Essentials: Accounting (0.25 weight)<br>9951 Ivey Essentials: Leadership (0.25 weight)<br>9952 Ivey Essentials: Operations (0.25 weight) | 9960 Art of Modelling (0.25 weight)<br>9961 Business Statistics (0.5 weight)<br>9962 Data Management (0.5 weight) |
| **Term 2. Winter Term** | **Term 2. Winter Term** |
| 9953 Ivey Essentials: Finance (0.25 weight)<br>9954 Ivey Essentials: Marketing (0.25 weight)<br>9955 Ivey Essentials: Strategy (0.25 weight)<br>9980 Ivey Field Project – 1 (0.5 weight) | 9963 Predictive Analytics (0.25 weight)<br>9964 Prescriptive Analytics (0.5 weight)<br>9965 Simulation and Risk Analysis (0.25 weight) |
| **Term 3. Summer Term** | **Term 3. Summer Term** |
| 9981 Ivey Field Project – 2 (0.5 weight) | 9970 Artificial Intelligence for Managers (0.25 weight)<br>9971 Revenue Management (0.25 weight)<br>9972 Social Media Analytics (0.25 weight)<br>9973 Financial Analytics (0.25 weight)<br>9974 Analytics Best Practice (0.25 weight) |
| **Core Credits:** 2.5 full course equivalents | **Field Credits:** 3.5 full course equivalents |

Using the terminology developed earlier, courses are classified as follows:
Business Foundations: 9950, 9951, 9952, 9953, 9954, 9955
Field Core: 9960, 9961, 9962, 9963, 9964, 9965
Field Electives: 9970, 9971, 9972, 9973, 9974
Field Project: 9980, 9981

**ADMISSION REQUIREMENTS**

General Admission Requirements

All fields of the MM program share these admission requirements:
- An undergraduate degree with at least two years of fulltime work experience.
- A strong academic history with a B average, or 75%, or 3.0 GPA, achieved during the two most recent years of academic study.
- Online application, including the completion of the required written essay questions and video questions.
- Unofficial post-secondary institution(s) transcripts. One copy of official/certified transcripts will be required if applicants receive an admissions offer.
- Professional resumé (two page maximum).
- Two reference letters.
- A strong level of English proficiency: TOEFL (minimum 100) or IELTS (minimum 7) score if required, for ESL applicants.
- GMAT score or GRE score (not required at time of application).
- Application fee of $100.

Analytics Field Specific Admissions Requirements.

An undergraduate degree in any field, along with the following requirements:
- University level course work in the following three areas: Calculus, Linear Algebra, Probability and Statistics
- Knowledge of at least one programming language, demonstrated through university-level course work or work experience
- Demonstrated readiness and enthusiasm to translate theoretical concepts and quantitative analysis into meaningful insights as demonstrated through your references, undergraduate experiences and admissions interview.
- While a GMAT or GRE score is not required, it may be recommended to help strengthen the application.

Our admission requirements will continue to include computer science as one of the relevant degree programs in addition to a proficiency in a programming knowledge.

As new fields are added to the program, specific admission requirements pertaining to the designated field may be recommended.

## DEGREE REQUIREMENTS: CURRICULUM: ANALYTICS FIELD

### Table C.  Analytics Field Curriculum
All courses are required.

| Term 1. Fall Term<br>Business Foundations 1 and Business Analytics Fundamentals |
| --- |
| 9950   Business Foundations (Ivey Essentials):  Accounting (0.25 weight)<br>9951   Business Foundations (Ivey Essentials):  Leadership (0.25 weight)<br>9952   Business Foundations (Ivey Essentials):  Operations (0.25 weight)<br>9960   Art of Modelling (0.25 weight)<br>9961   Business Statistics (0.5 weight)<br>9962   Data Management (0.5 weight) |
| Term 2.  Winter Term<br>Business Foundations 2 and Business Analytics Fundamentals |
| 9953   Business Foundations (Ivey Essentials):  Finance (0.25 weight)<br>9954   Business Foundations (Ivey Essentials):  Marketing (0.25 weight)<br>9955   Business Foundations (Ivey Essentials):  Strategy (0.25 weight)<br>9963   Predictive Analytics (0.25 weight)<br>9964   Prescriptive Analytics (0.5 weight)<br>9965   Simulation and Risk Analysis (0.25 weight)<br>9980   Ivey Field Project – 1 (0.5 weight) |
| Term 3. Summer Term<br>Analytics Modules and Capstone Completion |
| 9970   Artificial Intelligence for Managers (0.25 weight)<br>9971   Revenue Management (0.25 weight)<br>9972   Social Media Analytics (0.25 weight)<br>9973   Financial Analytics (0.25 weight)<br>9974   Analytics Best Practice (0.25 weight)<br>9981   Ivey Field Project – 2 (0.5 weight) |
| **Total Credits:**  6.00 full course equivalents |

**PROGRESSION REQUIREMENTS**

**MM:  PROGRAM PROGRESSION AND GRADUATION REQUIREMENTS**

Students will be evaluated through in-class contribution, quizzes, individual and group reports, interim assignments, and final exams or presentations.

The progression and graduation requirements for the MM program will be consistent with those of Ivey's other Master's programs, e.g. MSc in Management, MBA and Executive MBA.

**Progression Requirements**

- In order to progress through the MM program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.
- Exchange grades will be recorded on Western transcripts as Pass/Fail, but the equivalent of a Western grade of 60% is required in each course.

**Graduation Requirements**

- In order to graduate from the MM program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.

# Western
UNIVERSITY · CANADA

# Master of Management
# Final Assessment Report &
# Implementation Plan

| | | |
|---|---|---|
| **Faculty / Affiliated University College** | Richard Ivey School of Business | |
| **Degrees Offered** | Master of Management (MM) | |
| **Date of Last Review** | New program not previously reviewed | |
| **Approved Fields** | Analytics | |
| **External Consultants** | Marco Bijank | Assistant Professor, University of Calgary |
| | Fatma Gzara | Associate Professor, University of Waterloo |
| **Internal Reviewers** | Greg Kopp | Professor, Faculty of Engineering, Western University |
| | Joshua Littleton | Ph.D. student, Geophysics Western University |
| **Date of Site Visit** | September 26-27,2019 | |
| **Date Review Report Received** | October 15, 2019 | |
| **Date Program/Faculty Response Received** | January 24, 2020 | |
| **Evaluation** | **Approved to Commence** | |
| **Approval Dates** | SUPR-G: March 25, 2020 SCAPA: April 29, 2020 Senate: | |
| **Year of Next Review** | 2027-2028 | |

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11,2011, revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Richard Ivey School of Business.

This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department/School and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website The Final Assessment

Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

## Executive Summary

The Ivey Business School is introducing a new degree called the Master of Management (MM). It will be a part-time, professional degree program. The program, as proposed, includes one field in the area of analytics, with others to be developed in the future. The Master of Management program is a hybrid of the existing full-time MSc program and the existing Executive MBA (EMBA) and Accelerated MBA programs, filling a niche between these, targeting working professionals with at least two years of work experience.

The MM program will be delivered as follows:
- The one-year program will be divided into three terms of approximately 16 weeks each.
- Mid-week and/or weekend classes held in Toronto approximately every other week throughout the year.
- Four residence periods in London, Ontario, to be held at the start of Term 1, in between Terms 1 and 2, between Terms 2 and 3, and at the end of Term 3. The second and third residence weeks will include some activities to wrap up the term that is ending and some to introduce the term that is beginning.
- Include exams, project presentations, written assignments and group activities.
- Courses are grouped into two different types: 1. Business Foundations (referred to as "Ivey Essentials") and 2. Field-Specific Courses
    1. Core to the MM program in any field of specialization
        - This consists of:
            o Business Foundations (i.e., Ivey Essentials)
            o Ivey Field Project
        - These courses will be taken by all students in the MM program regardless of the field of specialization
    2. Specific to the field of specialization
        - This consists of:
            o Field Core Courses and Field Elective Courses
        - These courses will only be taken by students in the specific field of specialization (e.g., only students in the field of analytics will take the analytics courses)
        - Core courses are offered every year
        - Elective course offerings may change from year to year
- Students in the Master of Management program will:
    o Gain a deep understanding of a specific field as demonstrated through mastery of field-specific foundational core courses and advanced specialized electives.
    o Gain an understanding of fundamental business and management concepts through the Ivey Essentials courses.
    o Be able to apply knowledge of their field by solving a real problem faced by an organization.
    o Be able to manage teams of highly qualified personnel in their field of specialization.

## Significant Strengths of the Program

The external reviewers noted that the program "will benefit from case-based instruction which is a differentiator of Ivey programs from other highly ranked business degrees in Ontario and Canada. Faculty have vast experience with case-based instruction. The CVs provide substantial evidence on faculty expertise on analytics-related topics. The collective record on scholarly research and innovation virtually guarantees high intellectual quality of the program that will enrich the student experience. Students will also benefit from the residence periods at the start and end of each term to enrich their experiences and extend their learning beyond the curriculum."

## Areas of Concern Identified

The external reviewers identified several recommendations, which are itemized in the table below along with the program's response. In addition, the external reviewers identified two more substantive recommendations, stating: "The goals and objectives of the program are clear, and the need for the program is well justified. The main concerns are on (1) the separation of the general framework for the

MM program and the specific components to the field of specialization; and (2) the clarity and specificity of the learning outcomes of the program and the assessments in the table of Section 1.4. Addressing these concerns will lead to a more coherent proposal and will enable adding other fields of specialization easily in the future." These concerns and recommendations are, in essence, related to the clarity of the proposal, and not with direct concerns about the program. The revised proposal addresses the detailed concerns raised in the external reviewers' report.

| Reviewers' Recommendation | Program/Faculty Response |
|---|---|
| Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below. | |
| "the requirements of the program and its associated learning outcomes are not clearly described"<br><br>"This requires that a distinction be made between the requirements and learning outcomes of the MM framework and those of the MM in Analytics. All specialized MM programs have to satisfy the general requirements and learning outcomes that are outlined in this proposal, whereas the requirements and learning outcomes that are specific to the MM in Analytics may be replaced by the other fields. | Section 1.4 in Volume 1 proposal dated November 2019 separates and clarifies the distinction between the goals, objectives and learning outcomes of the MM program (Section 1.4.a) and those of the MM in Analytics (MM-A) program (Section 1.4.b). |
| "Another recommendation regarding the degree level requirements concerns the comparison between the proposed MM program and the other programs offered by the Ivey Business School." | A detailed comparison of curricula and learning outcomes of the proposed MM Program, the Accelerated MBA Program, and the Executive MBA Program has been provided to SUPR-G. |
| "Concerning the requirement of two years of full-time work experience, there might be value to specify that the work experience has to be related to the field of specialization (i.e., for the MM in Analytics program, the experience has to be in analytics)."<br><br>"It is not clear why the potential student needs a minimum of two years of work experience" | Career experience related to the field of specialization is not necessary.  Students from a variety of employment backgrounds are preferred for the program.  The MM-A program will appeal to individuals who are already working in the field of analytics or to those who wish to switch careers to analytics. Future MM program streams are expected to appeal to individuals who are already working in the particular field or to those who wish to switch careers.<br><br>The MM program is a part-time program designed for working professionals with at least two years of full-time work experience.  A minimum of two years of full-time work experience is necessary because of the Ivey case method approach to study. Students need some full-time work experience to be able to draw upon their previous experiences in order to put context around the topics being discussed. The class discussions would be less |

| | effective if students had no experience from which to draw upon. |
|---|---|
| *"In the requirement "A strong academic history with a B average achieved during the two most recent years of academic study", it is not clear whether the two most recent years of academic study refers to the undergraduate degree or the most recent degree"* *"Relative to the above requirement, it is common to consider "the most recent number of courses" or "the most recent two years of study" to account for part-time programs of study."* | The academic average will be determined on the two most recent years of the applicant's undergraduate degree. This requirement is consistent with the manner in which we calculate admissions averages for our other graduate programs. If an applicant has academic qualifications beyond an undergraduate degree, then this will be considered as part of the application package but it will not affect the calculation of the average grade. |
| *"It is not clear what the requirement of course work in Computer Science refers to. If it refers to knowledge of computer programming, this is covered by the requirement of proficiency in at least one programming language. It is suggested that Computer Science to be removed from the list of course work requirements, while keeping the proficiency in a programming language."* | The following are also required for the MM-Analytics. An undergraduate degree in any field, along with the following requirements: <br><br>• University level course work in the following three areas: Calculus, Linear Algebra, Probability and Statistics <br>• Knowledge of at least one computer programming language, demonstrated through university-level course work or work experience <br>• Demonstrated readiness and enthusiasm to translate theoretical concepts and quantitative analysis into meaningful insights as demonstrated through your references, undergraduate experiences and admissions interview. |
| *"The rationale for the length of the program is not specified in the proposal."* <br><br> *"The courses in the specialized MM program can also be divided into core knowledge courses and advanced knowledge courses."* | We have examined the length of the proposed MM program with similar program offerings at other universities.  The 12-month length fits with the structure of the curriculum and with the marketplace of candidates preferring to complete a part-time program in one year's time while remaining employed. <br><br> Field-specific courses are now described as either Core or Elective in Sections 1.1 and 1.3.1. A specific example for the MM in the field of Analytics is given in Section 1.3.2. |

| | |
|---|---|
| *"There is no comparison between the curriculum of the different programs offered by the Ivey Business School."*<br><br>*"First, the course Analytics Best Practices seems to be a recap course (based on its description). It would be better to either revise the description to make it an introductory course, or to relocate the course to a later term in the program. Second, the description of Financial Analytics does not mention any financial aspects. In fact, that course description fits that of a prescriptive analytics course."*<br><br>*"The unique characteristic of the MM in Analytics program (i.e., the Ivey Essentials courses) in comparison to similar MM in Analytics programs offered by other universities is not addressed explicitly."* | This is addressed in the detailed comparison of curricula and learning outcomes of the proposed MM Program, the Accelerated MBA Program, and the Executive MBA Program.<br><br>The course description for Financial Analytics has been updated.<br><br>The course description for Art of Modelling has been updated.<br><br>We now indicate the "The Ivey Essentials courses are also a unique, differentiating, feature of the program – most analytics programs do not include similar coursework." (Section 1.3.2). |
| *"The proposal states that blended learning will be used as one mode of delivery for the MM program, but the proposal does not provide sufficient details how this will be integrated in the program… Blended learning is an innovative feature of the MM program. The proposal may benefit from clarifying its role in the program delivery."* | At the time of program launch the MM program will not use blended learning. All classes will be traditional, face-to-face instruction.<br><br>In the future, the MM program may introduce a blended learning component, after we have had a chance to learn from the experience of the new Ivey Accelerated MBA program. |
| *"The table in Section 1.4 tries to address the proposed methods for the assessment of student achievements. However, the third and fourth columns in the table are very confusing. … At times the assessment is addressed in the third column and at other times in the fourth column. … Furthermore, there is quite a bit of repetition in these columns."*<br><br>*"The completeness of plans for documenting and demonstrating the level of performance of students is not appropriately discussed in the proposal."* | The tables have been rewritten in response to other feedback provided by the external review team. The methods by which the program will support the various learning objectives have been clarified. In many instances the methods of evaluation have been left in a generic format ("In-class contribution, quizzes, assignments, reports, individual and group projects") since these methods are common in most courses at Ivey. Since the earliest planned program launch is more than 18 months away, a finer level of detail has not yet been specified, and may change from year-to-year depending on the instructor.<br><br>Note that Ivey's Curriculum and Program Review Committee (CPRC) conducts regular reviews of Ivey's degree programs.  The objectives of the CPRC are to:<br>a. Conduct a regular, systematic review of the overall curriculum and individual  courses in the HBA, MSc, MBA, EMBA, Graduate Diploma in Accounting, Pre-Business, and future programs, to assess world-class quality.<br>b. Provide a developmental and quality control role to support continuous |

| | improvement, for example, by offering advice to faculty colleagues and Program Directors on new, or substantially changed, courses and program innovations. |
| | c. Promote innovation. This review process is not meant to stifle innovation, on the contrary it is hoped that course and program innovation is frequent and persistent. |
| | The CPRC will be actively involved in ensuring that the program meets internal standards both at launch and on an ongoing basis. |
| *"The only supervisory duties that may be required in the program are relative to the Ivey Field Project course. The proposal does not specify the supervisory duties by the field project, and does not provide a discussion how such duties would be distributed."* | The Field Project is treated as a course. Depending on the class size, one or more faculty members would be assigned to teach this course as part of their normal workload. Course descriptions for the Field Project courses (9980 and 9981) were included in the initial proposal. |
| *\*"The main concerns are on (1) the separation of the general framework for the MM program and the specific components to the field of specialization; and (2) the clarity and specificity of the learning outcomes of the program and the assessments in the table of Section 1.4. Addressing these concerns will lead to a more coherent proposal and will enable adding other fields of specialization easily in the future."* | The program brief has been revised to clarify the components of the program and to articulate, in more detail, the learning outcomes and assessments. |

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Graduate Program Chair and/or Department Chair/Director, in consultation with SGPS and the Dean of the Faculty will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Deans' Annual Planning Document.

| Recommendation | Proposed Action and Follow-up | Responsibility |
|---|---|---|
| *"The main concerns are on (1) the separation of the general framework for the MM program and the specific components to the field of specialization; and (2) the clarity and specificity of the learning outcomes of the program and the assessments in the table of Section 1.4. Addressing these concerns will lead to a more coherent proposal and will enable adding other fields of specialization easily in the future." | These issues have been addressed in a revised brief and should be monitored over the first couple of years following the launch of the program. Specifically, the integration of the core program components and field specific components in achieving the articulated learning outcomes should be monitored, as well as the effectiveness of the proposed methods of evaluation in assessing the learning outcomes. | • Graduate Program Chair<br>• Associate Dean, Graduate Programs |

**Other Opportunities for Program Improvement and Enhancement**
This is a newly proposed program, and the responses to the external reviewers' comments have been adequately addressed.

**Personnel Issues (Confidential and If Applicable)**
n/a

## Proposed Revisions to the Master of Science in Occupational Therapy (MScOT)

A schematic overview of proposed course reorganization is provided at the end of this document.

