Western
UNIVERSITY · CANADA

SENATE AGENDA

Friday, December 3, 2021, 1:30 p.m. – 4:30 p.m.
Meeting to be held electronically via Zoom videoconference

Members of Senate may access the Zoom link through the OWL Senate site

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

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of November 12, 2021	Approval
3.0	Business Arising from the Minutes	
4.0	Report of the President	Information

AGENDA

5.0 Report of the Operations / Agenda Committee (E. Chamberlain)

5.1 Revisions to the Rules of Order (Provision for Senate E-Votes) — Approval

6.0 Report of the Nominating Committee (K. Yeung)

6.1 Senate Committee on University Planning (SCUP) — Action

**7.0 Report of the Senate Committee on Academic Policy and Awards
(J. Cuciurean)**

7.1 Notice of Motion Referred by Senate: Revision to the Structure of the Academic Year Policy — Information

7.2 School of Graduate and Postdoctoral Studies: Introduction of a "Doctoral Flex Time Registration" Policy — Approval

8.0 Report of the Senate Committee on University Planning (M. Davison)

8.1 Update on Budget Planning Process and Guidelines — Information

8.2 Annual Report of the University Librarian — Information

9.0   **Report of the University Research Board (L. Rigg)**

   9.1   Western Research Strategic Plan 2022-27   Approval

10.0   Report of the Academic Colleague – no report for December 3, 2021

11.0   Consent Agenda

   11.1   Items from the Operations/Agenda Committee

      11.1(a)   Senate Membership – Vacancies Filled by Appointment   Information

      11.1(b)   Convocation Board, Interim Report to Senate   Information

      11.1(c)   Chat Function at Senate Zoom Meetings   Information

   11.2   Items from the Senate Committee on Academic Policy and Awards

      11.2(a)   Faculty of Health Sciences, School of Kinesiology: Approval
                       Introduction of Kinesiology 1050A/B and 1060A/B and
                       Revisions to the Admission and Program Requirements
                       of the Honours Specialization in Clinical Kinesiology, the
                       Honours Specialization in Kinesiology – BA and the Major
                       in Kinesiology

      11.2(b)   Faculty of Health Sciences, Arthur Labatt Family School
                       of Nursing:

            11.2(b)(i)   Revisions to the Compressed Time   Approval
                           Frame Bachelor of Science in Nursing
                           (BScN) Program (Level 1)

            11.2(b)(ii)   Revisions to the Compressed Time   Approval
                           Frame Bachelor of Science in Nursing
                           (BScN) Program (Level 2 and 3)

            11.2(b)(iii)   Introduction of an Articulation Agreement Approval
                           for the Admission of Graduates of the
                           Practical Nursing Diploma Program at
                           Fanshawe College into the Compressed
                           Time Frame Bachelor of Science in Nursing
                           (BScN) Program at Western University

      11.2(c)   Schulich School of Medicine & Dentistry: Revisions to the Approval
                       Structure of the Academic Year Policy (Guidelines for the
                       Organization of the Academic Year: Dentistry)

11.2(d)	Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the "Admission to the Bachelor of Medical Sciences (BMSc) Program" Policy	Approval
11.2(e)	School of Graduate and Postdoctoral Studies:	
11.2(e)(i)	Introduction of a Collaborative Specialization in Machine Learning in Health and Biomedical Sciences	Approval
11.2(e)(ii)	Revisions to the Master of Physical Therapy (MPT)	Approval
11.2(e)(iii)	Correction to the Name of the Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner	Information
11.2(f)	Expansion of the Articulation Agreement between Western University, Huron University College, King's University College and Fanshawe College regarding the transfer of credit for students in the Business-Accounting Diploma Program	Approval
11.2(g)	King's University College: Revisions to the "English Language Proficiency for Admission" Policy	Approval
11.2(h)	SUPR-G Report: Cyclical Reviews of the Graduate Programs in Linguistics and Physical Therapy	Information
11.2(i)	New Scholarships and Awards	Information

12.0   Items removed from Consent Agenda

13.0   Discussion and Question Period

14.0   New Business

15.0   Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

A land acknowledgement will be offered at the start of the Senate meeting.

ITEM 2.0 – Minutes of the Meeting of November 12, 2021

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on November 12, 2021 be
approved as circulated.

MINUTES OF THE MEETING OF SENATE

November 12, 2021

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

SENATORS:

K. Arora
P. Barmby
A. Barnfield
A. Baxter
J. Baxter
I. Berry
E. Boussoulas
D. Brou
S. Burke
C. Burghardt-
  Jesson
C. Burucua
E. Chamberlain
J. Chazi
M. Cleveland
K. Coley
J. Compton
S. Constas
J. Corrigan
J. Cuciurean
S. Datars Bere
M. Davison
G. De Viveiros
R. Dekoter
L. Frederking
C. Gallant
J. Garland
K. Gibbons
R. Gros
A. Haque
N. Harney

L. Henderson
R. Heydon
S. Hodgson
V. Jaremek
T. Jenkyn
S. Kadish
E. Kalaydjian
S. Karky
G. Kelly
R. Kennedy
M. Kim
D. Kotsopoulos
J. Lacefield
D. Laird
J. Langille
M. Lebo
D. Lee
L. Lewis
J. Li
L. Logan
M. Longtin
D. Malloy
M. Milde
L. Miller
J. Minac
K. Mooney
S. Morrison
A. Nelson
J. Nord
J. O'Hagan