### Modification #1

For each of the following 17 courses the School of Occupational Therapy is proposing to update the course descriptions, and where applicable revise course numbers and course titles.

| Current program | Proposed Change(s) |
|---|---|
| **OT9511 Foundations of Occupational Therapy and Occupational Science**<br><br>Current Course Number OT9511<br><br>**Current Course Description**<br>Through a variety of experiences, students will be introduced to the practice of occupational therapy and foundational concepts of occupation and occupational science, health and rehabilitation sciences, critical social and cultural theories, and concepts, models, and frames of reference that underlie occupational therapy practice. Students will explore occupation in relation to health, well-being, and justice, as well as the attitudes, skills, knowledge, and resources necessary to begin their role as evidence-based practitioners in occupational therapy. This course includes 15 fieldwork hours | <br><br>Proposed Course Number OT9500<br><br>**Proposed Course Description**<br>Through this course, students will critically engage with the concepts of occupation and occupational performance and engagement, the transformative power of occupation, and its centrality in occupational therapy practice. Students will be exposed to theoretical underpinnings drawn from occupational science, critical social and cultural theories, as well as concepts, models, and frames of reference that underlie occupation-based practice. Students will also gain an understanding of the historical development of occupational therapy, its contemporary scope of practice, and emerging directions. |
| **OT9512 Foundations of Practice**<br><br>Current course number and title:<br><br>OT9512 Foundations of Practice<br><br>**Current Course Description**<br>This course will enable students to develop foundational abilities and skills required for practice. Students will apply knowledge of human occupation, health and rehabilitation science, clinical/professional reasoning, and client-centred practice to occupational therapy. They will explore the process of practice in relation to a range of client conditions and the basic skills necessary for successful practice implementation informed by evidence. | <br><br>Proposed course number and title:<br><br>**OT9501 Foundations of Practice**<br><br>**Proposed Course Description**<br>This course will enable students to develop foundational skills required for practice, such as interviewing, movement and handling, range of motion and manual muscle testing. Through experiential learning, students will apply their developing knowledge of occupational performance and engagement, professional reasoning, and client-centred principles to occupational therapy practice. |

| Current program | Proposed Change(s) |
|---|---|
| **OT9531 Conditions and Occupational Performance** | |
| Current course number and title: | Proposed course number and title: |
| OT9531 Conditions and Occupational Performance | **OT9531 Physical Determinants of Occupation & Health** |
| **Current Course Description** In this course students will gain knowledge of a diverse range of clinical disorders applicable to the study of occupation and occupational therapy practice and their impact on cognitive, affective and physical occupational performance. The primary focus will be on neurological disorders and additional conditions that are commonly seen in occupational therapy practice. This course will enable students to develop an understanding of basic nervous system anatomy, physiology and neurological principles that underlie many of the conditions that will be addressed. | **Proposed Course Description** This course seeks to equip students with the foundational knowledge of the intersecting personal and environmental conditions that influence occupational performance and engagement, with a particular focus on physical determinants. Specifically, we will examine physical (e.g. neurological, musculoskeletal, cardiovascular) conditions commonly encountered in occupational therapy practice, spanning from the underlying physiological mechanisms to resulting occupational performance issues. This course, in conjunction with psychosocial determinants of occupation and health, will further contribute to a student's ability to critically evaluate how occupational performance and engagement is mediated by environmental conditions. |
| **OT9532 Movement in Context** | |
| Current course number and title: | Proposed course number and title: |
| OT9532 Movement in Context | **OT9532 – Occupational Analysis & Engagement: Person and Occupation** |
| **Current Course Description** Students will learn about movement characteristics that underpin occupations. Students will explore the different movement difficulties that can be the result of an individual having been born with or acquiring a disability with a movement difficulty component. Students will be provided with an understanding of the basis of observing movement difficulties and learn some of the strategies that can be used by occupational therapists to teach movement, thus enhancing the opportunities for individuals to participate in occupations. The environment, or context, in which movement occurs influences the movements required by an individual and will be taken into consideration. | **Proposed Course Description** This course will enable students to develop capabilities required for optimizing person-environment-occupation fit. Students will work towards proficiency in identifying person related strengths and challenges, as well as the analysis and modification of occupations. Students will develop capabilities related but not limited to observation, occupation-based goal setting and documentation. |

| Current program | Proposed Change(s) |
|---|---|
| ***OT9542 Evaluating Occupation in Context***<br><br>Current course number and title:<br><br>OT9542 Evaluating Occupation in Context<br><br>**Current Course Description**<br>Students will learn to examine human occupation and occupational participation in contexts, across the lifespan. Evaluation tools will focus on both standardized and non–standardized instruments and information gathering processes such as observation and interviewing will be reviewed. Measurement of both facilitators and barriers to occupational performance will be analyzed and applied. Documentation strategies for assessment and evaluation of findings, application of clinical reasoning and the critical appraisal of measurement tools will be integrated to support students in the development of their knowledge and skills in accurately interpreting, synthesizing and communicating their findings from evaluation of occupation in context.<br><br>**OT9562 Mental Health in Context**<br><br>Current course number and title: OT9562 Mental Health in Context<br><br>**Current Course Description**<br>Through a variety of learning modalities and experiences (lecture, discussion, guest instruction, practical   participation), students will be introduced to the mental health practice area in Occupational Therapy.   The key concepts defining professional practice in this area, informed by theory, will be explored in   depth. Further, societal and cultural aspects informing mental health and related disorders/illness will be considered to identify those cultural norms, values and beliefs that may influence opportunities for   occupation and occupational participation. The impact of stigma, in the moment and across the lifespan,   as well as the impact of occupational deprivation will also be considered. Current models, theories and approaches defining mental health practice will frame the course  content. | Proposed course number and title:<br><br>**OT9552 Engaging in Occupation: Caring for Self and Others**<br><br>**Proposed Course Description**<br>Through this course students will develop the capabilities required for analyzing, understanding, and addressing the fit between the client, the environment, and the occupations that relate to caring for self and others across the life span. Caring for self and others, including immediate and extended family, reflects a holistic transactional approach to enabling engagement in basic and instrumental activities of daily living.<br><br><br><br>Proposed course number and title: **OT9521 Psychosocial Determinants of Occupation & Health**<br><br>**Proposed Course Description**<br>This course seeks to equip students with the foundational knowledge of the intersecting personal and environmental conditions that influence occupational performance and engagement, with a particular focus on psychosocial determinants. Specifically, we will examine psychoemotional (e.g. mood, anxiety, psychosis), and social (e.g. poverty, social exclusion, oppression) conditions commonly encountered in occupational therapy practice, spanning from the underlying psychological and social mechanisms resulting occupational performance issues. This course, in conjunction with physical determinants of occupation and health, will further contribute to a student's ability to critically evaluate how occupational performance and engagement is mediated by environmental conditions. |

| Current program | Proposed Change(s) |
|---|---|
| **OT9580 – Fieldwork: Knowledge into Action** | |
| **Current Course Description**<br>Through this course, students engage in practice with the goal of developing problem solving, early competence and skills, as well as increasing their confidence. Students initially prepare for the practice education/fieldwork experience in the fall term with their OT9580 course instructor. In January, students enter a four-week (150 hours), full-time fieldwork experience that occurs within a practice setting. Here they begin to put occupational therapy knowledge into action by demonstrating application of relevant professional knowledge and skills under the direct supervision of a fieldwork educator/preceptor. Through this and other fieldwork courses, students develop their practice competencies. | **Proposed Course Description**<br>Fieldwork courses in the MScOT program are organized into a preparation portion and a practicum portion. As this is the first fieldwork course in the program, the preparation portion contributes to students' early **capacities to develop professional citizenship, professional reasoning, and professional presence**, which will continue to be developed and enacted during the practicum portion of the course. Through the practicum portion, students will complete **four full-time weeks, i.e., 150 hours**, of fieldwork under the supervision of a preceptor. Within a particular practice area, students are **exposed to different components of the practice process** where they work to **reflexively apply the knowledge** they have developed during their initial coursework, and the knowledge they develop within the practicum. |
| **OT9581 – Fieldwork: Knowledge into Action** | |
| **Current Course Description**<br>Students complete an 8 week (300 hour), full-time fieldwork placement and progress along the developmental continuum in this level 2, practice education experience. The process of reflecting on their actions in a practice setting is a major focus in this course. Students are expected to generate assessment and intervention options with clients and evaluate implementation.  Each student is placed with an occupational therapist, fieldwork educator/preceptor. The objectives from 9580 continue to be developed at higher levels of reasoning in this 8 week (300 hour) full-time experience. Identified learning needs from 9580 will be utilized and communicated to 9581 preceptors. Portfolio development continues. | **Proposed Course Description**<br>Fieldwork courses in the MScOT program are organized into a preparation portion and a practicum portion. The preparation portion of this course **continues to foster** students' **capacities to develop professional citizenship, professional reasoning, reflexive application and development of knowledge, and professional presence**, which will continue to be developed and enacted during the practicum portion of the course. This includes reflecting on their first fieldwork experience, and their developing capabilities, and to identify areas for continued personal and professional growth. Through the practicum portion, students will complete **eight full-time weeks, i.e., 300 hours**, of fieldwork under the supervision of a preceptor. Within a particular practice area, **students participate in the different components of the practice process** where they **reflexively apply the knowledge** they have developed during their coursework, and the knowledge they continue to develop within the practicum. |
| **OT9613 Consolidating Practice Knowledge** | |
| **Current Course Description**<br>In this fully online course, students will consolidate the competencies they have learned in the classroom and in their fieldwork placements. By doing so, they will refine the clinical reasoning and practice managements | **Proposed Course Description**<br>In this fully online course, students will proficiently consolidate and demonstrate the competencies they have learned in the classroom and in fieldwork. By doing so, they will individually refine their professional reasoning and practice management |

| Current program | Proposed Change(s) |
|---|---|
| skills required to become scholarly practitioners committed to client-centred and evidence-informed practice. Through case-based learning, students will engage in online interactive simulation and client-centred scenarios including: entering/initiating the interaction with the client, identifying occupational performance issues, developing and implementing an assessment and intervention plan, and evaluating the outcomes. | skills required to become scholarly practitioners committed to client-centred and evidence-informed practice. Through case-based learning, students will engage in simulated scenarios, from initiation of the therapeutic relationship through to discharge. |
| ***OT9631 Practice in Context I*** | |
| Current course number and title:<br>OT9631 Practice in Context I | Proposed course number and title:<br>**OT9651 Engaging in Occupation: Leisure and Productivity** |
| **Current Course Description**<br>Clients' occupational engagement is strongly related to the micro- and meso-environmental features that affect functional performance and engagement. In this course, micro- and meso-environmental features will be explored in depth whereas the macro-environmental features will be addressed to a lesser extent. The course will be delivered in three modules, each addressing a different practice context. | **Proposed Course Description**<br>Through this course students will develop the capabilities required for analyzing, understanding, and addressing the fit between the client, the environment, and the occupations that relate to leisure, play, and productivity across the life span. This course will focus on how to optimize possibilities for people to engage in leisure, play, and productivity occupations that they need and/or want to do. |
| **OT9641 Enabling Occupation Through Assistive Technology & Environmental Adaptation** | |
| Current course title:<br><br>OT9641 Enabling Occupation through Assistive Technology and Environmental Adaptation | Proposed course title:<br><br>**OT9641 Occupational Analysis and Engagement: Environment and Occupation** |
| **Current Course Description**<br>In this course, students will learn how to assess and adapt specific aspects of an individual's immediate environments in order to maximize occupational engagement. Topics will include modifying occupations to meet the needs and abilities of clients in the context of their immediate environments, person-environment fit, occupation-environment fit, and the use of assistive devices and technology. | **Proposed Course Description**<br>This course will enable students to develop capabilities required for optimizing person-environment-occupation fit. Students will interact with a range of home and environmental modifications and assistive technology, and apply that knowledge through experiential and case-based learning. |

| Current program | Proposed Change(s) |
|---|---|
| ***OT9642 Practice in Context II*** | |
| Current course number and title: | Proposed course number and title: |
| OT9642 Practice in Context II | **OT9652 Engaging in Occupation: Community and Population Level Practice** |
| **Current Course Description**<br>This course will focus on occupational therapy interventions and their theoretical underpinnings in community practice contexts, taking into account issues that affect intervention, including client and environmental resources needed for change and/or to improve clients' well-being, occupational performance, competence, and engagement within these environments.  Clients' occupational engagement within these contexts is strongly related to the micro-, meso-, and macro-environmental features that enable or inhibit individual or group participation and also influence occupational therapy practice. | **Proposed Course Description**<br>Through this course students will develop the capabilities required for practice at organization, community and societal levels, oriented toward social and occupational justice, including understanding, analyzing and addressing the social landscape through advocacy that enables occupation and system change.  Students will engage in integrated fieldwork activities involving promoting the profession of occupational therapy and working with a community partner to enact change. |
| **OT9662 Intensives** | |
| **Current Course Description**<br>This course will offer students an opportunity to explore certain issues related to occupational therapy in greater depth. Students will take two Intensives. The Intensives available in any given year will be determined by a consensus decision of faculty on the basis of proposals for Intensives submitted in the winter term of the previous year by interested parties. In the fall term of year two, students will be asked to select their preferences among the topics proposed for the following term. Information will be available for each Intensive to assist students in making an informed choice. Intensives will include up to 18 hours of classroom time each and will be offered on Friday mornings and afternoons during the winter term of second year. Intensives may be offered in a variety of formats (e.g., workshop, seminar, labs, etc.). Each Intensive will outline its own learning outcomes. | **Proposed Course Description**<br>This course will enable students to refine their occupational therapy capabilities and professional reasoning, and apply them to specific areas of practice. From a diverse range of practice settings and populations, each student will select two intensives of up to 18 hours of classroom time each and explore the chosen topics in depth. By providing flexibility and choice, these intensives offered primarily by the clinical community, also promote students' practice management capabilities and a commitment to life-long learning. |

| Current program | Proposed Change(s) |
|---|---|
| **OT9663 Enabling Occupation: Leading Change in a Diverse Context** | |
| Current course number and title: | Proposed course number and title: |
| OT9663 Enabling Occupation: Leading Change in a Diverse Context | **OT9622 Transformative Directions in Occupational Therapy** |
| **Current Course Description**<br>This course will focus on contemporary issues in occupational therapy change agency, in particular, leadership and dealing with culture and diversity in practice. Students will engage in critical reflection regarding their own beliefs and values concerning the issues discussed. These reflections will be informed throughout the course by a range of perspectives highlighting various subjects. Students will engage in critical discussion and will have the opportunity to present their thoughts and work to further class dialogue. | **Proposed Course Description**<br>In this course students will explore directions in occupational therapy practice that use occupations as a catalyst for societal transformation. Students will examine contemporary approaches for transformative occupational therapy, gain an understanding of key critical theoretical underpinnings, and heighten their awareness of socio-political conditions that shape and perpetuate occupational inequities at local to global scales. Students will also explore the implications of various forms of diversity for enacting societal change and challenges to embracing transformative approaches. |
| **OT9671 Professionalism II** | |
| Current course number and title: | Proposed course numbers and titles: |
| OT9671 Professionalism II | OT9571 Mentorship Experience I<br>OT9671 Mentorship Experience II |
| **Current Course Description**<br>This is a full course, offered over three terms, which follows OT9571, Professionalism I. The course has three major thrusts: (1) Students will integrate knowledge about professionalism and the attitudes, values, competencies and accountabilities associated with being a professional, concepts that were introduced in OT9571. Through this course students will continue to develop their competencies in enacting professional behaviour and responsible practice in relation to self, clients, the interprofessional team, support personnel, professional associations, and regulatory bodies in order to make the transition into the professional community at the conclusion of the course, (2) Students will continue to work with their mentor in the supported self-study groups that were organized in OT9571 for the duration of OT9671; within the mentor group, students are expected to continue to develop their competencies in teamwork, their professional portfolio and their personal learning plan, and | **Proposed Course Description**<br>This course will focus on supporting students to develop capabilities regarding professional reasoning, reflection, collaboration, self-directed learning, professional development, and awareness of self and others to support professional practice as occupational therapists. Students will attend foundational, large-group classes to support learning in ongoing seminars, which will entail working in small groups with an occupational therapist mentor. The primary teaching method in seminars will be problem-based learning using practice scenarios. |

| Current program | Proposed Change(s) |
|---|---|
| (3) As part of the process of developing professionalism, this course incorporates up to 70 integrated fieldwork hours focused on advocacy at a social systems level, an important component of professionalism.  Ten of these hours are allocated for advocacy for the profession in the form of marketing and promotional activities. For the remaining 60 integrated fieldwork hours, students will engage in a community-development project with a community-based service agency as a client. Students' work with the service agency will be supervised using a consultative model, whereby the course instructor(s) (and mentors as appropriate) provide guidance to students, but have little direct contact with the community-based service agency unless absolutely necessary. This aspect of the course focuses on development of professional competencies in enabling occupation by focusing on issues of occupational justice and social determinants of health.<br><br>**OT9680 – Fieldwork: Towards Reflection in Action**<br><br>**Current Course Description**<br>Students will reflect on their actions in the practice milieu by analysing the occupational therapy process and their role in it. Students will be encouraged to articulate their clinical reasoning. Students initially prepare for the practice education/fieldwork experience in the fall term with their OT 9680 course instructor. Fieldwork is a cumulative process and topic/areas from 9580 and 9581 continue to be developed at higher levels of reasoning in this 7 week (263 hours) full-time fieldwork experience. Through this and other fieldwork courses, students develop their practice competencies. Portfolio development continues. | **Proposed Course Description**<br>Fieldwork courses in the MScOT program are organized into a preparation portion and a practicum portion. The preparation portion of this course **continues to foster** students' **capacities to develop professional citizenship, reflexive application and development of knowledge, and professional presence**, which will continue to be developed and enacted during the practicum portion of the course. This includes reflecting on their earlier fieldwork experiences, and their developing capabilities, and to continue to identify areas for personal and professional growth. Further, at this stage **students reflect on ethical issues** and discern possibilities for positive action (phronesis and praxis). Through the practicum portion, students will complete **seven full-time weeks, i.e., 263 hours**, of fieldwork under the supervision of a preceptor. Within a particular practice area, **students transition to completing the practice process with a partial workload or caseload**, in consultation with their preceptor. Through this transition, **students reflexively apply knowledge and use various forms of reflection while engaging in the practice process**, building on the capabilities they have developed during their earlier coursework and fieldwork experiences, and |

| Current program | Proposed Change(s) |
|---|---|
| | integrating the knowledge they continue to develop within the practicum. |
| **OT9681 – Fieldwork: Reflection in Action** | |
| **Current Course Description**<br>Students will demonstrate the ability to reflect in action by evaluating and modifying professional activities on an ongoing basis. Upon completion of this fieldwork experience, the student will demonstrate independence in reflective, evidence-based practice, at a level comparable to an entry-level clinician in that clinical environment.<br>Fieldwork is a cumulative process and topics/areas, objectives and competencies from OT9580, OT9581, and OT9680 continue to be developed at higher levels during this eight week (300 hours) full-time experience. Portfolio development continues. This fieldwork placement could occur in one or more practice contexts. Students must complete at least one placement in physical health, one in mental health, and one in a rural or community setting and cross the lifespan. | **Proposed Course Description**<br>Fieldwork courses in the MScOT program are organized into a preparation portion and a practicum portion. The preparation portion of this course **continues to foster** students' **capacities to develop professional citizenship, reflexive application and development of knowledge, and professional presence**, which will be enacted during the practicum portion of the course. This includes reflecting on their earlier fieldwork experiences, and their developing capabilities, and to continue to identify areas for personal and professional growth. Further, at this stage **students critically reflect on systemic factors that shape practice**, and to discern possibilities for transformative action. Through the practicum portion, students will complete **eight full-time weeks, i.e., 300 hours**, of fieldwork under the supervision of a preceptor. Within a particular practice area, **students transition to completing the practice process with a full workload or caseload**, in consultation with their preceptor. Through this transition, **students reflexively apply knowledge and use various forms of reflection while engaging in the practice process**, building on the capabilities they have developed during their earlier coursework and fieldwork experiences, and integrating the knowledge they continue to develop within the practicum. |