A. Pahargarh
M. Patel
T. Peace
P. Peddle
S. Powell
S. Prichard
D. Purcell
A. Pyati
V. Radcliffe
G. Read
L. Rigg
A. Robin
S. Roland
G. Santos
E. Sapuridis
J. Schermer
A. Shami
A. Shepard
Z. Sinel
V. Smye
B. Sriharan
C. Steeves
L. Stephenson
L. Stoyles
G. Tigert
J. Watson
K. Whitehead
K. Yeung
S. Zivkovic

Observers: P. Barmby, V. Bhat, C. Bressette, J. Doerksen, Z. Fakirani,
M. McGlynn, N. Narin, R. Pilling, k. seanor

Land Acknowledgement

G. Santos offered a Land Acknowledgement.

S.21-224   **Minutes of Prior Meeting**

The minutes of the meeting of October 15, 2021 were approved as circulated.

S.21-225   **REPORT OF THE PRESIDENT**

The President's Report, distributed with the agenda, contained information on the following topics: COVID-19 update, accolades, and leadership updates.

The President additionally commented on the following items:

- Thanked the organizers of the Walk Against Islamophobia and Racism. The President noted he attended the walk and applauded the organizers and speakers for their efforts to call attention to Islamophobia and discrimination.
- Update on Western athletics sports teams.
- Thanked the Western community for their compliance of masking and social distancing measures which has led to a very low number of COVID-19 cases on-campus.
- No update on the independent police investigation regarding Medway-Sydenham Hall allegations.
- Western will sign the Scarborough Charter following consultations at the upcoming Board of Governors meeting. The Charter's principles, actions, and accountabilities for addressing anti-black racism are consistent with Western's strategic plan goals.

The President concluded his report with a reminder of the available mental health and wellness resources and support available to all members of the Western community.

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.21-226   **ITEM 5.1 – Consultation on the Draft Western University Open Access Policy**

C. Steeves (Vice-Provost & Chief Librarian) presented the draft Open Access policy and invited Senators to provide feedback on the draft as consultations continue for the development of the policy.

A Senator submitted a question in advance, inquiring if Western Libraries plan to find a non-profit, non-corporate partner for its open access repository. He also noted the draft policy does not address the control commercial publishers have on academic publishing and inquired how this issue will be addressed.

C. Steeves advised that when the institutional repository was originally implemented, it was with bepress, a small company that provided strong solutions, which has since been acquired by Elsevier in 2017. Western Libraries has been reviewing reliance on their platform and searching for alternative non-profit or community source platforms to provide the level of service needed.

Discussions were initiated with partners in the Ontario Council of University Libraries for the possibility of adding repository services to their shared services, however, they were delayed due to the pandemic. Discussions will resume to develop a project proposal for a consortium platform that is owned and operated by University Libraries as opposed to by a commercial publisher.

C. Steeves noted that Western Libraries negotiate licenses collectively through a national group called the Canadian Research Knowledge Network (CRKN), advocating for a sustainable scholarly publishing model that aims to address the stranglehold commercial publishers have. Open access principles have been integrated into the negotiations, advocating for transformative agreements. In 2020, CRKN formed a Stakeholder Alignment Group, in which the President participated, along with leaders from other research institutions. As a result, the negotiated deal with Elsevier was reduced significantly by 12.5% in costs, and a 20% discount in article processing charges for authors.

A Senator presented a series of questions on the draft policy, on behalf of their constituency:

- Definitions: What constitutes open access?
- Scope: Which students and what work is covered under the policy?
- Opt-out policy: Consequences for choosing not to deposit in the open access depository?

C. Steeves responded that the definition suggestion is very important and will be considered by the task force. Scholars have the option to opt-out with no consequences, as it follows the core principle that it is the scholars' academic freedom and choice of where to publish.
Different funding bodies have different definitions of what constitutes open access in relation to their policies and practices. Scholars would need to understand the terms of the research funding they receive, whether or not depositing in Western's repository meets their requirements. Western's policy does not mandate depositing or making work accessible through Scholarship@Western, if it had been made available through another repository, platform or journal.

A Senator inquired if the task force discussed the availability of the official French language on the platform.
C. Steeves responded that languages were not a matter of discussion on the task force, but it is the expectation that the platform will work with multiple languages, including French. She advised that languages will be taken into consideration to be reflected in the policy.

A Senator requested more clarification on the reasoning of the opt-out choice form, as many scholars at Western maintain the opinion that commercial publishers are extremely important for preserving the integrity of the scholarly work and for the production of knowledge.

C. Steeves responded there are no immediate consequences to those who choose to opt-out. It has been suggested by the task force as a way to emphasize the intention of the policy to encourage participation in open access publishing. She noted that open access publishing is also available through commercial publication platforms, should scholars choose to publish on those platforms, to maintain compliance with the policy. She noted the task force will take the opt-out form into consideration.

REPORT FROM THE UNIVERSITY RESEARCH BOARD

S.21-227   **ITEM 9.1 – Research Park Plans**

L. Rigg, (Vice-President, Research) provided an update on the Western Research Park Strategic Framework.

S.21-228   **ITEM 9.2 – Research Strategic Plan**

L. Rigg presented the draft Mobilize for Impact Strategic Research Plan for information and discussion.

A Senator submitted a question in advance, requesting clarification on what decolonization means in the context of the plan. The Senator also noted that many documents about research impact highlight "success", however, "failure" is also an important part of knowledge discovery.

L. Rigg noted that equity, diversity, inclusion and decolonization are fundamental to research. It is the intention at Western Research to be responsive to the full range of impacts of colonization through work with various groups, including the Office of the Associate Vice President (Equity, Diversity and Inclusion), and the Office of Indigenous Initiatives, to address issues within the context of decolonization.
L. Rigg agreed that failure is the essence of success, as it is the key to continuing research and innovation.

A Senator inquired what metrics are used to measure the achievement of goals of the strategic plan.

L. Rigg advised there are 26 measures of success. An implementation plan for the strategic priorities will be created, and each of the targets and goals within the implementation plan will have a specific set of metrics or measures of success to be reported on. A working group will be formed to consult broadly across campus, to map the process and create the goals for the implementation plan.

S.21-229   **ITEM 10.0 - Report of the Academic Colleague**

Senate received the Academic Colleague Report on the October 2021 meeting for information.

S.21-230   **UNANIMOUS CONSENT AGENDA**

It was moved by S. Roland, seconded by G. Santos,

> That the items listed in the Consent Agenda, be approved or received for information by the Senate by unanimous consent.

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.21-231 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

- ITEM 11.1(a) – 2020-2021 Annual Report of the Senate Review Board Academic
- ITEM 11.1(b) – Senate Election Schedule for 2022
- ITEM 11.1(c) – Senate Membership – Vacancies Filled by Appointment
- ITEM 11.1(d) – Faculty of Arts and Humanities: Amendment of the Faculty Council Constitution

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.21-232 **ITEM 11.2(a)(i) – Schulich School of Medicine & Dentistry: Revisions to the DDS Program**

It was moved by S. Roland, seconded by G. Santos,

That effective September 1, 2022 the DDS program be revised to reallocate the content of the third-year course Fixed Prosthodontics 5322 into the second-year course Fixed Prosthodontics 5222, applicable to students entering year two of the DDS Program, as shown in Item 11.2(a)(i), and,
That effective September 1, 2023 the third-year course Fixed Prosthodontics 5322 be withdrawn from the DDS Program.

CARRIED BY UNANIMOUS CONSENT

S.21-233 **ITEM 11.2(a)(ii) – Schulich School of Medicine & Dentistry: Revisions to the Structure of the Academic Year Policy (Guidelines for the Organization of the Academic Year: Dentistry)**

It was moved by S. Roland, seconded by G. Santos,

That effective July 1, 2022 the Structure of the Academic Year Policy (Guidelines for the Organization of the Academic Year: Dentistry) be revised as shown in Item 11.2(a)(ii).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by the Senate Committee on Academic Policy and Awards

S.21-234 The following items reported by the Senate Committee on University Planning were received for information by unanimous consent:

- ITEM 11.2(b) – Report on Scholastic Offences (2020-21)
- ITEM 11.2(c) – New Scholarships and Awards
- ITEM 11.2(d) – New Scholarships and Awards Funded by Operating

ANNOUNCEMENTS AND COMMUNICATIONS

S.21-235   <u>**Information Items Reported through Announcements and Communications on Unanimous Consent**</u>

The following items were reported through Announcements and Communications and were received for information by unanimous consent:
- ITEM 11.3(a) – Academic Administrative Appointments
- ITEM 11.3(b) – Election Results – University Research Board

S.21-236   <u>**DISCUSSION AND QUESTION PERIOD**</u>

The full text of questions submitted in advance of the meeting were posted in the Agenda at Item 13.0 prior to the meeting. The questions and responses are summarized below.

1.   <u>**New Identification System**</u>

Three Senators and one Observer submitted questions and concerns in advance of the meeting regarding the new identification system announced November 4, 2021. The following concerns and comments were also highlighted during the Senate meeting:

- Continuity of access and relationship between Western and its affiliated institutions
- Consultations with members of the campus community
- Non-Western community members access to important public services on campus
- Concerns that the system compromises personal security and privacy
- Authority of the system implementation
- FAQ's on the website
- Visitor registration

A. Shepard noted the new identification system is not a policy, and at this point in time it is voluntary to participate in wearing the lanyard. Planning for the identification system was initiated over the summer in preparation for a potential health and safety directive that would have required verification that all individuals on campus be fully vaccinated against COVID-19, and to identify presence at a particular space and time for case and contact management, similar to dining and entertainment requirements, through presentation of the Western ONECard. Wearing a lanyard was intended to allow ease of access to the Western ONECard.

Following the return to an in-person learning environment, this directive was not requested for instructional settings, and it was announced that this is a non-mandatory identification system. It is not intended to be a tracking or a security system. A. Shepard advised the FAQ section on the website has been removed.