**Modification #2**

The School of Occupational Therapy is proposing to remove *OT9612 Ethics and Professional Practice in Context* as a stand alone course from the MScOT curriculum; the material it previously covered will now be dealt with in other courses.

| Current program | Proposed Change(s) |
|---|---|
| **OT9612 Course Description**<br>In this course, students reflect on their own values and ethical commitments as future practitioners and participate in dialogue about the parameters of ethical practice within various practice contexts. This course engages students in critical reflection, with the aim of deepening students' reflective abilities, moral imagination, and capacities as change agents in future professional life. Students engage in dialogue about a range of topics | OT9612 Ethics and Professional Practice no longer offered as a stand alone course. Content will be covered/weaved throughout the following courses across both year 1 and 2 of the curriculum: OT9501; OT9592; OT9691; OT9692; IPE9801; OT9622 |

| Current program | Proposed Change(s) |
|---|---|
| related to ethical issues in occupational therapy practice. These include professional ethics, ethical dimensions of occupational therapy practice, ethical tensions in occupational therapy practice, ethical theories, ethical principles, narrative ethics, ethics of care, moral contexts of practice, relational ethics, the search for justice, and ethical deliberation. Students are introduced to concepts that foster the capacity for meaningful reflective practice, ethical deliberation, and dialogue with clients and other professionals within health care contexts. | |

**Modification #3**

The School of Occupational Therapy is proposing to add the following 3-part case-based course series into the curriculum:

**OT9592 Occupation Based Inquiry: Beginner (NEW COURSE)**
In this course, students will begin to synthesize the knowledge and capabilities they have learned in the classroom and in fieldwork, working toward consolidation of the essential competencies. Through case-based learning, students will apply beginner level professional reasoning skills to a variety of scenarios focused on optimizing occupational performance and engagement across the lifespan.

**OT9691 Occupation Based Inquiry: Intermediate (NEW COURSE)**
In this course, students will build on the knowledge and capabilities they have learned in the classroom and in fieldwork, working toward consolidation of the essential competencies. Through case-based learning, students will apply intermediate level professional reasoning skills to a variety of increasingly complex scenarios focused on optimizing occupational performance and engagement across the lifespan.

**OT9692 Occupation Based Inquiry: Advanced (NEW COURSE)**
In this course, students will refine knowledge and capabilities they have learned in the classroom and in fieldwork, working toward consolidation of the essential competencies. Through case-based learning, students will apply advanced level professional reasoning skills to complex scenarios focused on optimizing occupational performance and engagement across the lifespan.

**Modification #4**

The School of Occupational Therapy is proposing to add the following new course into the curriculum:

**OT9522 Occupational Science**
In this course students will gain an understanding of the historical development of occupational science, key concepts, the situated nature of occupation, and relationships between occupational science and occupational therapy. Students will be challenged to consider the possibilities and limitations of dominant understandings of occupation. Students will innovatively consider how occupational science concepts apply to current and future occupation-based practice.

**Modification #5**

The School of Occupational Therapy is proposing to add the following new course into the curriculum:

**OT9621 Occupational Analysis & Engagement: Well-being, Groups, and Counselling**
In this course, students will develop the fundamental skills to design, deliver and evaluate groups, counsel clients and implement wellbeing initiatives to support their clients and their own professional practice. Through experiential learning, students will apply counselling skills and group facilitation strategies to support the occupational performance and engagement of their clients across practice settings.

*Note: Changes to course numbers are intentional so as to follow the proposed schema: ALL 95XX level courses will be delivered in the first year of the program, and ALL 96XX level courses will be delivered in the 2nd year of the program.   The last digit of each course code will indicate the term in which the course is offered wherein 1 = Fall; 2 = Winter; and 3 = Summer. Courses exempt from this schema include OT9500 as it is a unique intense introductory course that students enroll in for the first 3 weeks of the program, and the fieldwork series including (OT9580, OT9581, OT9680, OT9681).*

## Master of Science, Occupational Therapy Map of Proposed Curriculum Renewal 2020

| Current Curriculum | | | | Proposed Curriculum |
|---|---|---|---|---|
| Foundations of OT/OS | 9511 | → | 9500 | Foundations of OT/OS |
| Fieldwork Knowledge in Action Level 1 (Preparation and Placement) | 9580 | → | 9580 | Fieldwork Knowledge in Action Level 1 (Preparation and Placement) |
| Fieldwork Reflection on Action Level 2 (Preparation and Placement) | 9581 | → | 9581 | Fieldwork Reflection on Action Level 2 (Preparation and Placement) |
| Fieldwork Towards Reflection in Action Level 3A (Preparation and Placement) | 9680 | → | 9680 | Fieldwork Towards Reflection in Action Level 3A (Preparation and Placement) |
| Fieldwork Reflection in Action Level 3B (Preparation and Placement) | 9681 | → | 9681 | Fieldwork Reflection in Action Level 3B (Preparation and Placement) |
| Consolidation of Practice Knowledge | 9613 | → | 9613 | Consolidation of Practice Knowledge |
| Intensives | 9662 | → | 9662 | Intensives |
| Enabling Occupation Through Assistive Technology and Environmental Adaptation | 9641 | → | 9641 | Occupational Anaylsis & Engagement: Environment & Occupation |
| Anatomy | 9524 | | | |
| Foundations of Practce | 9512 | → | OT9501 | Foundations of Practice |
| Conditions and Occupational Performance | 9531 | → | OT9531 | Physical Determinants of Occupation and Health |
| Movement in Context | 9532 | → | OT9532 | Occupational Analysis & Engagement: Person & Occupation |
| Mental Heath in Context | 9562 | → | OT9521 | Psychosocial Determinants of Occupation and Health |
| Evaluating Occupation in Context | 9542 | → | OT9552 | Engaging in Occupation: Caring for Self and Others |
| Practice in Context I | 9631 | → | OT9651 | Engaging in Occupation: Leisure and Productivity |
| Practice in Context II | 9642 | → | OT9652 | Engaging in Occupation: Community and Population Level Practice |
| Professionalism II | 9671 | → | OT9671 | Mentorship Experience II |
| Professionalism I | 9571 | → | IPE9801 | IPE Professional Practice |
| | | → | OT9571 | Mentorship Experience I |
| Foundations of Research | 9541 | → | IPE9802 | IPE Critical Appraisal |
| Evidence Informed Practice | 9595 | | | |
| Supervised Research in Occupation | 9695 | → | IPE9803 | IPE Applying Research to Practice |
| Enabling Occupation: Leading Change in a Diverse Context | 9663 | → | OT9622 | Transformative Directions in OT |

**Major Modification #1** (applies to the shaded block above)

**Major Modification #2**

| Ethics and Professional Practice in Context | 9612 | → | (Removal of Course Contnet Embedded across curriculum) |
|---|---|---|---|

**NEWLY Proposed Courses:**

**Major Modification #3**

| | OT9592 | Occupation Based Inquiry: Beginner |
|---|---|---|
| | OT9691 | Occupation Based Inquiry: Intermediate |
| | OT9692 | Occupation Based Inquiry: Advanced |

**Major Modification #4**

| | OT9522 | Occupational Science |
|---|---|---|

**Major Modification #5**

| | OT9621 | Occupational Analysis & Engagement: Well-being, Groups and Counselling |
|---|---|---|

Approximate TOTAL CURRENT **Contact Hours 915**          Approximate TOTAL PROPOSED **Contact Hours 908**

**Master of Clinical Science (MCISc) in Audiology, the Master of Clinical Science (MCISc) in Speech-Language Pathology, the Master of Science in Occupational Therapy (MScOT), and the Master of Physical Therapy (MPT)**

| PROFESSIONALISM COURSES | |
|---|---|
| **Current program** | **Proposed Change(s)** |
| Currently, the Schools of CSD, OT, and PT offer their own mandatory professionalism courses within the first year of each program. Course descriptions for the existing courses are listed below.<br><br>**CSD 9520 (SLP and AUD)**<br>**Professional Practice I:**<br>This is an introductory course in professional and clinical practice in the fields of audiology and speech-language pathology. It will introduce students to the professions of audiology and speech-language pathology, professional competency expectations, professional practice behaviour, reflective practice, regulation of the profession as a health service provider, evidence-based practice and preferred practice guidelines. In addition, the course will prepare students for active participation in the MCISc audiology & speech-language pathology programs at Western, ensuring that students have an introductory understanding of family-centered/client-centered care.<br><br>**OT 9571 Professionalism I:**<br>This is a full course, offered over three terms (biweekly). The course introduces students to the concept of professionalism and to the attitudes and values, competencies and accountabilities associated with being a professional. Students will explore how to enact professional behaviour and responsible practice in relation to the client, the interprofessional team, professional associations, and regulatory bodies.<br><br>**PT 9510a Professional Practice Issues:**<br>This mandatory course will be comprised of lecture/presentations, group discussions in assigned learning teams and case studies preparing the student for professional practice as an autonomous health care practitioner in a multidimensional health care environment. Course material will introduce the student to the Physical Therapy profession, history and regulation; and will assist the student in developing their professional self-awareness. | **IPE 9801: Professional Practice:**<br>The proposed change involves the creation of a single mandatory professionalism course for all CSD, OT, and PT students, offered in the fall of the first year for each of the programs. Common content areas, including interprofessional practice, professional ethics, therapeutic relationships, effective communication, reflective practice, professional boundaries, and cultural safety will be addressed; and the deliverables from the previous courses will be maintained in the creation of the combined proposed course. Discipline-specific material (e.g., professional associations and colleges) will be covered in reading assignments and a single profession-specific lab.<br><br>The new course, **IPE9801:Professional Practice**, will provide an opportunity for students to learn about professionalism with and from their interprofessional peers, with weekly lectures (2 hours each x 10 weeks), and every other week IPE labs (1.5 hours each) comprising of interprofessional small group discussions, case-based learning, and experiential learning activities led and facilitated by faculty members from each School.<br><br>Course Description:<br>This course will prepare students for professional practice as an autonomous regulated healthcare practitioner in ever-changing and complex practice environments.  Students will be introduced to the concepts of professionalism and to the attitudes, values, competencies and accountabilities associated with being a regulated healthcare professional.  Students will develop capabilities for reflective practice, clinical reasoning, and explore how to enact professional behaviours in relation to the client, the interprofessional team, organizational environments, professional associations and regulatory bodies.<br><br>Contact Hours:<br>The contact hours for the proposed IPE Professional Practice course will be similar to the current courses offered by each program. In total, the proposed course will have 27.5 contact hours. |

| CRITIAL APPRAISAL COURSES | |
|---|---|
| **Current program** | **Proposed Change(s)** |
| Currently, the Schools of CSD, OT, and PT offer their own mandatory critical appraisal courses within the first year of each program. Course descriptions for the existing courses are listed below.<br><br>**CSD 9639 Evidence Based Practice for Clinicians:**<br>Evidence-based practice is the conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual clients. The goal of CSD 9639 is to instill in students a career-long desire to seek out high-quality relevant evidence pertinent to clinical questions. To do this effectively, clinicians must be knowledgeable of the variety of sources of information, and have the skill to evaluate the quality of available information.<br><br>The purpose of this course is to provide students with the foundational skills necessary for the integration of research evidence and critical thinking into practice.<br><br>**OT 9541 Foundations of Research:**<br>This course addresses foundational knowledge and skills contributing to the development of students as scholarly practitioners. In this course, students will develop an understanding of the importance and role of research in occupational therapy and gain an in-depth understanding of research needs related to understanding occupation and informing occupational therapy practice. Students will examine various ways that research, theory and practice are linked, and will critically reflect on various models of evidence-based practice in relation to occupational therapy practice. Students will explore the philosophical assumptions underlying qualitative and quantitative methodologies, develop an appreciation of the potential contributions of various types of research, and reflect on their own assumptions and values regarding what they view as credible knowledge and ways of knowing. Students will discuss essential research elements, ethical principles and quality criteria relevant to qualitative and quantitative methodologies and designs, and will begin to develop critical appraisal skills.<br><br>**OT 9595 Evidence-Informed Practice:**<br>Drawing on the foundational knowledge and skills related to research and evidence-based practice developed in OT9541, this course further | **IPE9802: Critical Appraisal:**<br>The proposed change involves the creation of a mandatory critical appraisal course for all CSD, OT, and PT students, offered within the first year of each program (timing of the course within the first year is at the discretion of each School).  In this course, profession-specific content will be delivered at the discretion of each School through online learning modules (modules and learning activities will be assigned on a weekly basis) and profession-specific labs (10 hours in total). Interprofessional content will be delivered in journal club format (6 hours total) at the end of winter term in year 1 for each School. Content areas that were previously addressed within the individual School courses will continue to be addressed in the proposed course and the deliverables will be similar (e.g., journal clubs, critical appraisal of a paper).<br><br>The new course, **IPE 9802:Critical Appraisal**, will be a hybrid course combining online learning and biweekly profession-specific labs (2 hours each, small group discussions, experiential learning activities, etc.).  There will also be two required interprofessional journal clubs offered at the end of winter term in year 1, facilitated by faculty members from the Schools of CSD, OT, and PT.<br><br>Course Description:<br>This course is designed to provide students with the knowledge base and opportunities to develop the skills required to critically appraise a diverse range of research methodologies and clinical literature. Through online modules, in-class discussions and interprofessional education (IPE) journal clubs, students will begin the process of becoming sophisticated consumers of research literature, thus developing the skills required to update their research knowledge bases throughout their careers.<br><br>Course Hours:<br>The number of contact hours for the proposed IPE Critical Appraisal Course will be similar to the contact hours in the current courses offered in each program, however some content for the proposed course will be offered via online modules, in addition to profession specific labs and IPE journal clubs. |

| |
|---|---|
| enhances the development of students as scholarly practitioners. Students will gain in-depth knowledge of a diverse range of research methodologies applicable to the study of occupation and occupational therapy practice. Students will develop expertise in critical appraisal of diverse methodologies and methods through completing critical appraisal topics. In addition, students will gain an understanding of the contribution of various approaches to in-depth reviews to evidence-informed occupational therapy practice, and the elements necessary to conduct various approaches to in-depth reviews.<br><br>**PT 9528y Critical Appraisal and Evidence-Informed Practice:**<br>This course is designed to provide students with the knowledge base and opportunities to develop the skills required to critically appraise the quantitative health care research literature in order to support a rational, evidence-informed physical therapy practice. Minimal exposure to qualitative research will be provided; however, it is important to also consider this source of knowledge to support aspects of practice. | |

## Learning Outcomes

Course learning outcomes from existing courses were blended in the creation of the new course learning outcomes, ensuring professional accreditation standards from each of the regulated health professions are being met.

IPE Professional Practice Course Learning Outcomes:

By the end of this course, students will be able to:
1. Clearly describe ethical principles and how ethics applies to practice.
2. Demonstrate understanding of how to implement professional behaviours during interactions with peers, faculty, clients/patients, families and other members of the (professional) team.
3. Explain and understand the value of respectful listening and effective communication in a variety of interactions with others (i.e., giving and receiving feedback) considering individual and cultural differences.
4. Understand how to develop and maintain therapeutic relationships.
5. Apply reflection as a tool for self-evaluation, professional reasoning and defining areas of opportunity for lifelong learning.
6. Understand the role and value of evidence-based and evidence-informed practice.
7. Articulate professional roles and responsibilities of the interprofessional team and how to support effective team functioning.
8. Understand and apply professional standards of practice as they relate to privacy, confidentiality, consent, and therapeutic relationships/boundaries.

<u>IPE Critical Appraisal Course Learning Outcomes:</u>

By the end of this course, students will be able to:
1. Describe key evidence-based practice/evidence-informed practice principles and application to clinical practice.
2. Describe basic research ethics.
3. Formulate answerable clinical research question(s) from a given scenario.
4. Search and access research literature.
5. Explain key quantitative and qualitative methodologies and relevance to rehabilitation science, including the study design that is optimal for each element of practice.
6. Apply critical appraisal skills on given scholarly information.

<u>REVISED CALENDAR COPY</u>
https://www.uwo.ca/univsec/pdf/academic_policies/admission/law.pdf

**ADMISSION – LAW**

**A. Admission into First Year**
There are two categories for admission into first year, General and Discretionary. The Admission **decisions are made by members of the Admissions** Committee – comprising the **, which is comprised of the Associate Dean (Academic),** Assistant Deans, faculty members and third-year law students will decide how many offers to make in each category. In no case will the number of students admitted in the Discretionary category exceed 25% of the class.

**Deadlines for First-Year Applicants**
Application and Transcripts - November 1 for studies commencing the following September.

Last LSAT score accepted - February test for studies commencing the following September.

**General Category**
Normally, at **At** least a three-year**s of full-time (or equivalent)** undergraduate **university education** degree is required, although the majority of admitted students will have a four-year degree. A competitive candidate will have an overall **undergraduate** average of A- (80%-84%) (GPA 3.7), and an LSAT score above the 80th percentile. The Admissions Committee considers the highest LSAT score and cumulative **undergraduate** GPA **(including grades obtained on academic exchanges)** but gives greater weight to the last two full years of undergraduate university study.

The Admissions Committee considers factors other than **undergraduate** grades and LSAT scores, including employment, personal **and professional** achievements, and success in community **extra-curricular engagement, volunteer activities,** and public service, business, athletics, or the arts **other life experience**. A full course load throughout the candidate's **undergraduate** academic career, enrolment in honors programs, research and writing experience**,** and graduate work are also very positive factors.