A Senator from the Faculty of Information and Media Studies shared a motion that passed at the FIMS faculty council:

Whereas the campus lanyard initiative recently announced by the Acting Provost is antithetical to academic ideals of openness, academic freedom, shared knowledge

production and public connection; works against the core values of EDID and militates against community-building; and violates privacy rights by exposing personally identifiable information
and whereas the lanyard initiative bypassed the governance oversight of the Senate, Board of Governors and Faculty Councils and failed to consult with student groups, UWOSA or UWOFA
… be it resolved that FIMS Faculty Council opposes its implementation and asks Western administration to discontinue the initiative immediately.

L. Logan advised the visitor registration program has not been launched and visitors currently do not need to register, however, they must comply with the visitor procedure under the vaccination policy (MAPP 3.1.1).
A. Shepard noted that students, faculty and staff from the affiliated University Colleges are not considered visitors under the vaccination policy.

Consultations were not carried out with members of the campus community, as it falls under the administration's authority for campus safety and security, similar to the vaccination policy.

A. Shepard apologized to the Western community for the miscommunication about the intentions of the identification system.

S.21-237   **ITEM 14.0 – New Business**

A Senator presented a Notice of Motion from the floor of Senate:

That effective January 1, 2022 until August 31, 2022, the Structure of the Academic Year Policy be temporarily amended as shown in the attachment in recognition of the extenuating circumstances caused by the COVID-19 pandemic and the mental health toll associated with numerous cases of gender-based and sexual violence over the course of the Fall semester, and,
That the authority to amend the dates for any Senate policies impacted by this temporary change to the Structure of the Academic Year be delegated to the Office of the Registrar for the period noted above (e.g., grade submission deadlines, add/drop dates, deadline to apply for February In Absentia Graduation), and,
That effective September 1, 2022 the previous version of the policy, "Last Revised 2020 04" be reinstated.

A. Shepard received the Notice of Motion and referred it to SCAPA for consideration at its upcoming meeting in November.

ADJOURNMENT

The meeting adjourned at 3:30 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

ITEM 3.0 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

There is no business arising at this time.

Western [logo]   **President & Vice-Chancellor**

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: November 26, 2021

Re: President's Report to Senate

Dear Senators,

The following report highlights some noteworthy developments since my last report to Senate of November 12.

COVID-19 update: Our ongoing diligence in maintaining COVID-19 health and safety protocols continues to serve our community well. As the winter months close in and more activity moves indoors, our vigilance remains important. Thank you, and please watch https://www.uwo.ca/coronavirus/ for any new developments on our pandemic response.

Western to host national forum on reconciliation: In collaboration with regional Indigenous communities and Universities Canada, Western will host a national forum next June to advance social and institutional change with regard to the Truth and Reconciliation Commission's Calls to Action. The 7th annual *Building Reconciliation Forum* will focus on the theme 'Education for Reconciliation: Rebuilding Stronger and with Intentionality,' providing opportunities for the entire campus community to engage. Plans are underway to develop a culturally relevant program agenda including keynote speakers, talking circles, and workshops.

Family gift supports leadership education: A $3.5M-donation, announced November 26, from alumnus **Ian Ihnatowycz** (MBA'82, LLD'13) and his wife, **Dr. Marta Witer**, will fund a new chair jointly appointed to Ivey and the Faculty of Engineering. *The Ihnatowycz Family Foundation Chair in Leadership* will advance teaching and research in partnership with colleagues at the *Ian O. Ihnatowycz Institute for Leadership* and the *John M. Thompson Centre for Engineering Leadership & Engineering*. The gift will leverage an additional $2.5M investment from Western to endow the chair in perpetuity, and a portion of the gift will be added to an existing endowment that supports long-term projects and emerging initiatives within the Ihnatowcz Institute. Ian and Marta are longstanding supporters of Ivey and Western who established the Institute for Leadership in 2010 with a $3.5M donation.

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

- **Prof. Jim Weese** (Kinesiology) named recipient of the 2021 Distinguished Sport Management Educator Award by the *North American Society for Sport Management*.

- **Prof. Jing Jiang** (Electrical & Computer Engineering) recognized for Outstanding Graduate Mentorship by the 2021 *Canadian Association for Graduate Studies*.

- PhD candidates **Indra Bishnoi** (Neuroscience) and **Brendon Samuels** (Biology) named recipients of the Green Leader Award from *Green Economy London* and the *London Environmental Network*

- First-year students **Abygail Montague**, **Megan Matlock**, and **Stephanie Urena Rodriguez** each awarded $100,000 scholarships from the *Loran Scholars Foundation*, recognizing "strength of character, commitment to service, and entrepreneurial spirit."

- Eight alumnae named among the *Most Powerful Women in Canada for 2021*, including
  Judy Fairburn (EMBA'01), **Mary Federau** (MBA'87), **Lorin MacDonald** (JD'09), **Gillian Mandich** (BA'07, MA'12, PhD'19) **Zainul Mawji** (MBA'01), **Sarah Saska** (PhD'16), **Allison Taylor** (BSc'96), and **Charlie Wall-Andrews** (EMBA'17). My November report mentioned these awards, but only named the Ivey alumnae; apologies for the oversight.