**Discretionary Categories**
All applicants **Applicants** who apply in one of three discretionary categories (Aboriginal, Access, **Indigenous,** or Mature) must provide evidence confirming the basis of their application. Three years of full-time (or equivalent) undergraduate university study **(or equivalent, defined as 30 semestered courses)** is required for candidates applying in the Aboriginal or Access **or Indigenous** categories and a minimum of two years of full-time (or equivalent) undergraduate university study **(or equivalent, defined as 20 semestered courses)** is required for Mature candidates. The Admissions Committee may interview applicants in the discretionary categories.

**Aboriginal**
The Faculty of Law recognizes that members of First Nations, Inuit and Métis communities are not represented adequately within the legal profession and, therefore, strongly encourages applications from these groups. Aboriginal candidates may be admitted unconditionally, or subject to the successful completion of the Summer Native Law Program at the University of Saskatchewan. Upon successful completion of the program, credit will be given for Property Law. A competitive candidate will have an overall average of B+ (78% / GPA 3.3) and an LSAT score above the 60th percentile.

**(1) Access**
Access applicants are those whose **undergraduate** academic performance was affected by a proven disadvantage that may include, but is not limited to, cultural, financial, **socio-economic,** medical or physical **barriers,** or a learning disability. Candidates must describe how the disadvantage has affected their **undergraduate** academic record, and provide supporting references and documentation. Applicants with disabilities should provide full documentation from qualified professionals on their disability and its effect on their **undergraduate academic record or LSAT**

**score(s) and indicate whether they received accommodations during their program of study. Candidates must show evidence of potential to succeed at law school. This requires at least one year of competitive grades among three years of full-time undergraduate university study. Special consideration for LSAT scores is given only where there is a causal connection between the disadvantage claimed and the LSAT performance.** ~~academic record or LSAT score. A competitive candidate will have an overall average of B+ (78% - GPA 3.3) and an LSAT score above the 65th percentile.~~

**(2) Indigenous**
**The Faculty of Law recognizes that members of First Nations, Inuit and Métis communities are not represented adequately within the legal profession and strongly encourages applications from these groups. Indigenous candidates may be admitted unconditionally, or subject to the successful completion of the Indigenous Law Centre Summer Program at the University of Saskatchewan. Upon successful completion of the Program, credit will be given for Property Law.**

**(3) M**ature
Mature candidates must have at least five years of non-university experience since leaving high school, **which need not be consecutive,** and must have attended university for **a minimum of** two years ~~or possess a university degree. A competitive candidate will have an overall average of B+ (78% / GPA 3.3) and an LSAT score above the 65th percentile~~.

**EXTENDED-TIME JD PROGRAM**
The Extended-Time JD Program is available to students who have been admitted to the JD Program. The program is designed for students who cannot manage a full-time program. ~~Application to the Extended-Time JD Program should be made at the same time as the application for admission to first year law. Applicants are required to meet the existing admissions criteria. In addition, all applicants must establish that it would be very difficult to attend law school full-time~~ because of family responsibilities, health issues, disabilities, financial necessity, or other special circumstances. ~~A statement outlining why a student may not be able to carry a full course load should be included~~ **These should be discussed** in the Personal Statement.

~~Incoming first-year students in the Extended-Time JD Program are required to take Orientation to Law and the Legal System, Legal Research, Writing and Advocacy, and two core courses.~~

Students in the Extended-Time JD Program are required to ~~complete the~~ **take Legal Research, Writing and Advocacy, a small-group core course, and one or two additional core courses in their first year of study. The balance of the first-year JD curriculum must be completed in the second year of study. The** program **must be completed** within six years. ~~Students will be~~ **Extended-Time students are** allowed to transfer to full-time attendance and full-time students who meet the eligibility criteria **are** ~~will be~~ allowed to transfer into the **Extended-Time** ~~extended time~~ program.

Extended**-Time** ~~time~~ students are eligible for any entry scholarships or bursaries that are not restricted to full-time students, as well as any prizes or awards in individual courses.

~~**Candidates from Accredited Degree-Granting Institutions**~~
~~Candidates with acceptable standing at accredited degree-granting institutions may be considered for admission provided that the content of studies completed is equivalent in content to the courses offered by Western, and to the requirements of the program to which the student has applied. The university will review other candidates on an individual basis. Admission in all cases is competitive.~~

**B. Admission to Upper** ~~Second and Third~~ **Year**
There are three categories of applicants for admission to **upper** ~~second or third~~ year: Transfer, Advanced Standing and Letter of Permission. ~~All upper-year applicants apply to the Faculty of Law through the Ontario Law School Application Service. An LSAT is required for all upper-year applicants.~~ The Faculty of Law does not admit National Committee **on** ~~of~~ Accreditation candidates.

A major consideration in ~~the~~ admission**s for upper-year applicants** is the availability of places in the Faculty. **A competitive upper-year applicant will generally have a B average, or higher, in law school to date. Given the limited number of spaces that are available, primary consideration will be given to the most competitive applicants and those applicants who, for compassionate reasons, seek a transfer to Western University.**

~~Applicants seeking admission to the second or third year of the program must submit: complete official transcripts of all university work undertaken; the results of the LSAT; and two letters of reference from the applicant's law professors. Official transcripts must be sent directly from each university attended by the applicant to the Ontario Law School Application Service.~~

~~**Deadline for Second Year Applicants:**~~
~~Application and transcripts - May 1 for studies commencing the following September.~~

**(1) Transfer ~~Applicants~~**
Students currently enrolled in ~~the~~ first year at another Canadian law school may be admitted to the second year of the program as transfer students. If admitted, ~~applicants~~ **candidates** who successfully complete the last two years of the program will be eligible to receive the Juris Doctor **degree from Western University.** ~~(JD) from Western University. Given the limited number of spaces that are available, consideration will be given to the best qualified applicants and those applicants who, for compassionate reasons, seek a transfer to Western University.~~

**(2) Advanced Standing**
Students who have successfully completed part or all of their legal education outside Canada may be considered for admission with advanced standing. Except in extraordinary circumstances, a student will not receive more than one year's advanced standing. If admitted, ~~students will be required to satisfy~~ **candidates who successfully complete** the **last two years of the** program ~~requirements of the Faculty. Upon successful completion of the program, students are~~ **will be** eligible ~~for~~ **to receive** the ~~degree of~~ Juris Doctor **degree** ~~(JD)~~ from Western University. The granting of advanced standing and the extent of credit to be given are at the discretion of the Admissions Committee.

**(3) Letter of Permission**
Students currently enrolled at a Canadian law school can apply to study for one academic year at Western on a **Letter of Permission prescribing a program of courses approved by their current law school. Students who have been granted permission to study on a Letter of Permission do not receive the Juris Doctor degree from Western University.** ~~letter of permission. Typically, these requests are made by second-year students, seeking to study at Western in their third year~~.

~~Transcripts should be sent directly from the undergraduate institution and law school to Student Services (Admissions), Faculty of Law, Western University, London, Ontario, N6A 3K7~~

~~Students who have been granted permission to register on a letter of permission do not receive the Juris Doctor degree from Western University.~~

**C. Law School Admission Test (LSAT)**
The Law School Admission Test is required for all applicants, although the LSAT need not have been written before applying.

For first-year applicants, the ~~February LSAT is~~ **Admissions Committee will determine, on an annual basis,** the latest acceptable test session for admission the following September**.** ~~; and~~

For upper-year applicants **and internal Western University combined-degree applicants**, the June LSAT is the latest acceptable test session for admission the following September.

Details about the LSAT, including ~~registering~~ **how to register** for the test, may be found at [www.lsac.org](http://www.lsac.org).

Test centres are located in major cities in Canada and the United States, as well as in many other countries. The test is usually given four times a year in most Canadian Centres - in June, October, December and February.

**D. English Requirements**
Each student granted admission to Western must be proficient in spoken and written English.

Applicants for whom English is not a first language are required to achieve a satisfactory score on one of the following tests,. **within the last two years: Test of English as a Foreign Language (TOEFL) or the International English Language Testing Service (IELTS) of the British Council. Application forms and additional information may be obtained from the TOEFL and IELTS websites. Acceptable scores for Western Law are available at www.law.uwo.ca.**

Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). This test is offered on several dates in a number of places in Canada, the United States and elsewhere. The TOEFL/TWE Bulletin of Information and registration material may be obtained from:

Test of English as a Foreign Language
Box 899-R
Princeton, New Jersey
08541, USA
http://www.ets.org/toefl

Michigan English Language Assessment Battery (MELAB). This test is offered in Canada, the United States and elsewhere. Arrangements can be made by contacting:

The English Language Institute
University of Michigan
Ann Arbor, Michigan
48104, USA
http://www.cambridgemichigan.org/melab

International English Language Testing Service (IELTS). This test is offered in British Council Offices outside Canada and the United States. Arrangements can be made by contacting the British Council Office or:

The IELTS Liaison Officer
British Council
10 Spring Gardens
London, England
SW1A 2BN
http://www.ielts.org

It is the responsibility of the applicant to submit proof of English proficiency, as stated above, to the Admissions Office before an offer of admission can be made.

**E. Undergraduate Education Requirements**
**In assessing undergraduate education requirements, consideration will generally be given only to those candidates with acceptable standing at accredited degree-granting institutions where the content of studies completed is equivalent in content to the courses offered by Western, and to the requirements of the program to which the student has applied. In appropriate circumstances, the university will review other candidates on an individual basis. Admission in all cases is competitive.**

**ADMISSION PROCEDURE**
**A. F. Application Procedure**
All Ontario law school applications **– for both first-year and upper-year applicants –** are processed through the Ontario Law School Application Service (OLSAS). For full details about the application process and the Faculty of Law's specific requirements please consult the OLSAS **Application Guide** Instruction Booklet, available at: www.ouac.on.ca/olsas

Ontario Law School Application Service
Ontario Universities' Application Centre
170 Research Lane
Guelph, Ontario
N1G 5E2
Telephone: 519-823-1063
Fax: 519-823-5232
E- mail: olsas@ouac.on.ca
Web: www.ouac.on.ca/olsas

The completed common application form must be received by OLSAS on or before November 1 11:59 pm EST for first year and on or before May 1 11:59 pm EST for second or third year for studies commencing the following September.

**Application Deadlines**

**For First-Year Applicants:  November 1 (11:59 EST) for studies commencing the following September.**

**For Upper-Year Applicants:  May 1 (11:59 EST) for studies commencing the following September.**

For further information, please contact**:** the admission office.

Faculty of Law **Admissions Office**
Room 222 - Josephine Spencer Niblett Building
Western University
London, ON N6A 3K7
519-661-3347

**lawapp@uwo.ca**
**http://www.law.uwo.ca**

**JD/HBA** COMBINED-DEGREE **UNDERGRADUATE** PROGRAM**S**

**G. Admission to** the **Combined Undergraduate-Degree Programs: HBA/JD and BESc/JD Students may apply to the Faculty of Law directly for admission to one of two undergraduate combined-degree programs (HBA/JD with the Ivey School of Business and BESc/JD with Western's Faculty of Engineering) by May 1 following the HBA1 year of study or Year 3 of Engineering, as the case may be.**

**Applicants must meet Faculty of Law admission requirements. Generally, a competitive HBA/JD applicant will have a cumulative average of 80% or more in HBA1 and a competitive BESc/JD applicant will have a cumulative average of 80% or more across all three years of study. An LSAT score above the 80th percentile is considered competitive for all combined-degree candidates.**

Students must apply to the Faculty of Law for admission to the combined program. They may apply after they have been admitted to the HBA program until May 1 following completion of HBA1. Early applicants may be granted conditional admission. All applicants must meet Faculty of Law admission requirements. To be eligible for the combined program, students must have a cumulative, weighted average of 80.0% in

HBA1. In addition, candidates must meet the minimum LSAT requirement established by the Faculty of Law Admissions Committee.

Entrance into ~~the~~ **a** combined-degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in ~~the~~ **a** combined program.

**JD/MBA COMBINED DEGREE PROGRAM**

**H. Description**
**The combined JD/MBA program is administered jointly by the Faculty of Law and the Ivey Business School.  It provides an exceptional education for highly-motivated, talented students capable of managing the demands of two intensive programs simultaneously. Students are expected to have a minimum of two years of quality work experience prior to beginning the program.  The program begins with the Business Essentials component of the MBA from March to August prior to first-year Law. Because the JD/MBA program starts in March, applicants must have taken the LSAT by the preceding November at the latest.  Both degrees are completed in 38 months instead of the four academic years that would be required if the degrees were completed separately.**

~~The combined JD/MBA program is administered on behalf of the Richard Ivey School of Business and the Faculty of Law by the two Program Directors, one of whom is appointed by the Business School and the other by the Faculty of Law. This combined program is designed for students who envision a career in those areas where business and law interact, and has a maximum enrolment of 10% of the MBA class entering in the spring cohort. The program allows students to complete both the JD and MBA degrees in three academic years instead of the normal four years required if the JD and MBA degrees are taken separately.~~

**Admission**
**Applicants to the JD/MBA combined program must apply separately:**
**1.  to the Faculty of Law, through the Ontario Law School Application Service, by November 1; and**
**2.  to the Ivey Business School, directly, by early January.**
**Additional details may be found at: www.ivey.uwo.ca/mba/academics/combined-jdmba-degree/**

~~**Admission**~~
~~Applicants to the combined program must apply separately for admission to the JD and the MBA programs by the deadlines established for the Faculty of Law (November 1) and the Richard Ivey School of Business. A joint committee appointed by the Faculty of Law and the Richard Ivey School of Business decides whether applicants who are admitted to both programs and who have indicated that they wish to be considered for the combined program will be admitted to it. An applicant may seek admission to the combined program either when applying for admission to the two individual programs or during the first year of the JD program. However, as enrolment is limited, students who apply to enter the program after completion of the first year of the JD program have no assurance that they will be admitted to the combined program~~

~~**Application Information**~~
~~A completed application for admission to the JD/MBA program consists of three parts:~~

~~1.        An application to the Faculty of Law for admission to the JD program.~~
~~DEADLINE*     FEBRUARY 1.~~

~~2.        An application to the Richard Ivey School of Business for admission to the MBA program.~~
~~Prerequisite:  Undergraduate degree.~~
~~DEADLINE*     JULY 1 (for applicants in Canada and the United States)~~
~~MAY 15 (for applicants outside Canada and the United States)~~

~~3.        An application to the JD/MBA program.~~

DEADLINE*	APRIL 1.

Application forms for the joint program are available from the Admissions Officer of the Richard Ivey School of Business and should be submitted to that School.

The only entry date for the JD, MBA or JD/MBA programs is in September of each year.

There are two possible routes leading to a completed application for the JD/MBA program. An applicant may submit all three applications prior to first year, meeting all deadlines above. Alternatively, an applicant may submit an application for admission to first year studies in either the JD or MBA program and, if admitted, submit the remaining applications during that year. However, as enrolment is limited, students who apply to enter the program after the completion of one year in either the JD or MBA program have no assurance that they will be admitted to the joint program.

<u>REVISED CALENDAR COPY</u>
https://www.uwo.ca/univsec/pdf/academic_policies/admission/medicine_MD.pdf

**ADMISSION – MD PROGRAM**

*This part of the policy remains unchanged*

**ACCESS Pathway**
The Schulich School of Medicine & Dentistry recognizes that some applicants may have faced barriers on their path to applying to medicine, and as part of its commitment to inclusivity and equity, it wishes to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants.

The ACCESS pathway is for those applicants who have been adversely impacted by circumstances that created a disadvantage. These may include medical, sociocultural, and/or financial barrier(s).
Those who apply through the ACCESS pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream (link). The MCAT criteria are re-set annually based on the competitiveness of the applicant pool.

In your application, you must:
- Describe why you are applying in this pathway;
- Provide supporting documentation regarding your barrier;
- Provide a written statement on how you have adapted to and/or overcome your barrier and your potential for success in medical school; and
- For applicants with a medical and/or financial barrier, provide all of the documentation outlined below.

<u>Medical barrier</u>
A medical barrier is defined as a disability and/or life-threatening illness affecting an applicant during their university education. Students with medical barriers are encouraged to apply if they have the skills and abilities to successfully meet the essential requirements of a medical degree. As well, students must have the skills and abilities to ensure their own safety and the safety of the patients they interact with and care for during their medical training. These skills and abilities are outlined in the "*Essential Skills and Abilities Required for the Study of Medicine*" document approved by the Council of Ontario Faculties of Medicine (COFM).

To be considered for the ACCESS pathway because of a medical barrier, an applicant MUST provide ALL of the following supporting documentation for a reasonable assessment:

1. Official documentation on whether accommodations were provided and the nature of these accommodations for writing the MCAT. (If no accommodations were provided for writing the MCAT, please state this to us.)
2. Official documentation on whether accommodations were provided and the nature of these accommodations for their university learning. (If no accommodations were provided, please state this to us.)
   and
3. Official documentation by a licensed professional on how their illness and/or disability impacts/impacted their learning and/or the learning of others (note that although disclosing the name of a diagnosis is not required, the committee will require sufficient information on the impact of the illness and/or disability on your educational experience).

Applicants to Schulich School of Medicine & Dentistry who have disabilities and wish to discuss requests for accommodations will be advised to contact Accessible Education at ssd@uwo.ca or 519-661-2147.

<u>Financial barrier</u>
We recognize that many students work part-time. However, to be considered as having a *financial* barrier, an applicant MUST have been working at least 20 hours per week during each academic year

(September to April) for at least 2 academic years, where 1 year is engaged in full-time studies at an appropriate course level and load (as outlined in our GPA requirements).

To be considered for the ACCESS pathway because of a financial barrier, an official letter from the employer(s) must be provided clearly outlining the hours and dates employed as they relate to the above definition of financial barrier.

It is the applicant's responsibility to ensure that all relevant documentation is provided.
As is customary with all applications, Schulich Medicine reserves the right to verify supporting documentation. Falsification or misrepresentation of information will result in removal of the application from consideration and will preclude them from being considered in any future applications to the University.

This documentation will be reviewed holistically by a Sub-Committee of the Medicine Admissions Committee. There are no fixed seats or quotas. Those who apply through the ACCESS pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream annually. Applicants through the ACCESS pathway must meet all other Admission requirements as the Southwestern Ontario stream and general stream applicants. Applying through this pathway does not automatically guarantee granting of MCAT flexibility nor guarantee admission.