ITEM 5.1 – Revisions to the Rules of Order (Provision for Senate E-Votes)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the Rules of Order be revised as shown, effective
                              December 3, 2021.

EXECUTIVE SUMMARY:

At its October meeting, the OAC committee considered the options for determining e-votes in the case of elections, which happen routinely, and of time-sensitive matters requiring Senate approval. The committee agreed that the circumstances giving rise to the need for an e-vote, other than elections, are rare and should be based on the time-sensitivity of the matter in question.

After discussion, the committee expressed a preference for calculating an e-vote based on a majority of the legal votes cast, with a minimum number of votes required to be determined.

The committee asked the Secretariat to prepare a draft revision to the Rules of Order (attached) for consideration. As detailed in the attached, it is recommended that the following provisions apply to electronic votes held outside of meetings:

a) Voting shall be by email or other electronic means identified by the University Secretary.

b) Approval by a majority of legal votes cast shall be the necessary vote to adopt a motion provided that a minimum number of legal votes equal to quorum are cast, unless otherwise specified in these Rules, the By Laws or the Act. A tie vote shall defeat the pending motion.

c) For elections involving more than one candidate, the candidate receiving the most votes shall be declared the incumbent. In the event of a tie vote, the tie shall be resolved by lottery conducted by the University Secretary in the presence of the candidates concerned or their agents.

Additional proposed revisions to the Rules of Order include:

- Renaming as *Senate* Rules of Order

- Correction to point 3 to indicate that the Senate agenda is approved by the Operations/Agenda Committee

- Use of gender-neutral pronouns.

- Restructuring of document to separately present provisions for the consideration of motions and voting at meetings (point 5) and provisions that apply to electronic votes held outside of meetings (point 6).

Notwithstanding the proposed revisions to the Rules of Order, the Secretariat intends to initiate a review of the Senate By-Laws, Senate Rules of Order and Adopted Policies and Procedures of Senate to consolidate where appropriate and to ensure that all Senate policy is in alignment.

ATTACHMENT(S):

Draft Revisions to the Rules of Order

1. If a quorum is present when the Chair calls the meeting to order, the quorum is presumed to continue until adjournment unless, in the course of the meeting, it is challenged and it is ascertained that a quorum is no longer present.

2. After the Chair has called the meeting to order, only one person may speak at a time, and only after being recognized by the Chair, except as provided below.

3. The ~~Chair shall recommend an~~ **Senate** agenda **is approved by the Operations/Agenda Committee** ~~at the beginning of each meeting, which~~ **and** shall **be** ~~become~~ the order of business unless a motion to amend it is made and adopted. Discussion will be in order on each subject as it comes up on the agenda and may be on any aspect of each subject ~~as a whole~~ until a specific motion is introduced.

4. When any member wishes a definite decision on a topic that is not included on the ~~Aa~~genda, ~~he/she~~ **they** may secure recognition from the Chair and make a motion specifying what it is proposed that the Senate decide. Such a motion will be a Notice of Motion that will be referred to the Operations/Agenda Committee or to another appropriate Committee. The Committee will consider the Notice of Motion and report to the next meeting of Senate. If the Committee does not include the motion as a matter of business at the next Senate meeting, the motion will be debated at that meeting if it is duly moved and seconded.

   ~~The Chair may request motions when he/she believe motions will aid the discussion.~~ [moved to 5a]

   ~~When a motion properly made is seconded and stated by the Chair, it becomes the business on the floor, and all discussion must apply to it until it is disposed of, except as provided below.~~ [moved to 5b]

5. **The following provisions apply to the consideration of motions and voting at meetings, whether in person or held by virtual means where members can be heard by one another:**

   a) **The Chair may request motions when they believe motions will aid the discussion.**

   b) **When a motion has been properly made and seconded, the Chair shall state it and call for discussion on it. The motion becomes the business on the floor, and all discussion must apply to it until it is disposed of, except as provided below in respect of a "point of information" or "point of order".**

   ~~a~~ **c)** ~~When a motion has been made and seconded, the Chair shall state it and call for discussion on it.~~ When every member who wishes to speak has done so, the Chair shall call for a vote. ~~Approval by a majority of those voting or by consent without objection shall be the necessary vote to adopt a motion, unless otherwise specified in these Rules or the By-Laws or the Act. A tie vote shall defeat the pending motion.~~ [moved to 5e]

b **d)**   Voting shall be by show of hands unless some other method is decided upon by motion~~. except that in elections, voting shall be by secret ballot wherever there are more candidates than offices. Votes shall be counted whenever the Chair is in doubt as to the result or any member requests a count through a point of order.~~

e)   **Approval by a majority of those voting or by consent without objection shall be the necessary vote to adopt a motion, unless otherwise specified in these Rules, the Adopted Policies and Procedures of Senate, the Senate By-Laws or the University of Western Ontario Act. A tie vote shall defeat the pending motion.**

f)   **Votes shall be counted whenever the Chair is in doubt as to the result or any member requests a count through a point of order.**

c **g**)   Substantive motions may be considered a second time at the same meeting only through a motion to reconsider, which may be made at any time when no other motion is on the floor. If a motion to reconsider is adopted, the original vote on the subject is inoperative and the question is reopened for discussion and decision.

h)   **Any member wishing information on a point under discussion when no one else has the floor may call out "point of information", in which case the Chair shall recognize the member for a brief question, and either give an answer or recognize someone to do so. Points of information may also be raised while a member is speaking, unless they have asked not to be interrupted, and such questions will be directed by the Chair to the speaker.**

i)   **A member who believes that the Rules of Order are being violated or that action is needed to handle an emergency, or who wishes a count on a vote may call out "point of order" at any time, in which case they shall be recognized for the sole purpose of stating briefly what they believe to be the correct procedures.**

6.   The following provisions apply to electronic votes held outside of meetings:

a)   **Voting shall be by email or other electronic means identified by the University Secretary.**

b)   **Approval by a majority of legal votes cast shall be the necessary vote to adopt a motion provided that a minimum number of legal votes equal to quorum are cast, unless otherwise specified in these Rules, the By Laws or the Act. A tie vote shall defeat the pending motion.**

c)   **For elections involving more than one candidate, the candidate receiving the most votes shall be declared the incumbent. In the event of a tie vote, the tie shall be resolved by lottery conducted by the University Secretary in the presence of the candidates concerned or their agents.**

6 **7**.   The Chair may summarize discussions and present alternatives for consideration when no motion is pending but may state ~~his/her~~ **their** own opinion only (a) during general discussion when no other member requests the floor, (b) by relinquishing the Chair, (c) in deciding a point of order, or (d) if the pending question is an appeal from a ruling on a point of order.

7 **8**.   The principal forms of motions, their order of precedence, and their essential governing rules shall be as presented in the tabular summary on the following page. In addition, the following rules shall be applicable**:**

a) Amendments, substitutes and motions to reconsider amendments and substitutes to motions which are still pending may be considered one at a time as presented. Amendments to amendments (amendments in the second degree) may be made, but not amendments in the third degree.

b) Motions which are noted as not subject to debate or amendment may be debated and amended by unanimous consent or at the discretion of the Chair.

8. a) ~~Any member wishing information on a point under discussion when no one else has the floor may call out "point of information", in which case the Chair shall recognize the member for a brief question, and either give an answer or recognize someone to do so. Points of information may also be raised while a member is speaking, unless he has asked not to be interrupted, and such questions will be directed by the Chair to the speaker.~~ [moved to 5h]

b) ~~A member who believes that the Rules are being violated or that action is needed to handle an emergency, or who wishes a count on a vote may call out "point of order" at any time, in which case he shall be recognized for the sole purpose of stating briefly what he believes to be the correct procedures.~~ [moved to 5i]

~~9~~ **10**. The Chair shall decide all points of order, but such decisions may be appealed by any member who calls out, "I appeal the ruling of the Chair". In that case the Chair and the member making the appeal shall state briefly the reasons for their views, after which an immediate vote shall be taken, a majority of those voting being sufficient to uphold or overrule the ruling of the Chair. It shall be the duty of the Chair to rule out of order all dilatory motions and tactics and any undignified behavior or remarks, but the Chair must recognize all appeals even if ~~he~~ **they** believe~~s~~ them dilatory unless ~~he~~ **they have** ~~has~~ already been upheld at the same meeting on an appeal by the same individual or on the same or a similar issue.

~~10~~ **11**. **The following provisions apply to addressing matters by alternatives:**

a) The Chair or any member may recommend that any substantive problem be considered by alternatives.

b) Consideration by alternatives means that all the solutions to a problem suggested by the members will be listed and discussed together, after which a vote will be taken on each. Voting may be among the alternatives or for and against each, according to whether the nature of the problem allows more than one solution to be used.

b) Whenever a request for this procedure is made, the Chair shall explain its meaning after which an immediate vote shall be taken, a majority of those voting determining whether the method shall be used in the case concerned.

Principal Rules Governing Motions

ITEM 6.1 – Senate Committee on University Planning (SCUP)

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Workload: SCUP meets monthly, normally on Mondays from 3:00-4:30 p.m.

Composition:

12 members elected by Senate as follows:

- Six members of faculty who are members of Senate at the time their term on the Committee begins, only one of whom may be a Dean

- Two graduate students (the President of the Society of Graduate Students shall qualify as a student for this purpose)

- One undergraduate student Senator

- Two members of administrative staff

- One postdoctoral fellow

Term continuing to June 2022:

Matt Davison (Sci), Mohammed Estaiteyeh (Grad), Grace Kelly (Admin), Riley Kennedy (UNDG), Julie Anne Nord (Grad), Kelly Olson (A&H), Stephen Tuffs (Post-Doc)

Term continuing to June 2023:

Daniel Brou (SS), Shauna Burke (HSci), Robert Gros (Schulich), Stephen Pitel (Law)

Required: One member of administrative staff

Nominees: Helen Gregory   (Admin)   Term to June 30, 2023

ITEM 7.1 – Notice of Motion Referred from Senate: Revision to the Policy on the Structure of the Academic Year

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

A Senator presented a Notice of Motion at the November 12, 2021 Senate meeting proposing a temporary amendment to the Structure of the Academic Year Policy effective January 1, 2022 until August 31, 2022. The temporary amendment effectively delayed the start of undergraduate classes until January 10, 2022.