**Medical Military Training Program (MMTP) Pathway**
**The Schulich School of Medicine & Dentistry recognizes that some applicants may have faced barriers on their path to applying to medicine, and as part of its commitment to inclusivity and equity, it wishes to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants. The Schulich School of Medicine & Dentistry also recognizes that there is a critical shortage of medically trained personnel who will serve our Canadian Armed Forces.**

**The Medical Military Training Program (MMTP) pathway is for those applicants who are current active members of the Canadian Armed Forces for a minimum of 12 months prior to the application deadline.**

**Those who apply through the MMTP pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream (link). The MCAT criteria are re-set annually based on the competitiveness of the applicant pool.**

**To be eligible for the MMTP pathway, you must:**
- **Be an active member of the Canadian Armed Forces for a minimum of 12 months prior to the application deadline**
- **Consent to have verification of your application with the Canadian Armed Forces**
- **Be eligible and approved to receive funding of your medical school tuition by the Canadian Armed Forces (If you are not approved for funding by the Canadian Armed Forces, you will be considered within the general stream application process and must meet all general stream admissions requirements).**

**It is your responsibility to ensure that all relevant documentation is provided.**

**We reserve the right to verify elements of your application. Falsification or misrepresentation of information will result in removal of the application from consideration and may be considered in any future applications to the University.**

**There is a maximum of 3 supernumerary seats funded by the Canadian Armed Forces for this pathway. Applicants through the MMTP pathway must meet all other Admission requirements as the Southwestern Ontario stream and general stream applicants. Applying through this pathway does not automatically guarantee granting of MCAT flexibility nor guarantee admission.**

*The remainder of the policy is unchanged*

REVISED CALENDAR COPY
https://www.uwo.ca/univsec/pdf/academic_policies/admission/medicine_MD.pdf

**ADMISSION – MD PROGRAM**

*This part of the policy remains unchanged*

**ACCESS Pathway**

*This part of the policy remains unchanged*

**Medical Military Training Program (MMTP) Pathway[1]**

*This part of the policy remains unchanged*

**Kuwait Pathway**
**Western University wishes to promote the development of International connections and training of International students across Faculties, including the Schulich School of Medicine & Dentistry. To address this vision, the Schulich School of Medicine & Dentistry has started International discussions with countries where there already are partnerships with the Postgraduate Medical Education program. One such partnership is with Kuwait, and thus, Schulich Medicine will be offering a Kuwait pathway to allow for undergraduate medical training of their qualified students as future physicians through the allocation of supernumerary seats.**

**To be eligible for the Kuwait pathway, you must:**
- **Have Kuwait citizenship**
- **Not be a Canadian citizen or permanent resident of Canada**
- **Be eligible and approved to receive funding of your medical school tuition by the Kuwait Cultural Bureau (If you are not approved for funding by the Kuwait Cultural Bureau, you will not be considered for a seat).**
- **Have completed your undergraduate degree within an accredited North American University, where your transcript will clearly outline course load and course levelling.**

**It is your responsibility to ensure that all relevant documentation is provided.**

**We reserve the right to verify elements of your application. Falsification or misrepresentation of information will result in removal of the application from consideration and may be considered in any future applications to the University.**

**There is a maximum of 3 supernumerary seats funded by the Kuwait Cultural Bureau for this pathway. Applicants through the Kuwait pathway must meet all other Admission requirements as the general stream applicants. Applying through this pathway does not automatically guarantee admission.**

*The remainder of the policy is unchanged*

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[1] Pending Senate approval on May 8, 2020

REVISED CALENDAR COPY

https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20869&Keywords=honours%20specializati
on%20in%20history&SelectedCalendar=Live&ArchiveID=

**HONOURS SPECIALIZATION IN HISTORY**
Humanities, School of

**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 **at least** ~~1.0~~ **0.5** course **in History 1000-1999**, ~~from History 1201E, History
1401E, History 1404E, History 1601E, History 1801E, History 1803E, History 1805E or the former History
1403E and 2.0 additional courses,~~ with no mark in these principal courses below 60%.

**Module**
9.0 courses

1.0 course from: History 2201E, History 2205E*.
~~2.0~~ **1.0** course~~s~~: ~~History 2301E,~~ History 2403E*.
~~2.0~~ **3.0** courses in History at the 2200 level or above. 1.0 course taken at the 2100 level can be counted if
the student achieves a grade of 75% or higher.
~~2.0~~ **3.0** courses in History at the 3000 level or above.
~~2.0~~ **1.0** course~~s~~ in History at the 4000 level ~~of~~ **or** above.

* ~~2.0 of t~~ **T**hese courses must be taken before year 3. To be eligible to progress in the Honors History
program, 70% is required in ~~2.0 of~~ the mandatory courses (~~History 2301E and~~ History 2403E and
either History 2201E or History 2205E).

REVISED CALENDAR COPY

https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20870&Keywords=specialization%20in%2
0history&SelectedCalendar=Live&ArchiveID=

**SPECIALIZATION IN HISTORY**
Humanities, School of

**Admission Requirements**
Completion of first year requirements, including ~~1.0~~ **at least 0.5** course **in History 1000-1999**
~~from History 1201E, History 1401E, History 1404E, History 1601E, History 1801E, History 1803E, History
1805E, the former History 1403E~~ with a minimum mark of 60%.

**Module**
9.0 courses

1.0 course from: History 2201E, History 2205E*.
~~2.0~~ **1.0** course~~s~~: ~~History 2301E,~~ History 2403E*.
~~3.0~~ **4.0** courses in History at the 2200 level or above. 1.0 course taken at the 2100 level can be counted if
the student achieves a grade of 75% or higher.
3.0 courses in History at the 3000 level or above.

* ~~2.0 of t~~ **T**hese courses must be taken before year 3.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20867&Keywords=minor%20in%20history&SelectedCalendar=Live&ArchiveID=

**MINOR IN HISTORY**
Humanities, School of

**Admission Requirements**
Completion of first year requirements, including **at least** ~~1.0~~ **0.5** course **in History 1000-1999** ~~from History 1201E, History 1401E, History 1404E, History 1601E, History 1801E, History 1803E, History 1805E or the former History 1403E~~ with a minimum mark of 60%.

**Module**
4.0 courses

1.0 course from: History 2201E, History 2205E*.
1.0 courses: ~~History 2301E,~~ History 2403E*.
1.0 courses in History at the 2000 level or above.
1.0 courses in History at the 3000 level or above.

* These courses must be taken before year 3.


REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20865&Keywords=major%20in%20history&SelectedCalendar=Live&ArchiveID=

**MAJOR IN HISTORY**
Humanities, School of

**Admission Requirements**
Completion of first year requirements, including **at least** ~~1.0~~ **0.5** course **in History 1000-1999** ~~from History 1201E, History 1401E, History 1404E, History 1601E, History 1801E, History 1803E, History 1805E or the former History 1403E~~ with a minimum mark of 60%.

**Module**
6.0 courses

1.0 course from: History 2201E, History 2205E*.
~~2.0~~ **1.0** courses: ~~History 2301E,~~ History 2403E*.
~~1.0~~ **2.0** courses in History at the 2200 level or above. 1.0 course taken at the 2100 level can be counted if the student achieves a grade of 75% or higher.
2.0 courses in History at the 3000 level or above.

* ~~2.0 of t~~**T**hese courses must be taken before year 3.

**Western** UNIVERSITY · CANADA

# HISPANIC STUDIES
## Final Assessment Report & Implementation Plan
## February 2020

| | |
|---|---|
| **Faculty / Affiliated University College** | Faculty of Arts and Humanities |
| **Degrees Offered** | MA, PhD |
| **Date of Last Review** | 2012-2013 |
| **Approved Fields** | Previous Fields <br> 1. Hispanic Literatures and Cultures (Medieval to Baroque) <br> 2. Hispanic Literatures and Cultures in the Age of Globalization <br> 3. Linguistics and Languages in Contact <br><br> New Fields <br> 1. Literature and Culture <br> 2. Linguistics <br><br> *To be displayed on transcript and parchment* |

| | | |
|---|---|---|
| **External Consultants** | Lara Reglero, | Associate Professor, Florida State |
| | Donna Rogers | Academic Dean, Algoma University |
| **Internal Reviewer** | Lina Dagnino | Professor Physiology & Pharmacology |
| | Aisha Freeman | PhD Candidate Biochemistry |

| | |
|---|---|
| **Date of Site Visit** | November 21- 22, 2019 |
| **Date Review Report Received** | December 9, 2019 |
| **Date Program/Faculty Response Received** | Program response, January 13, 2020 <br> Dean's response January 26, 2020 |
| **Evaluation** | **Good Quality with Report Due September 2022** |
| **Approval Dates** | SUPR-G: April 13, 2020 <br> SCAPA: April 29, 2020 <br> Senate (FYI only): May 8, 2020 |
| **Year of Next Review** | Year of next cyclical review – 2027-2028 |

**Overview of Western's Cyclical Review Assessment Reporting Process**
In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Hispanic Studies Graduate Programs (Ma and PhD) delivered by the Faculty of Arts and Humanities.

This Final Assessment Report (FAR) considers the following documents:
- the program's self-study,
- the external consultants' report,
- the response from the Hispanic Studies Graduate Program Chair, and
- the response from the Dean, Faculty of Arts & Humanities.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external consultants, noting those recommendations that require attention.

The Implementation Plan details the recommendations from the Final Assessment Report that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. It is publicly accessible on Western's IQAP website.

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to Western's Faculty of Arts & Humanities, the Hispanic Studies graduate program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

**Executive Summary**
The Department of Languages and Cultures offers two interdisciplinary graduate programs in Hispanic Studies: the MA (offered since 1967) and the PhD (offered since 2005). While the MA is currently a two-year program, the program successfully proposed a change to a 3-term program, effective Fall 2020. The PhD is a four-year program.

Both MA and PhD programs were last reviewed with Good Quality in 2013.

In 2019, the Graduate program undertook an extensive self-study that included looking back at their 2013 cyclical review report, and examining their program offerings, faculty and physical resources, research, and student progress and times to completion. The graduate faculty members discussed plans for the future, all of which can be found in Volumes I and II as submitted.

The School of Graduate & Postdoctoral Studies (SGPS) selected the external review committee with two external experts from Florida State and Algoma Universities and completed the Review Committee with a PhD student and internal university reviewer, Dr. Lina Dagnino. Following the site visit, the two external reviewers submitted their report to SGPS.

This summary assessment report is hereby submitted to the Senate Subcommittee on Program Review - Graduate (SUPR-G) by Dr. Dagnino.

In brief, the Hispanic Studies graduate programs (Master's and PhD) were seen to be highly satisfactory in terms of curriculum, quality of students, and faculty supervision/research. The following provides a more extensive assessment of the graduate programs.

**Summary of the Self-Study – Volume I**

**Strengths identified by the Hispanic Studies Graduate Programs** (summarized from the self-study brief)

The Hispanic Studies graduate programs have developed an identity based on Transatlantic Studies that is unique in the Canadian university setting. The transatlantic methodology consists of the study of relationships within the diverse and geographically expansive Spanish-speaking world. Through the analysis and study of literary texts, cultural artifacts, and an array of linguistic phenomena, both programs provide a forum for advanced study and research in the Hispanic World.

The student experience encompasses language, culture, research, teaching, extra-curricular activities, and community engagement, and provides students with the skills they need to find a rewarding career in a multicultural world. Hispanic Studies at Western University covers a wide array of interests, intersecting with digital humanities, film, music, and visual arts, intermediality and interartistic relations, literature, and linguistics.

The program is innovative in research and pedagogy. Its vibrant global community includes domestic and international students. Graduate students in Hispanic Studies come to Western University from a wide array of countries, including Chile, Colombia, Cuba, Ecuador, Mexico, Spain, Uruguay, Venezuela, Brazil, China, Egypt, Ghana, Indonesia, India, Iran, Ivory Coast, Jamaica, the United States, and beyond. Our domestic students come mainly from Southwestern Ontario. The intellectual and professional development of Hispanic Studies graduate students is nurtured and supported by Western faculty members and staff. Both the MA and PhD programs have generated success, innovation, and visibility on the national and international level, as demonstrated in their self-study. With continued institutional support, and careful internal monitoring for growth and curriculum planning, the Hispanic Studies graduate program at Western University has a firm basis to be a leading program in North America.

**Concerns Identified by the Hispanic Studies Graduate Programs**

The program outlined two concerns that may impact the future of the program. Hispanic Studies has developed a strong record of graduate success as shown in the accompanying documents, and the program faculty members plan to address the following concerns so that it can continue to thrive.

Student funding
1. This year, Hispanic Studies was the only master's-level program in the Faculty of Arts and Humanities at Western to receive funding for incoming international students. The programs have relied on this funding to attract excellent applicants and there is a concern that this funding will not be available in the future.
2. The Ontario Ministry of Education has paused the annual Ontario Trillium Scholarship program in 2019, which served as a recruitment tool for international students.
3. The OGS funding caused concern in the previous year in that the institutional allocations were not released until May 9, 2019.

Faculty Complement
1. One faculty member recently resigned and another accepted a retirement offer. There is a concern that these faculty members will not be replaced which puts the remaining graduate faculty under pressure. Specifically, the linguistics section of the graduate program is struggling with the loss of these faculty members.

**Innovative Features** (selected)
- partnership with the Linguistics undergraduate and MA programs within French Studies
- Linguistics faculty supervise Hispanic Studies students and Hispanic Studies faculty supervise Linguistics students; graduate students may take some of their coursework in linguistics to strengthen their background
- Students participate in the CulturePlex Lab (http://www.cultureplex.ca), a digital humanities lab attached to the Department of Languages and Cultures.
- The graduate program in Hispanic Studies is housed in the Department of Languages and Cultures along with the graduate program in Comparative Literature and the two programs and their respective faculty members and students often collaborate. Courses are cross-listed, and faculty members participate in supervision, and in advisory and examination committees.
- A number of faculty members are associated with Collaborative Specializations in Environment and Sustainability, Transitional Justice and Post-Conflict Reconstruction, and with the Departments of Women's Studies and Feminist Research, Film Studies, and Computer Science.
- The graduate program in Hispanic Studies hosts an open-access, yearly peer-reviewed journal, founded and edited by Hispanic Studies graduate students since 2011, *Entrehojas: Revista de Estudios Hispánicos* (https://ojs.lib.uwo.ca/index.php/entrehojas/about) with about 20,000 downloads.
- Many graduate students are non-English native speakers. The English language proficiency requirement is an exit milestone for both the MA and PhD program which is important professional development for students and broadens their employment opportunities upon graduation.

- Western is a certified centre for the SIELE examination and certification[1] (1 of only 5 test centres in Canada), which is housed in the Hispanic Studies program.

**Review Process**

During the external review, the review committee, comprised of two external reviewers, one internal reviewer and a doctoral student, were provided with Volume I and II in advance of their visit and then met over two days with the
- Vice Provost of the School of Graduate & Postdoctoral Studies
- Vice Provost of Academic Planning, Policy and Faculty
- Dean of the Faculty of Arts & Humanities
- Associate Dean, Graduate, of the Faculty of Arts & Humanities
- Chair, Department of Modern Languages
- Graduate Chair, Hispanic Studies
- Graduate Faculty, Hispanic Studies
- Associate Chief Librarian
- Master's Students
- Doctoral Students

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Graduate Chair and the Dean for review and response.

These formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report of the Hispanic Studies Graduate Programs, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer.

**Summative Assessment – External Reviewers' Report**

**Strengths of the Program**

***Learning Outcomes***
- Clarity of Learning Outcomes as well as their measurability
- Congruence and alignment of the Learning Outcomes to the GDLEs, Western's Strategic Plan, the FAH Academic Plan and the programs' curricula

***Graduate Faculty***
- Competent and highly dedicated graduate faculty

***Faculty Research***
- Cutting-edge research output of graduate faculty in peer-reviewed publications as well as professional outlets such as documentaries

***Supervision***
- Evidence of excellent supervisory practices although the supervision load seems heavy

***Students***
- Admission standards are high
- Good quality of students in the program

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[1] SIELE is the Servicio Internacional de Evaluación de la Lengua Española which certifies  Spanish language proficiency for students and professionals.

- "Remarkably" rich and unique cultural diversity

### Program Structure
- Doctoral students at Western are able to complete in 4 years, whereas 5 years is the norm at comparable institutions

### Innovative Aspects
- CulturePlex Lab
- Integration with numerous collaborative programs and departments at Western
- Course design
- TA and RA-ships
- International agreements with other universities
- Visiting professors and scholars
- Internships arranged through SGPS

### Resources
- Physical space
- Adequate funding for graduate students

**Areas of Concern Identified:**

### Supervision
- Uneven supervisory loads

### Master's Program
- Concern re completion times for master's students as program moves to a duration of 3-terms

### Program Structure
- Transatlantic Seminar -
- Defining a clear sequence of courses throughout the program
- Program planning for students

**Resources**
- Faculty: unclear if there is a sufficient number of linguistics faculty to maintain the field
- Space: require additional linguistics labs

The following are the reviewers' recommendations in order as listed by the external reviewers.

| Reviewers' Recommendation | Program/Faculty Response |
|---|---|
| Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below. | Please note that in the decanal report, the Dean has only commented on #1 and assigns the responsibility for addressing the remaining recommendations to the program. |
| 1. **\*That the University make a senior tenured appointment in Linguistics within Hispanic Studies (**focus on syntax and morphology) | <u>Department</u>: The status quo for the Linguistics field is not sustainable without a new appointment<br><br><u>Dean</u>: "As we prepare our plans beyond the 2022 horizon, the Dean will be asking the Department to prepare a plan to support the hiring of faculty in this area – if that is the Department's general wish. These issues must be addressed through the University's (and Faculty's) planning process." |
| 2. **Seek to distribute supervisory loads more evenly, and/or seek to reduce them slightly (for example, by reducing the 2 course designs to 1 course design [specialized course only]).** | Students are supervised by full-time faculty and are only admitted when accepted by a supervisor who is responsible for considering their load when accepting a student. |
| 3. **\*Whenever possible within the budget constraints of A&H, maintain at least current levels of funding for international graduate students in Hispanic Studies.** | Agreed |
| 4. **\* Conduct a thorough review of the learning outcomes, viability and sustainability of the Transatlantic Seminar, taking into consideration the changes to the M.A. program and the status of the Linguistics track.** | The Graduate Committee will review the viability of this long-standing and distinctive component of the program with the awareness that it is this Seminar that sets Western's program apart from other graduate programs. |
| 5. **Enhance efforts to recruit M.A. students from among graduates of the undergraduate degree program.** | The program developed a pro-active recruitment plan for undergraduates in 2017. Assessment of the strategy has been to implement the 3-term master's program. |
| 6. **\* Starting in September 2020, carefully monitor time to completion for students entering the 1-year M.A. program. If necessary, adjust program to ensure that the promise of completion in 1 year can be satisfied.** | This is planned beginning in September 2020. |
| 7. **\* Offer a more clearly defined sequence of courses, and whenever possible try to offer sequenced introductory and advanced** | Due to limited faculty and the use of contract faculty, it is difficult to clearly define courses but it is something we will consider |

| | |
|---|---|
| **courses in the same subject.** | implementing in the future. |
| 8. **Advise students when they enter the program what courses they should plan to take throughout it.** | Students are advised before entry as to the courses they can take with clear explanation of required and elective courses. Students meet annually with the Graduate Chair to discuss student progress, which includes the coursework. The Department is currently creating a visual chart to explain curricular requirements more clearly. |
| 9. **Explore physical space options for linguistics labs (possibly in collaboration with French/Linguistics.** | There is appropriate access to the labs for students and faculty when University College is open. There is also some equipment that can be signed out. There is no plan to create a new lab unless a faculty member secures a research grant to do so. |
| 10. **Continue monitoring completion rates for students in all degree options.** | Monitoring completion rates is always ongoing and as noted in the report, our completion rates are highly satisfactory. |
| 11. **Discuss alternative plans/options (as possible) with students before they make the decision to withdraw from the program.** | Students who are discussing withdrawal always have personal counselling and are informed that they will be reinstated into the program if they reapply within two years. In the past, statistics indicate that many who have withdrawn for financial or personal reasons have returned and completed their studies. |
| 12. **Hispanic Studies and the Department should plan for an orderly succession in their leadership positions (graduate chair and department chair) well ahead of the end of the incumbents' terms (now and in future).** | In a small program, leadership is a matter of rotation and faculty willingly accept this role and responsibility. |

**Implementation Plan**

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair and/or the Department Chair/Director, in consultation with SGPS and the Dean of the Faculty of Arts & Humanities (FAH) is responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Dean's Annual Planning Document.

| Recommendation | Proposed Action and Follow-up | Responsibility |
|---|---|---|
| *That the University make a senior tenured appointment in Linguistics within Hispanic Studies (focus on syntax and morphology) | Develop a plan to address the anticipated challenges related to supervision capacity in the Linguistics field of the program.<br><br>The Department of Languages and Cultures should develop a proposal articulating the resources necessary to maintain the field, or a plan to phase out the field. This proposal should then be considered in FAH's next submission to the university's annual planning and budgeting process. | • Chair, Department of Languages & Cultures<br>• Graduate Chair, Hispanic Studies<br>• Dean, FAH |
| *Whenever possible within the budget constraints of A&H, maintain at least current levels of funding for international graduate students in Hispanic Studies. | The Graduate Chair, with the Dept Chair and Dean should develop a strategy for setting master's enrolments that are sustainable in the context of appropriate funding packages. This strategy must acknowledge the higher enrolment of international master's students in this program than others in FAH, as well as the impact of shifting the master's program to 3 terms. | • Chair, Department of Languages & Cultures<br>• Graduate Chair, Hispanic Studies<br>• Dean, FAH |
| * Conduct a thorough review of the learning outcomes, viability, and sustainability of the Transatlantic Seminar, taking into consideration the changes to the M.A. program and the status of the Linguistics track. | The Transatlantic Seminar is deemed an exemplary component of the Hispanic Studies graduate programs, but it requires revision to address several challenges, including:<br>• The need for extensive preparation on the part of the instructor<br>• Difficulty in achieving balance between Literature & Culture and Linguistics content<br>• The need for significant financial resources<br>• Difficulty in engaging students over the whole term because invited speakers' talks in the 2 tracks are organized in blocks<br>• Students in one track often do not have the necessary background in the other track to take full advantage of the content<br>• Instructors other than the instructor of | • Graduate Chair, Hispanic Studies<br>• Graduate faculty members, Hispanic Studies |

| | record are required to do grading but receive no workload credit.<br>The seminar should be revised to address these concerns in the context of the plans regarding the sustainability of the Linguistics field and the introduction of the 3-term MA | |
|---|---|---|
| * Starting in September 2020,monitor times to completion for students entering the 1-year M.A. program. If necessary, adjust program to ensure that the promise of completion in 1 year can be satisfied. | Monitor the progress of all master's students in the new 3-term program on a term-by-term basis, identifying any challenges to completion within the expected timeframe. | • Graduate Chair, Hispanic Studies<br>• Graduate Program Assistant |
| * Offer a more clearly defined sequence of courses, and whenever possible try to offer sequenced introductory and advanced courses in the same subject. | The program has indicated that it is developing a visual overview of the cycle of courses offered. This new overview should be made available to all graduate students during the Summer 2020 term in order that students may choose appropriate courses for the following Fall, Winter and Summer terms.  An annual practice of providing this overview in the Summer term for the following 3 terms should be introduced. | • Chair, Department of Languages and Cultures<br>• Graduate Chair, Hispanic Studies |

**Other Opportunities for Program Improvement and Enhancement**
The external reviewers' report made a number of additional smaller recommendations.  SUPR-G strongly recommends that Hispanic Studies continue to review all of these recommendations informally prior to the next cyclical review.

**Western** UNIVERSITY·CANADA

**Education Studies MA, PhD
Final Assessment Report &
Implementation Plan**

| Faculty / Affiliated University College | Faculty of Education | |
|---|---|---|
| Degrees Offered | Education - MA, PhD | |
| Date of Last Review | 2010-2011 | |
| Approved Fields | • School and Applied Child Psychology - PhD and MA <br> • Critical Policy, Equity, and Leadership Studies - PhD and MA <br> • Curriculum Studies - PhD and MA <br> • Applied Linguistics - PhD and MA <br> • Counselling Psychology (MA only) | |
| External Consultants | Nicholas Ng_A-Fook, Professor, Faculty of Education, University of Ottawa | Charlotte Enns, Professor, Faculty of Education, University of Manitoba |
| Internal Reviewer | Lina Dagnino, Professor, Dept. Physiology and Pharmacology, SSMD | Jina Kum, Dept. Pathology and Laboratory Medicine, SSMD |
| Date of Site Visit | June 17 and 18, 2019 | |
| Date Review Report Received | July 25, 2019 | |
| Date Program/Faculty Response Received | September 30, 2019 | |
| Evaluation | **Good Quality with Report April 2022** | |
| Approval Dates | SUPR-G: April 13, 2020 <br> SCAPA: April 29, 2020 <br> Senate (FYI only): May 8, 2020 | |
| Date of Next Review | Year of next cyclical review  2026-2027 | |

**Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, revised June 22, 2012, this Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the MA and PhD Programs delivered by the Faculty of Education.

This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Faculty (Acting Dean and Associate Dean – Graduate). The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement, details and prioritizes the recommendations of the external consultants, and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required, and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website

The FAR and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public; all other documents are confidential to the Faculty of Education, SGPS and SUPR-G.

**Executive Summary**
The Master's program began in 1975 as an M.Ed. In 2013 the degree name changed to MA. The PhD program began in 2000.

The Faculty of Education's Academic and Research Clusters (ARCs) are integral to developing and delivering high-quality academic programs in Education.  The ARCs and their Chairs work collegially with the Associate Dean, Graduate Programs, to provide academic oversight and development of the research-intensive programs. The ARC Chairs have the capacity to make decisions which are then considered as motions or information items by the Dean or Associate Dean Graduate Programs, Executive Committee, Faculty Council and/or Graduate Faculty Council.
- The Applied Psychology ARC includes professors whose principal scholarly work is in counselling psychology, clinical psychology, inclusive education, educational psychology, or neuroscience.
- The Critical Policy, Equity and Leadership Studies ARC includes professors whose principal scholarly work is in one or more of those 3 realms.
- The Curriculum Studies and Studies in Applied Linguistics ARC includes professors whose principal scholarly work is in either or both Curriculum Studies or Applied Linguistics.

Vision Statement:
The vision for Western's Faculty of Education speaks to the commitment to foster informed global citizenship through transformative educational opportunities and recognizes the Faculty as an engaged academic community guided by the values of integrity and ethics, equity and social justice, and academic and research excellence. Inherent within the mission statement is a deep commitment to the delivery of innovative research-intensive academic programs which aim to enhance equity and accessibility for all learners; rigorous research defined by high academic and social impact; and, culturally and socially responsive service that aims to produce high-quality outcomes that positively affect education and benefit all of society.

**Review Process**
During the external review, the review committee, comprised of two external reviewers, one internal reviewer and a doctoral student, were provided with Volume I (the self-study document) and II (faculty member CVs) of the review documentation in advance of their visit and then met over two days with the:
- Vice Provost and Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice Provost of Academic Planning, Policy and Faculty
- Dean of the Faculty of Education
- Associate Dean, Graduate, of the Faculty of Education
- Six members of the Graduate Faculty, Education
- Associate Chief Librarian
- Four Doctoral Students

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Faculty of Education's Associate Dean, Graduate and Dean for review and response.

These formative documents, including Volumes I and II, the External Report, the program response (provided by the Associate Dean, Graduate) and the Dean's response, have formed the basis of this summative assessment report of the Education Studies Graduate Programs (MA and PhD), collated and

submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer.

**Summative Assessment – External Reviewers' Report**

**Strengths of the Program**
The Learning Outcomes for the different fields are clearly mapped, they fulfill the educational mission of the Institution, and are consistently met. The contents of the courses offered, assignments and required milestones provide students with ample opportunities to relate the concepts learned in class with the research they develop. Students have numerous professional learning opportunities, and the possibility to work with several prominent researchers and their research centres, as well as community-based centres.

Faculty members are active in research and fairly evenly spread across the research areas.  They provide excellent supervision to the Graduate Student population, but they are functioning at capacity.

Since the last review, the Faculty of Education has made substantial progress towards re-conceptualizing and reorganizing the MA and PhD research-intensive programs so they align with its research strengths (ARCs) and are distinct from the professional programs:

ARC:        Applied Psychology
Field(s):    School and Applied Child Psychology
             Counselling Psychology (MA only)

ARC:        Critical Policy, Equity and Leadership Studies (CPELS)
Field(s):    Critical Policy, Equity and Leadership

ARC:        Curriculum Studies and Studies in Applied Linguistics (CSSAL)
Field(s):    Curriculum Studies
             Applied Linguistics

**Innovative Aspects**
The scope and sequencing of the PhD in the School and Applied Child Psychology field is unique and innovative in scaffolding opportunities for its graduate students to do different field (practicum) placements over the course of the first three years of their program.

**Summary of the Reviewers' Key Recommendations and Department/Faculty Responses**

**High Priority:**

| Reviewers' Recommendation | Program/Faculty Response |
|---|---|
| Ensure the maintenance of highly qualified tenure track professors to supervise and teach within different research clusters and programs: Indigenous Studies | Three new faculty members have been hired as part of the Western/Faculty of Education commitment to Indigenous Education |
| MA Counselling | This is a high-quality program with a large number of students: it has recently lost a faculty member and is not viable with the current staffing. However, it does not fall squarely in the mandate of the Faculty of Education. The resourcing of the Applied Psychology ARC has strategic implications for the Faculty which should be decided by the next Dean. |
| Critical Policy, Equity and Leadership Studies | The ratio of faculty to graduate students in CPELS is significantly better than in Curriculum Studies and Studies in Applied in Linguistics. |

| Reviewers' Recommendation | Program/Faculty Response |
|---|---|
| Commit the necessary resources to support the implementation of TRC 94 Calls to Action within the: | |
| physical spaces | Extensive renovations in the Faculty of Education building will create space to support learning, teaching, researching and networking of Indigenous students, professors, staff and community members |
| human resources | A full-time PMA position will support Indigenous students: see above for increases in Indigenous Education faculty hires |
| programs | New Indigenous Education faculty will develop relevant programming |
| Ensure an instructional balance within the field of School and Applied Child Psychology, where registered psychologists are needed as instructors to meet accreditation standards. Even though faculty members are well-qualified in the areas of developmental, neuro, or cognitive psychology, they lack the professional credentials which can potentially limit their teaching contribution to this program. | There are currently 5 registered psychologists associated mainly with this program: since it is consistently under-enrolled, further hires would be ill-advised.  It may be possible to re-structure workloads, hire limited duties or teaching stream faculty or share courses with the department of Psychology. |
| Develop a comprehensive and empathetic communication and support strategy for students who need extra time to complete their program | The Graduate office will review records of communication |
| Ensure equitable supervision workloads in relation to rank and start date of different professors working at the Faculty of Education | Students are admitted only if a faculty member agrees to supervise them.  Academic leaders in the Faculty of Education should counsel and empower early career faculty members to admit a manageable number of students.  Faculty with less extensive supervisory roles may be encouraged to engage in a variety of ways. |
| Ensure graduate students have access to university library resources | A new library space is in the process of renovation. |
| Establish a procedure for specifically recruiting Indigenous students or students with disabilities into any of the research-intensive programs, which is an important gap that should be addressed. | The Faculty strategic plan prioritizes targeted recruitment and retention efforts for Indigenous students as well as student placements in Indigenous cultural settings.<br>The Education building will be audited for accessibility; a plan to recruit and support students with disabilities will be developed and focus groups will be held to consider ways to develop a more inclusive and equitable Faculty culture |

**Medium Priority:**

| Reviewers' Recommendation | Program/Faculty Response |
|---|---|
| Examine the governance structure of ARC Chairs in relation to their administrative responsibilities and workload commitments to Associate Dean, graduate program support staff, colleagues, and graduate students (managing a budget; part-time hiring | The governance structure in the Faculty is being reviewed by Acting Dean, Associate Deans, Chairs and Academic Research Cluster members, including the possibility of creating a departmental structure.  The expectation is that |

| Reviewers' Recommendation | Program/Faculty Response |
|---|---|
| recommendations; reviewing annual reports; developing handbooks; admissions, etc.) | ARC chairs will undertake graduate chair roles, which will probably involve an expansion of their responsibilities and concomitant workload adjustments. |
| Develop a handbook that outlines the vision, learning outcomes, scope and sequencing of the CPELS and CSSAL programs toward ensuring consistency across these two programs | Handbooks will be developed with Academic Research Cluster-specific information regarding learning outcomes, vision and scope. |
| Create an annual report with milestones for MA students | An electronic template for this report will be created by the Graduate Office staff, in consultation with Chairs and instructors |
| Consider cross-listing some courses in certain fields of study toward ensuring more choice and some annual programmatic flexibility depending on teaching availability. | ARCs and their Chairs will analyze course data and consider cross-listing of appropriate courses. A process will be developed to ensure that courses with historically low enrolments will not be cancelled as a result. |
| Ensure equitable access to: increased scholarship funding for MA students | The Acting Dean suggests making this a high priority with standardized amounts to be provided by the Faculty and possibly matched by supervisor grants. This may be included in the Faculty budget for Fall 2020. |
| workspaces | *not addressed* |
| Develop a strategy to increase the MA applications to the field of CEPLS | CPELS academic research cluster will work with Faculty's marketing and recruitment personnel. The MA in School and Applied Psychology in is even more sharply under-enrolled and should also have a recruitment campaign. |

**Low Priority:**

| Reviewers' Recommendation | Program/Faculty Response |
|---|---|
| Examine the division between online and in-person programming for the professional and research-based degrees to see if it might increase MA student recruitment and more flexibility in programming | This has been considered by one ARC but they decided not to proceed because of concerns that under-enrolled courses might be cancelled and that this might blur the line between professional and research programs. |

**Implementation Plan**

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Associate Dean, in consultation with SGPS and the Dean of the Faculty, will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Deans' Annual Planning Document. The recommendations below are presented in roughly the priority order listed by the reviewers, though some recommendations have been combined where appropriate.

| Recommendation | Proposed Action and Follow-up | Responsibility |
|---|---|---|
| Ensure that there are sufficient resources to allow for effective supervision within Indigenous Studies and to support the implementation of the TRC calls to action | Three new faculty members have been hired. | Dean |
| | A PMA position has been moved from part-time to full-time | Dean |
| | Renovations of the previous library space to support learning, teaching, researching and networking of Indigenous students, professors, staff and community members has begun | Dean |
| | Activate the Faculty strategic plan with respect to the recruitment and retention of Indigenous students. | Associate Dean – Graduate |
| Evaluate the role of the MA Counselling field within the Faculty and the resource allocation to the School and Applied Psychology field to ensure that graduate programming is appropriately supported | Examine the role of the MA field in Counselling and the School and Applied Child Psychology field in the Faculty strategic plan | Dean |
| | Examine current workload structures (especially of registered psychologists) and revise as necessary | Dean |
| | Develop a recruitment plan for the MA in School and Applied Psychology | Associate Dean – Graduate |
| | Explore the possibility of cross-listing courses with the Department of Psychology | Associate Dean – Graduate |
| Ensure equitable supervision workloads in relation to rank and start date of different professors | Counsel and empower early career faculty members to admit a manageable number of students; this could be | Dean |

| Recommendation | Proposed Action and Follow-up | Responsibility |
| --- | --- | --- |
| working at the Faculty of Education | done as part of probationary meetings.<br><br>Develop models for faculty with fewer supervisions to support graduate programs in other ways. | Dean, Associate Dean – Graduate |
| Establish a procedure for specifically recruiting students with disabilities into the research-intensive programs. | Develop and implement a plan to recruit and support students with disabilities | Associate Dean – Graduate |
| | Hold focus groups to consider ways to develop a more inclusive and equitable Faculty culture | Associate Dean – Graduate |
| | Audit the Education building for accessibility | Dean and Associate Dean Graduate |
| Develop a comprehensive and empathetic communication and support strategy for students who need extra time to complete their program | Review records to identify concerns and develop models of communication to address common problems | Associate Dean – Graduate |
| Ensure graduate students have access to university library resources | A new library space is in the process of renovation. | Dean |
| Ensure equitable access to:<br>increased scholarship funding for MA students | Develop a model to be included in the Faculty budget for Fall 2020. | Dean |
| workspaces | Review the space allocated to graduate students and ensure all students have access to space appropriate for their needs | Dean |
| Create an annual report with milestones for MA students | An annual report is required by SGPS for all graduate students | Associate Dean – Graduate |
| Develop a handbook for CPELS and CSSAL fields toward ensuring consistency across these two fields | Examine and resolve inconsistencies between the fields and develop effective communications | Associate Dean – Graduate |
| Consider cross-listing some courses in certain fields of study toward ensuring more choice and some annual programmatic | Identify courses which would be of benefit to students in other fields/programs and | Associate Dean – Graduate |

| Recommendation | Proposed Action and Follow-up | Responsibility |
|---|---|---|
| flexibility depending on teaching availability. | develop structures to allow for cross-listing | |
| Examine the governance structure of ARC Chairs and their administrative responsibilities and workload commitments to Associate Dean, graduate program support staff, colleagues, and graduate students | Develop an effective model for governance of the graduate programs at the area level which ensures that appropriate resources are devoted to program administration and student support as well as teaching and supervision. | Dean, Associate Dean – Graduate |
| Develop a strategy to increase the MA applications to the field of CEPLS, while monitoring the level of faculty supervision | Develop and implement a recruitment plan for CEPLS | Associate Dean – Graduate ARC Chair |
| Examine the division between online and in-person programming for the professional and research-based degrees to see if it might increase MA student recruitment and more flexibility in programming | Identify which online courses might be of interest to MA students and which in-person courses might be of interest to MPEd (professional masters) students: examine and evaluate structures to allow for cross-listing | Associate Dean – Graduate |

## Developmental Biology Collaborative Specialization
## Final Assessment Report &
## Implementation Plan
## February 2020

| | |
|---|---|
| **Faculty / Affiliated University College** | Schulich School of Medicine and Dentistry |
| **Participating Programs** | Biology – MSc, PhD<br>Anatomy and Cell Biology – MSc, PhD<br>Biochemistry – MSc, PhD<br>Microbiology and Immunology – MSc, PhD<br>Physiology and Pharmacology – MSc, PhD<br>Pathology and Laboratory Medicine – MSc, PhD |
| **Date of Last Review** | First review since inception, 2006 |
| **External Consultants** | None –desk audit |
| **Internal Reviewer** | Savita Dhanvantari, PhD Director of the Collaborative Graduate Specialization in Molecular Imaging; Director, Biomedical Imaging Research Centre |
| **Date of Site Visit** | November 1, 2019 |
| **Date Review Report Received** | December 17, 2019 |
| **Date Faculty Response Received** | February 13, 2020 |
| **Evaluation** | **Good Quality** |
| **Approval Dates** | SUPR-G: April 13, 2020<br>SCAPA: April 29, 2020<br>Senate (FYI only): May 8, 2020 |
| **Year of Next Review** | Year of next cyclical review - 2025-2026 |

**Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report (FAR) provides a summary of the first program review of the Developmental Biology Collaborative Graduate Specialization (delivered by the Schulich School of Medicine and Dentistry), assessment and Implementation Plan.