The Chair of Senate received the Notice of Motion and referred it to the Senate Committee on Academic Policy and Awards (SCAPA) for consideration. At their meeting held November 24, 2021, SCAPA considered the Motion and it was ultimately not supported.

Background for recommendation:

SCAPA based their decision on the following:

1. The sessional dates have been publically available since September of 2020. Course outlines, course planning, lab schedules, and midterm evaluations have been set and communicated to students.

2. Spring Reading week for 2022 has been set and midterm examinations have been scheduled based on the Structure of the Academic Year policy. Amending the start of classes for 2022 may or will impact the following:

   - scheduling of midterms, resulting in students having multiple midterms scheduled during the remaining available weekends
   - a shortened April exam period
   - in certain programs, already scheduled guest speakers, practicums, performance-based activities, internships, clinical work, etc. may or may not be able to be rescheduled

3. Students will have made their travel arrangements based on the currently available sessional date information given that Senate would not be presented with details from SCAPA until December 3, 2021. Information was provided relating to on-campus residences and the impact that an asynchronous return to campus would mean for high risk behavior, potential for requests for residence refunds/credits, and employee groups' return to work schedules.

4. Non-first entry Faculties are not subject to the structure of the Academic Year Policy. This includes the Ivey Business School, Faculty of Education, Faculty of Law, Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

5. The amendment to the Structure of the Academic Year policy that Senate approved relating to a delayed return to campus in January 2021 was approved based on a different campus environment at that time. Consideration included the knowledge that Western might need to pivot to online learning due to the pandemic and that alternate forms of assessment would be encouraged due to the limited number of students required to be on campus.

Although the Motion was not supported, SCAPA recognized that both the University Student Council and individual student senators had received numerous communications from students indicating that they would support a delayed January 2022 start to classes.

SCAPA also recognized that supporting our student, faculty and staff mental health is of importance to the well-being of our campus community. SCAPA committed to reviewing the Structure of the Academic Year policy at a future meeting to provide discretion for the scheduling of sessional dates when a similar situation arises based on the calendar. SCAPA also recognized that anyone experiencing mental health distress should consult Western's many Health and Wellness services available on campus.

ITEM 7.2 – School of Graduate and Postdoctoral Studies: Introduction of a "Doctoral Flex Time Registration" Policy

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That effective January 1, 2022, a "Doctoral Flex Time
                                    Registration" policy be introduced as shown in Item 7.2.

EXECUTIVE SUMMARY:

To increase accessibility to doctoral programs for working professionals, some universities have introduced a "Flex Time" enrolment status for students in some graduate programs. Flex time enrolment is specifically intended to make doctoral studies more accessible for practicing professionals. University of Toronto has offered flex time enrolment in its OISE programs for several years and has more recently introduced a flex time option in several other programs. Students must choose the flex time option at the time that they begin a program and cannot switch partway through a program. Those enrolled in flex time studies pay full-time fees for the first 4 years of study and part-time fees until they complete. A key feature of flex time enrolment status is that it is not bound by Western's doctoral funding guarantee. This is because students enrolled in flex time studies are assumed to be practicing professionals who are not dependent upon the funding to offset the cost of their studies.

In support of increasing accessibility to doctoral level education for practicing professionals, the School of Graduate and Postdoctoral Studies recommends the introduction of a flex time option for Western doctoral programs.

ATTACHMENT(S):

New Calendar Copy – Doctoral Flex Time Registration
Proposal to Create a Flex Time Enrollment Status for Doctoral program

NEW CALENDAR COPY

Doctoral Flex Time Registration

Student must select flex time registration prior to commencing their program of study and cannot alter their registration status once selected.

Those enrolled in flex time studies pay full time tuition fees for the first four years of their registration and part time fees until they complete their program. As the flex time option is intended for working professionals, Western's doctoral funding guarantee does not apply to students in flex time studies.

Flex time enrolment will normally require two additional years of study to complete the candidate's program in comparison to students in a regular full time enrolment status.

Completion within six to eight years while in flex time enrolment is expected.

Proposal to Create a Flex Time Enrolment Status for Doctoral Programs

Overview:

The School of Graduate and Postdoctoral Studies (SGPS) requests that Senate support the creation of a "Flex Time" enrolment status for doctoral programs. This would not automatically enable Doctoral programs to offer Flex Time enrolment, but it would allow interested doctoral programs to design and seek approval (through Subcommittee on Program Review – Graduate [SUPR-G], Senate Academic Policy and Awards [SCAPA], and Senate) for the delivery of a Flex Time option.

In particular, doctoral programs would be required to articulate:
- The scope of professional employment/experience that would be considered to align with delivery of their program in Flex Time.
- How their admission criteria will be met in cases where credit for prior learning or professional experience/knowledge will be granted in lieu of the standard admission criteria.
- The optimal pathway and timeline for completion of their program requirements (courses and milestone) in Flex Time enrolment.

Only doctoral programs that have obtained Senate approval for the professional scope, alternative admission criteria, and a Flex Time pathway will be able to advertise and offer a Flex Time option.