This Final Assessment Report (FAR) report considers the following documents:
- the self-study
- the internal consultant's report
- the response from the Director of the program

The FAR identifies the strengths of the specialization; opportunities for the Specialization's enhancement and improvement; and, lists the recommendations of the reviewer.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, the follow-up that is required, and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website

The Final Assessment Report which includes the Implementation Plan is the only document resulting from the graduate review process that is made public, all other documents are confidential to the Schulich School of Medicine and Dentistry, the program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

**Defining a Collaborative Specialization at Western**[1]

A Collaborative Specialization is an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved masters and/or PhD programs. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation and/or adjunct qualifications to the degree.

Students are registered in the participating degree program, meeting the requirements of the participating program as well as those of the collaborative program.

A Collaborative Specialization must have:
• At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs.
This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.
• Clear and explicit requirements for each Collaborative Specialization.
In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.
• core faculty who are the faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty appointed 100% to an interdisciplinary academic unit).
• appropriate administrative and academic oversight/governance in place to ensure requirements associated with the specialization are being met.

**Executive Summary**

This FAR examines the review of the Collaborative Graduate Specialization in Developmental Biology, formed in 2006. Developmental Biology (DevBio) is the field of biological and biomedical science that explores mechanisms of spatially and temporally programmed change in developing organisms. It encompasses the full range of organisms, from microbes through plants and animals, including humans. Like other fields of biology, developmental biology has been revitalized by the genomics and stem cell revolution, necessitating continuous upgrading of research technologies. This has had an impact on graduate and postdoctoral training programs because a critical mass of active researchers is required to generate sufficient funding to acquire and maintain such expertise. Western has at least 34 researchers working in this area and is only one of three programs in Canada to offer this program, the other two

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[1] Description retrieved from http://oucqa.ca/framework/1-6-definitions/.

being at UBC and Toronto. Both institutional and public awareness has enhanced the program's ability to attract top quality graduate students and postdoctoral fellows, especially from other institutions, and to garner internal and external research funding to support their training.

In its self-study, the faculty described the program in detail, outlined its perceived strengths and weaknesses, and discussed plans for future modifications, including a joint training symposium with the University of Toronto, inviting additional, appropriate departments/faculties at Western to join the program, developing a communication plan for the specialization, and exploring the possibility of creating a Collaborative Graduate Specialization in Children's Health Research.

Reviews of Collaborative Graduate Specialization are carried out on a cyclical basis by one informed internal reviewer from the University. This program was reviewed in November 2019 by Dr. Savita Dhanvantari, PhD, a faculty member in Medical Biophysics as well as Pathology and Laboratory Medicine. Dr. Dhanvantari, the former Director of the Collaborative Graduate Specialization in Molecular Imaging and current Director of the Biomedical Imaging Research Centre has significant expertise and experience in another Collaborative Graduate Specialization to carry out this review effectively.

Dr. Dhanvantari outlined the strengths and weaknesses of the specialization as a result of the reading the self-study and after the onsite visit. In her report, she outlines the strengths of the program and suggestions for further development. This FAR document provides a comprehensive overview of the process, findings, recommendations and implementation plans.

The review finds that the Collaborative Graduate Specialization in Developmental Biology is progressive in nature. The faculty involved are self-reflective and committed to moving forward in positive directions. Most of the recommendations – actually labelled as suggestions by the reviewer – were already acknowledged prior to the review in the self-study and are under active discussion.

**Summary of the Self-Study – Volume 1**

Developmental Biology is the field of biological and biomedical science that explores mechanisms of spatially and temporally programmed change in developing organisms. It encompasses the full range of organisms, from microbes through plants and animals, including humans. Knowledge of developmental mechanisms is being applied to a vast array of societal problems including, but not limited to, the following:

- Improving our food supply (through better understanding of mechanisms of plant flowering and seed/fruit development, and through assisted reproduction techniques to improve livestock quality)
- Developing new diagnostic tests for congenital diseases (through identification of genes involved in normal/abnormal embryonic and fetal development)
- Developing new therapies, including pharmaceuticals, for treating developmental disabilities and cancer (through better understanding of cellular and molecular mechanisms of normal tissue homeostasis, stem cells and organ development)
- Providing better approaches for contraception and for alleviating infertility (through discoveries that illuminate molecules and mechanisms involved in gamete formation, fertilization, and embryo implantation)
- Acquiring a better understanding of the evolution of life on Earth (through comparisons of the genes and processes governing the development of diverse organisms)
- Developing animal and cellular models of human disease through gene-targeting and gene editing approaches and in the production of induced pluripotent stem cells from patient-derived cells

Like other fields of biology, developmental biology has been revitalized by the genomics and stem cell revolution, necessitating continuous upgrading of research technologies. This has had an impact on graduate and postdoctoral training programs because a critical mass of active researchers is required to generate sufficient funding to acquire and maintain such expertise. Western has been very fortunate during the past few decades in having recruited a number of highly trained scientists working in the

developmental biology field. There is currently a critical mass of more than 34 faculty members who devote all or part of their research to solving fundamental or applied problems in organismal development. In fact, this is one of the largest academic focus groups in the UWO scientific community. These faculty members oversee research programs affiliated with numerous Departments in the Faculties of Science and the Schulich School of Medicine & Dentistry. Their laboratories are located throughout the city of London including the UWO campus, St. Joseph's Health Care, the London Health Sciences Centre, the Lawson Health Research Institute, the Victoria Research Laboratories, (including the Children's Health Research Institute [CHRI] and the London Regional Cancer Program), and the Robarts Research Institute. Their collective expertise in developmental biology is unequalled in Ontario outside the University of Toronto. Through extensive research collaboration and monthly developmental biology research seminars, Western faculty have been linked informally for over 20 years.

The official establishment of Western's Collaborative Graduate Specialization in Developmental Biology in 2006 granted formal recognition to this strength. Greater institutional and public awareness has enhanced our ability to attract top quality graduate students and postdoctoral fellows, especially from other institutions, and to garner internal and external research funding to support their training. This Specialization has provided a formal network that along with the Children's Health Research Institute, whose Scientists make up the majority of our faculty, help facilitate communication between faculty and students engaged in developmental biology research throughout the city. This unique partnership has facilitated participating faculty members to pool their time, expertise, and resources in establishing novel interdisciplinary graduate courses, to support innovative research and trainee seminars series and help fund student stipends, workshops, and travel grants that are tailored to the needs and interests of this specific cadre of graduate students.

The administrative home of the program is in the Victoria Research Laboratories in offices shared with Children's Health Research Institute. Participating Degree Programs include: Biology – MSc, PhD; Anatomy and Cell Biology – MSc, PhD; Biochemistry – MSc, PhD; Microbiology and Immunology – MSc, PhD; Physiology and Pharmacology – MSc, PhD; Pathology and Laboratory Medicine – MSc, PhD. Oversight of the Program is provided by the Steering Committee, consisting of five members from the Faculty of Science (Department of Biology) and the Schulich School of Medicine & Dentistry represented by at least one member from each faculty, two student members and the course coordinators for the Developmental Biology Course. The program has enrolment-based finding that supports the operations. To support findings in this self-study, the program conducted online surveys with current and former graduate students about students' perceptions of the program, noting good satisfaction levels with the coursework.

In addition, the faculty identified a number of innovative features of the program in that it is one of only three such programs in Canada and is the largest. The program admits excellent students and offers ongoing, excellent opportunities for professional development. It is recognized as being interdisciplinary, interactive, comprehensive and the research work is supported by the University and the key research institutes.

In the future, the program is investigating the possibility of some modifications to the program including:
- a joint training symposium with the University of Toronto
- inviting additional, appropriate departments/faculties at Western to join the program
- developing a communication plan for the specialization, and exploring the possibility of creating a Collaborative Graduate Specialization in Children's Health Research.

**Review Process**

For a Graduate Collaborative Specialization, an internal review is required consisting of a knowledgeable arm's-length reviewer from within the University.  The reviewer reads the Program Self-Study and then engages in a one-day onsite review.

Over the course of day, the internal reviewer met with
- the Director of Collaborative Specialization
- Graduate Chairs of Microbiology & Immunology, Anatomy & Cell Biology, and Biology
- a PhD Student and MSc student
- the Graduate Associate Dean, Schulich School of Medicine and Dentistry, and
- Chair of Physiology/Pharmacology, Chair, Dept of Biology and the Course Director for DevBio 9100 by telephone.

Following the onsite review, the reviewer submitted a comprehensive report of the findings which was sent to the Program Director for review and response.

These formative documents, including Volumes I and II of the Self-Study, the Internal Report, and the Program Response have formed the basis of this summative assessment report of the Developmental Biology Colaborative Graduate Specialization.

**Strengths of the Specialization Identified**
- Clear curriculum mapping of the program
- Learning Outcomes for the program are clearly stated and differentiated between the MSc and PhD students
- Extensive competence in breadth and depth of the graduate faculty
- Curriculum content is comprehensive and covers subject matter of the discipline as well as such topics as academic integrity, research ethics, professional development
- Strong partnerships with various research institutes
- Strong administrative support
- Library support (noting a concern that with dwindling resources, library materials could be affected in future)
- Student completion times are satisfactory and not substantially different from students not enrolled in the Specialization. Therefore, students are receiving an enhanced education with "Developmental Biology" on their transcripts and diplomas (seen as a strength by the students) in the same amount of time.

**Areas of Concern Identified**
- Extent of collaboration between and among individual graduate faculty is unclear
- The Memorandum of Understanding for the specialization needs to be shared widely with the graduate chairs of students' home programs as they seemed to have little awareness of the MOU and expectations
- Noticeable lack of capacity in super-resolution microscopy, bioinformatics, and single cell transcriptomics that has been addressed
- Financial support for graduate students: The Development Biology Specialization does not provide meaningful financial support directly to students and student funding comes from their supervisor's grants as well as internal and external scholarships. As a result, only those faculty members with substantial external funding can offer research projects to students and have them enroll in the Developmental Biology specialization.

**Summary Statement**
"Overall, the Graduate Collaborative Specialization in Developmental Biology is one of the most successful interdisciplinary educational programs at Western University. It has a sustained record of research excellence, and the graduate student experience is significantly enriched compared to their home programs. The strengths of the specialization lie in the strong partnership with CHRI and the innovations in the delivery of the curriculum, which makes this Specialization a model for all others."

**Reviewer's Recommendations**

The following are recommendations "suggested for consideration" by the internal reviewer, with the program's response in the right column.

| INTERNAL REVIEWER'S RECOMMENDATIONS | PROGRAM'S RESPONSE Prepared by the Director of the Collaborative Graduate Specialization in Developmental Biology. (abbreviated) |
|---|---|
| Integrate a professional development program such as Own Your Future (OYF) into the Professional Capacity outcomes as an option for PhD students. | *We will continue to strongly encourage our PhD trainees to enroll in OYF, while still enhancing our students' professional development skills such as communication abilities and problem-solving skills through the assignments and group interactions within our graduate courses (DEV 9000 and DEV 9100).* |
| Offer different learning outcomes than a traditional grad program, such as an emphasis on convergent thinking— e.g., how to take a complex problem and get groups of students to use multiple ways of solving them, instead of the standard journal club format. Develop ways of minimizing the didactic lectures and evolve towards a more problem-based learning approach for DevBio 9000. | *We plan to maintain and enhance our interdisciplinary didactic lecture offerings in our courses by increasing faculty member participation from existing departmental participants along with increasing faculty membership by enlisting newly appointed faculty and incorporating new departments (e.g. Biomedical Engineering) within our Specialization (Summer 2020-2021). To enhance the active learning aspect of our courses we will utilize Western's WALS classrooms to encourage group discussions and problem-based learning. This innovative classroom space will be employed for the 2020-21 academic year, applying novel assignments such as having graduate students prepare and present Three Minute Thesis (3MT) lay talks on their thesis projects.* |
| Given that most MSc and PhD students do not pursue a career in academia, formal evaluation could include communication of their project to a lay (patient advocates, high school students) or corporate (patent office, CEO) audiences. | *No response* |
| Include the Department of Medical Biophysics as a participating department and seek out more collaborations with Imaging researchers. | *We will continually seek out new faculty member involvement from participating departments and we plan to engage with other Schulich Departments (e.g. Medical Biophysics) and the faculties of Health Sciences and the School of Biomedical Engineering to assess their suitability with partnering with our graduate specialization and if deemed beneficial to then establish MOUs and recruit faculty members from these disciplines to further enhance the interdisciplinary nature of our graduate specialization (2020-2022).* |
| Increase the awareness of the Developmental Biology Specialization amongst the participating departments' faculty by having the Director make regular presentations at the departmental Grad committee meetings, and by actively encouraging individual faculty from all participating | *We agree that Grad Chairs of participating graduate programs may not be aware of the MOUs. In addition, we are aware that a number of these MOUs are dated and need to be updated. Updated MOUs between the DevBio specialization and the participating departments* |

| INTERNAL REVIEWER'S RECOMMENDATIONS | PROGRAM'S RESPONSE<br>Prepared by the Director of the Collaborative Graduate Specialization in Developmental Biology. (abbreviated) |
|---|---|
| departments to teach and supervise students in the Dev Bio Specialization. | *will be revised and signed immediately (Summer 2020) and reassessed every 2-3 years.*<br>*The Director or a participating DevBio faculty member gives annual presentations about the DevBio Specialization to some of the Departmental Grad programs (Biology, Physiol/Pharm), but we agree that we can do a better job of this and ensure that we (i.e. Director or nominated faculty member) visits every participating home department to present what our Specialization offers and to encourage individual faculty member to participate in the teaching and/or supervision of graduate students through the Collaborative Specialization in DevBio.* |
| Expand the mandate of the Specialization to include Children's Health Research or Biomedical Engineering. | *Expanding the mandate of the Specialization to include Children's Health Research is an early idea that needs further exploring (over the next 2-3 years) to determine if it's the right fit for our Specialization. …In addition, we plan to engage with other Schulich Departments (e.g. Medical Biophysics) and the faculties and Health Sciences and Engineering over the next year (2020-2021) to recruit faculty members from these disciplines who conduct developmental biology related research to further enhance the interdisciplinary nature of our graduate specialization.* |
| The University needs to formally recognize the contributions of Collaborative Specializations to graduate education and provide long-term and meaningful funding to successful programs such as Developmental Biology. If Western wishes to break down departmental silos, encourage the growth of interdisciplinary programs and offer unique educational opportunities in recruiting graduate students that are competitive nationally and internationally, it must commit meaningful funding to enable further expansion of collaborative programs. | *We profoundly agree. Through strong support from Schulich's Graduate Studies and Postdoctoral Affairs office we have been able to maintain our funding from Schulich's Administration. The funds and administration support we have been able to receive from both Schulich and CHRI have been just enough to maintain the operations of our Graduate Specialization. However, we are under constant (yearly) threat of losing this funding. We are also limited in our capacity to enhance our program further from its current prodigious state. A fair and formalized funding structure approved at the Faculty or Institutional level would provide us the impetus to seek new Departmental/Faculty partners to expand and enhance the interdisciplinary nature of our Collaborative Specialization.* |
| Noticeable lack of capacity in super-resolution microscopy, bioinformatics, and single cell transcriptomics | *This is primarily an issue for the departments to solve. However, as a point of information currently there are currently a number of equipment proposals under review by / in preparation for various organizations (e.g. NSERC RTI, CFI) that are attempting to fill this infrastructure need. A single cell transcriptomics facility is currently* |

| INTERNAL REVIEWER'S RECOMMENDATIONS | PROGRAM'S RESPONSE Prepared by the Director of the Collaborative Graduate Specialization in Developmental Biology. (abbreviated) |
|---|---|
| | *being set up at the Lawson Health Research Institute that DevBio participants will have access to including operational funding for a dedicated technician provided by the CHRI. In addition, CHRI/Western has recently hired a new bioinformatician faculty member, Dr. Parisa Shooshtari, who has just begun her tenure (summer 2019) and will become a member of this graduate specialization.* |
| | *Summary Statement from Program: A half-day retreat for the Collaborative Graduate Specialization in Developmental Biology with participating faculty members and selected graduate students will be organized for the Summer semester of 2020. During this retreat we will construct a strategic plan to address the recommendations and implement the responses/action points outlined in this document. This strategic plan will be implemented with short- and long-term goals over the next few years.* |

**Implementation Plan**

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up, in this case, with the Graduate Program Director, in consultation with SGPS and the Associate Dean, Graduate, of the Schulich School of Medicine and Dentistry. The program is responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Dean's Annual Planning Document.

| Recommendation requiring action | Proposed Action and Follow-up | Responsibility |
|---|---|---|
| Include the Department of Medical Biophysics as a participating department and seek out more collaborations with Imaging researchers. | Director will call meetings for discussion and potential collaboration/inclusion. | Director, DevBio -Graduate Program Chairs involved, -ADG Schulich |
| Increase the awareness of the Developmental Biology Specialization amongst the participating departments' faculty by having the Director make regular presentations at the departmental Grad committee meetings, and by actively encouraging individual faculty from all participating departments to teach and supervise students in the Dev Bio Specialization. | -MOUs between the DevBio specialization and the participating departments will be revised (Summer 2020) and reassessed every 2-3 years. -Director or nominated faculty member) will visit every participating home department to present what our Specialization offers and to encourage individual faculty members to participate in the teaching and/or supervision of graduate students through the Collaborative Specialization in DevBio. | Director and Graduate faculty |
| Expand the mandate of the Specialization to include Children's Health Research and Biomedical Engineering. | Continue discussions amongst appropriate faculty and chairs to facilitate this expansion. | -Director, DevBio -Graduate Program Chairs involved, including Biomedical Engineering -CHRI -ADGs (Schulich and Engineering) |
| The University needs to have a conversation and recognize the financial contributions of Collaborative Specializations to graduate education and provide long-term and meaningful funding to successful programs such as Developmental Biology. | Discussions to be held amongst senior administrators to determine if this is an issue, and if so, what redress is required. This funding should not be confused with the primary source of funding for graduate students which comes from their program/supervisor not the Collaborative Specialization. | -SGPS -Deans of Collaborative Graduate Specializations -ADGs of Collaborative Graduate Specializations |

## **New Scholarships and Awards**

Congress of Black Women of Canada – London Chapter Scholarship (Any Undergraduate Program)
Awarded annually to a full-time undergraduate student in Year 2, 3 or 4, in any program, based on academic achievement (minimum 80% average) and demonstrated financial need. Preference will be given to a student studying in a STEAM discipline (Science, Technology, Engineering, Arts and Humanities, or Mathematics) who is also interested in service to the African Canadian community. Online financial assistance applications must be submitted through the Student Center by September 30th. Students must declare their interest in service to the African Canadian community on the financial assistance application. The Office of the Registrar will select the recipient. This scholarship was established with a generous gift from the Congress of Black Women of Canada – London Chapter.

Value: 1 at $1,300
Effective Date: 2020-2021 to 2023-2024 academic years (with value to be reviewed after this)

*The Congress of Black Women – London Chapter, is a community organization focused on the needs and interests of Black women and their families. Their aim is to address the social, economic and cultural issues and needs of all Black women. Higher education has been one of the cornerstones of their work, with this scholarship established to carry on this legacy.*

Clara and Angelo LaSelva Graduate Scholarship in Political Science (Political Science)
Awarded annually to a full-time graduate student in a Masters or PhD program in Political Science, based on academic achievement. Preference will be given to a student in the first year of their program specializing in the history of political thought, contemporary political theory, or the intersection between political theory and another field of political science. The Political Science Graduate Awards Committee will select the recipient. At least one member of this committee must hold membership in the School of Graduate and Postdoctoral Studies. Exceptional PhD students may receive this scholarship twice; Masters students may receive it only once. This scholarship was established by the LaSelva family in memory of their parents, Clara and Angelo LaSelva.

Value: 1 at $10,000
Effective Date: May 2020

*Clara and Angelo LaSelva (of Castellion del Biferno, Italy and St. Catharines, Ontario) took great pride in the fact that several of their children and grandchildren attended Western.*

Dean of Engineering's International Entrance Scholarship (Engineering)
Awarded annually to an international full-time undergraduate student entering Year 1 in the Faculty of Engineering, based on academic achievement. The Office of the Registrar will select the recipient. This scholarship was made possible by a generous gift from Jane and Tim Kwan (BESc '73).

Value: 1 at $2,500
Effective Date: 2020-2021 to 2024-2025 academic years inclusive

Sorgini Eye Institute Award (Schulich School of Medicine & Dentistry)
Awarded annually to a full-time student entering Year 1 in the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry, based on demonstrated financial need. Candidates must complete an online financial assistance application form, which is available through Student Center by September 30th. The Office of the Registrar will select the recipient. Preference will be given to a student from an area designated as high physician need by the Ministry of Health. This award as established through a generous gift from Dr. Curtis Sorgini (MD '84), and his family.

Value: 1 at $8,000
Effective Date: 2020-2021 academic year

<u>Berman Family Graduate Nursing Award in Health Equity</u> (Nursing)
Awarded annually to a graduate student in the Nursing Doctoral degree program, based on academic achievement. Preference will be given to a doctoral student whose dissertation focuses on health equity in the areas of poverty and inequality; discrimination, violence and marginalization; working conditions/employment security; legacies of colonialism and contemporary realities; and/or health policy and services. The recipient will be selected by the Scholarship Committee in the School of Nursing, Faculty of Health Sciences, of which at least one representative is a member of the School of Graduate and Postdoctoral Studies. The recipient of this award will be offered a 1-year voluntary residency with the Centre for Research on Health Equity and Social Inclusion. This residency is optional and not a requirement to receive the award. The residency is unpaid and can be taken in conjunction with the recipient's doctoral studies. This award was established through the generosity of Dr. Helene Berman and Mark Flink, in honour of Dr. Berman's parents, Elaine and Eugene, and her sister Nancy.

Value: 1 at $1,000
Effective Date: May 2020

*The Berman family have dedicated their lives to humanitarian causes. Elaine and Eugene Berman were both social workers who were active in many social justice issues, and Nancy was a teacher in New York City and a human rights advocate until her untimely death at the age of 23. Dr. Helene Berman has conducted research in the area of violence in the lives of women and children, and is the Founding Academic Director of the Centre for Research on Health Equity and Social Inclusion (CRHESI), a community and academic partnership led by the Faculty of Health Sciences. Dr. Berman is also Distinguished University Professor Emerita at the Arthur Labatt Family School of Nursing at Western University.*

<u>Starok Christakis Award in Medicine</u> (Schulich School of Medicine & Dentistry)
Awarded annually to a student in third or fourth year of the Doctor of Medicine (MD) program, based on academic achievement and demonstrated financial need. Preference will be given to a student involved in extracurricular activities. Online financial assistance applications must be completed through Student Center by September 30th. In addition, candidates must also submit an online application to the Undergraduate Medical Education Office by October 31st outlining their involvement in extracurricular activities. The recipient will be selected by the Undergraduate Medical Education Awards Committee in the Schulich School of Medicine & Dentistry after the Office of the Registrar has assessed financial need. This award was established with a generous gift from Dr. Monique (Starok) Christakis (MD '90).

Value: 1 at $2,000
Effective Date: 2020-2021 academic year

*Dr. Monique Christakis is a musculoskeletal radiologist at Sunnybrook Hospital in Toronto. Originally from Windsor, she attended Western for Medical school. Her parents were immigrants to Canada and although they always supported education, they didn't have the financial means to support Monique at University. Dr. Christakis understands the financial struggle medical school presents. She believes in a balance in life and hard work, both in and out of school.*

<u>Andrew N. Hrymak Scholarship and Gold Medal in Biomedical Engineering</u> (Engineering)

Awarded annually to the undergraduate student in the final year of the Biomedical Engineering program who receives the highest aggregate marks for courses in the Biomedical Engineering program, provided they obtain first-class standing in their work in the final year. The Undergraduate Awards Committee in the Faculty of Engineering will select the recipient. The recipient is not eligible for a second gold medal. This scholarship and gold medal were established by many generous gifts from alumni, faculty, staff and students of Western Engineering to honour Andrew Hrymak's successful tenure as Dean of Engineering from 2009 to 2018.

Value: 1 at $1,500 and Gold Medal
Effective Date: 2020-2021 academic year

*Dr. Andrew Hrymak holds a BEng degree from McMaster University and a PhD from Carnegie Mellon University. Dr. Hrymak began his term as Dean of Western Engineering in 2009. Under his leadership, Western Engineering saw an increase in undergraduate and graduate enrolment, industry partnerships, alumni activities and outreach initiatives. He also oversaw the building of the Amit Chakma Engineering Building and the WindEEE Dome at the Advanced Manufacturing Research Park.*

<u>Winds, Brass and  Percussion Entrance Award</u> (Don Wright Faculty of Music)
Awarded annually to full-time undergraduate students entering as first year Bachelor of Music Majors in the Don Wright Faculty of Music who are specializing in winds, brass or percussion, based on academic and musical achievement. The scholarship and awards committee in the Don Wright Faculty of Music will select the recipients. This award was established through a generous gift from Dr. Colleen Richardson.

Number and value will vary, minimum $500 ($2,400 available each year)
Effective Date: 2020-2021 to 2024-2025 academic years inclusive

<u>Caroline E. Stark Bursary in Nursing</u> (Nursing)
Awarded annually to a full-time undergraduate student, in any year, in the School of Nursing, based on demonstrated financial need. Online applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipient. This bursary was established through the Estate of Caroline E. Stark (BScN '58).

Value: 1 at $3,000
Effective Date: 2020-2021 academic year

*Caroline enjoyed a long and fulfilling career as a Nurse in Sarnia, Brockville and London, completing her career at Sarnia General Hospital. Caroline died in 2018 at the age of 88.*

<u>Caroline E. Stark Graduate Bursary in Nursing</u> (Nursing)
Awarded annually to a full-time graduate student in the School of Nursing, based on demonstrated financial need. Candidates must submit a one-page statement outlining their financial need by October 31st to the Graduate Office in Nursing. The Graduate Scholarships and Awards Committee in the School of Nursing will select the recipient. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This bursary was established through the Estate of Caroline E. Stark (BScN '58).

Value: 1 at $3,000
Effective Date: May 2020

*Caroline enjoyed a long and fulfilling career as a Nurse in Sarnia, Brockville and London, completing her career at Sarnia General Hospital. Caroline died in 2018 at the age of 88.*

Gregory Brandt Award in Constitutional Law (Law)
Awarded annually to a full-time student completing first year in the Faculty of Law who has attained the highest standing in Constitutional Law. The scholarship committee in the Faculty of Law will select the recipient each May. This award was established by a generous gift from Mr. Henry Ka-Shi Ho (JD Law '77) in honour of Gregory Brandt, Professor Emeritus in the Faculty of Law.

Value: 1 at $1,000
Effective Date: 2020-2021 academic year

Marie, Charles and Ann Ashton Graduate Nursing Scholarship (Nursing)
Awarded annually to a graduate student entering the Master of Science in Nursing (MScN) or Doctoral (PhD) degree Nursing program, based on academic achievement. The recipient will be selected by the Graduate Scholarship Committee in the School of Nursing, Faculty of Health Sciences, of which at least one representative is a member of the School of Graduate and Postdoctoral Studies. This scholarship was established through a generous Estate gift from Ann Marie Ashton (BScN '93) in honour of her parents, Marie and Charles Ashton.

Value: 1 at $1,000
Effective Date: May 2020

*Ann Marie Ashton graduated from St. Joseph's School of Nursing and received her Bachelor of Science in Nursing from Western University in 1993. She worked in the Middle East and loved to golf. Ann Marie died in 2019 at the age of 67. Ann was predeceased by her parents Marie and Charles Ashton.*

Marie, Charles and Ann Ashton Nursing Scholarship (Nursing)
Awarded annually to an undergraduate student entering the first year of Nursing, based on academic achievement. The recipient will be selected by the Office of the Registrar. This scholarship was established through a generous Estate gift from Ann Marie Ashton (BScN '93) in honour of her parents, Marie and Charles Ashton.

Value: 1 at $1,000
Effective Date: 2020-2021 academic year

*Ann Marie Ashton graduated from St. Joseph's School of Nursing and received her Bachelor of Science in Nursing from Western University in 1993. She worked in the Middle East and loved to golf. Ann Marie died in 2019 at the age of 67. Ann was predeceased by her parents Marie and Charles Ashton.*

Young-Ja Park Chamber Music Award (Don Wright Faculty of Music)
Awarded annually to full-time Don Wright Faculty of Music graduate and/or undergraduate students performing in a Chamber Music group, with a minimum 70% average, who are being recognized as members of the most promising Chamber Music Group, and exemplify excellence in performance and collaborative work throughout the fall term. The recipients will be selected by a committee within the Don Wright Faculty of Music and will perform in a Spring recital at the Don Wright Faculty of Music. This award was established with a generous gift from Mr. Ok-Kyu Park in memory of his wife, Young-Ja Park.

Value: $3,000 will be available annually to be divided equally among the ensemble group members. Eligible ensembles may not include more than six members.
Effective Date: 2020-2021 academic year

*Mrs. Young-Ja Park (née Song) immigrated to London, Ontario, from South Korea in 1969. She had a deep love of classical music and was an ardent supporter of her children's musical education, inspiring many in the London community to follow suit. This award was created in loving memory of Mrs. Park as a way of celebrating excellence in chamber music. Mrs. Park died in 2018 at the age of 70.*

<u>Engineering BESc Class of 1978 Award</u> (Engineering)
Awarded annually to a full-time undergraduate student in Year 2 or higher in the Faculty of Engineering, based on a minimum 75% average and financial need. Preference will be given to a mature student who has spent time working or attending a college/trade/technical program prior to attending Western. Online financial need applications are available through Student Center and must be submitted by September 30th. A separate application must also be completed online by September 30th though the Engineering Undergraduate Services website (http://eng.uwo.ca/undergraduate), outlining what the student did after finishing high school and being accepted into the engineering program. The recipient will be selected by the Undergraduate Awards Committee in the Faculty of Engineering. This award was established by graduates from the BESc. Class of 1978 in recognition of their 40th Class Reunion.

Value: 1 at $1,000
Effective Date: 2020-2021 academic year

<u>Anna Toner Award for Academic Resiliency and Determination</u> (Engineering)
Awarded annually to an undergraduate student, in any year, in the Faculty of Engineering, based on a minimum 70% average.  An online application, highlighting the student's exemplary academic resilience, determination and commitment to their studies, must be submitted through the Engineering Undergraduate Services' website (http://www.eng.uwo.ca/undergraduate) by September 30th. Students can apply or be nominated by a peer or faculty member. The Undergraduate Services Office in the Faculty of Engineering will select the recipient. This award was made possible by family, friends, faculty and staff at Western Engineering, in honour of Anna Toner.

Value: 1 at $1,500
Effective Date: 2020-2021 to 2029-2030 academic years inclusive

*Anna was a dedicated student of Environmental Engineering, which reflected her lifelong interest in nature and love of the outdoors. She also enjoyed the arts, was a dancer, circus artist, and violinist. She participated in sports, including gymnastics and soccer, and loved to go on adventures travelling with family. She was an optimistic and dedicated fan of the Toronto Maple Leafs and Toronto Argonauts. Anna died in 2019 at the age of 20 with a brain tumor after completing her second year of Engineering at Western.*

## ANNOUNCEMENTS AND COMMUNICATIONS

| Contents | Consent Agenda |
|---|---|
| **Report from the Board of Governors (April 23, 2020)** | Yes |
| **Academic Administrative Appointments** | Yes |

FOR INFORMATION

1. **Report from the Board of Governors (April 23, 2020)**

The Board of Governors met on April 23, 2020. Appendix 1 contains a full list of items received for approval or information from the Board's standing committees and from Senate. Documentation for these items can be found at:

April 23, 2020 (Board of Governors: Agenda)

The reports and proposals received were standard items of business.

2. **Academic Administrative Appointments**

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors until the month of March 2020:

| Name | Department/School | Admin Post | Effective Date | End Date |
|---|---|---|---|---|
| Cheryle Seguin | Physiology and Pharmacology | Acting Department Chair | 2020-02-01 | 2020-06-30 |
| Kamran Siddiqui | Engineering - Office of Dean | Associate Dean (Grad, Post-Doc) | 2020-03-01 | 2025-06-30 |
| Zheng Zhang | Assistant Dean | Education | 2020-04-01 | 2020-12-31 |

## SUMMARY OF AGENDA ITEMS –April 23, 2020 – OPEN SESSION

| Adoption of Agenda | ACTION |
| --- | --- |

| Report of the President | INFORMATION |
| --- | --- |

| Unanimous Consent Agenda – **Appendix I** | ACTION |
| --- | --- |

| Minutes of the Meeting of January 23, 2020 – Open Session | ACTION |
| --- | --- |

### Report of the Property & Finance Committee – **Appendix II**

| Budget and Fees<br>• 2020-21 University Operating and Capital Budgets and Tuition Fees<br>• Student Fee-Funded Units and Academic Supports<br>• Student Organization Fees 2020-21 | ACTION |
| --- | --- |
| Annual Report and Recommendations of the Student Services Committee | ACTION |
| Investment Committee Membership | INFORMATION |
| Scholarships, Awards, and Prizes | INFORMATION |
| Western University Standard and Poor's Credit Rating | INFORMATION |
| Experiential Learning Innovation Scholars | INFORMATION |

### Report of the Senior Policy and Operations Committee – **Appendix III**

| Committee Appointments | INFORMATION |
| --- | --- |

### Report of the Fund Raising and Donor Relations Committee – **Appendix IV**

| Fund Raising Activity Quarterly Report to January 31, 2020 | INFORMATION |
| --- | --- |

### Items Referred by Senate – **Appendix V**

| Renewal of the Articulation Agreement between Western University, Brescia University College, Huron University College, King's University College, and Fanshawe College regarding the transfer of credit for students in the General Arts and Science Program | ACTION |
| --- | --- |
| 2020-21 University Operating and Capital Budgets | INFORMATION |
| 2020 Entrance Standards for Undergraduate First-Year Admissions | INFORMATION |
| Five-Year Enrolment Projections | INFORMATION |
| Report on Year One Class and Entering Averages | INFORMATION |
| Vice-Provost's Annual Report on Faculty Recruitment and Retention February 2020 | INFORMATION |
| Report of the Academic Colleague | INFORMATION |
| Western Libraries Annual Report 2018/19 | INFORMATION |

| Questions from Members | |
| --- | --- |