Detailed Overview:

What is "flex time" Doctoral enrolment?
- Flex time Doctoral enrolment is an option that differs from the existing Doctoral only in delivery. Students in flex time enrolment are expected to demonstrate achievement of all of the program's learning expectations and fulfill all program requirements.
- Flex time is a modified delivery option that enables practicing professionals to undertake Doctoral studies in a manner that optimizes the synergy between their professional work and their studies, and that offers flexibility in the completion timeline.
- The dissertation research undertaken by students in the flex time option is expected to align with their professional practice/experience, facilitating the completion of the dissertation milestone.

Who can offer flex time enrolment?
- Only doctoral programs that have obtained Senate approval may advertise and deliver a flex time option.
    - Such approval will follow the "Major Modification" to an existing program process as per Western's Institutional Quality Assurance Process (IQAP). This includes approval from SUPR-G, SCAPA, and Senate.

- To obtain approval, programs must prepare a proposal that articulates the following:
  - Admission criteria specific to the flex time option, including:
    - the scope of professional work/experience that is considered relevant to the program and, consequently, provides the basis for flex time eligibility
    - a description of any variation from standard admission criteria, such as how credit for prior learning or for professional experience will be determined in lieu of standard admission criteria
  - The optimal sequencing and timeline for completion of all program requirements in the flex time option.
- Prior to a student formally beginning doctoral studies in a program approved for flex time delivery, the program must complete an individualized study plan that clearly articulates:
  - The supervisor(s) who will mentor the student
  - Details of how the student will progress through the program requirements
  - Any role that the student's employer will have in contributing to, or supporting, the research
  - Ownership of any intellectual property resulting from the research.

How does flex time enrolment affect tuition and funding?
- Student enrolled in the flex time option will be assessed full-time doctoral tuition fees for the first four years (12 terms) of enrolment. Starting in the fifth year (13th term), students will be charged part-time doctoral tuition fees until they complete their degree requirements.
- Because students enrolled in the flex time option are employed outside of Western, they will not receive the guaranteed minimum funding package normally provided to full-time doctoral students.

Who can be admitted to a flex time option?
- Flex time enrolment is available to those who are employed in an area of work/practice that aligns with the focus of the doctoral program. At the time of application, applicants must indicate their interest in flex time enrolment and must articulate how their employment/professional practice relates to their intended program of study.
- It is expected that the dissertation research to be undertaken by the student will align with the nature of the student's employment/practice. A brief description of this should be included in the admission application.
- While some student enrolled in flex time studies may be sponsored by their employer, this is not a requirement for flex time enrolment.

What are the supervision requirements for students in flex time enrolment?
- Students enrolled in flex time studies are required to have a designated supervisor who holds Doctoral Supervision Membership in SGPS.
- In addition to a supervisor, the student is required to have an advisory committee or second reader as per the program's standard practice.
- The program may elect to have a second supervisor or an advisory committee member from the student's area of professional practice. The program will be

required to nominate any such supervisor or advisory committee member for the appropriate SGPS membership.

- To ensure appropriate supervision of the dissertation research, a supervisor must be designated for the student at the point of admission.

Can a student switch from flex time enrolment to regular full-time enrolment?

- No, students who are admitted to their program in the flex time option cannot switch their enrolment to regular full-time.

What is the timeline for completion in flex time enrolment?

- Programs offering flex time enrolment are required to articulate the optimal sequencing and timing for completion of all program requirements (e.g., courses and milestones).
- It is expected that students in flex time enrolment will typically require two years longer to complete than students in regular full-time enrolment. Completion within 6 to 8 years of flex time enrolment is expected.

ITEM 8.1 – Update on Budget Planning Process and Guidelines

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

S. Prichard, Provost and Vice-President (Academic) along with R. Chelladurai, Associate Vice-President (Budgeting, Planning, and Information Technology) will provide an update on the budget planning process and associated guidelines.

ATTACHMENT:

Planning for 2022-23: Guidelines for the Faculties

Western University

Planning for 2022-23: Guidelines for the Faculties

October 5, 2021

A. Introduction

Our Strategic Plan - *Towards Western at 150*, was approved by the Board and Senate in June 2021. In the current 2021-22 year, we started the process of investing in the priorities outlined in our new Strategic Plan. Over the next 1 plus 3-year budget cycles, we will continue with investments aimed at enabling Western to achieve its strategic priorities.

There will be a 1-year budget/plan for the 2022-23 year, followed by a multi-year plan. The multi-year plan will span the 3-year period 2023-24 through 2025-26 and will be prepared after robust Faculty Academic Plans, Support Unit Operational Plans, and a University Budget Plan have been prepared in alignment with the University's new Strategic Plan, *Towards Western at 150*.

The planning guidelines for the 2022-23 budget reflect the overarching objective to achieve our strategic priorities.

B. Budget Timeline and Process

In order to allow time for the Faculties to develop robust Academic Plans and for the Support Units to develop Operational Plans, we have taken the approach of developing a 1-year budget plan for the upcoming year followed by a 3-year plan that will fully reflect the priorities outlined in those plans.

In the 2022-23 1-year budget plan, Deans are asked to provide their early thoughts on their Faculty's educational and scholarship/research aspirations that will eventually be incorporated into the final Academic Plans that align the priorities to the goals of the Strategic Plan.

Proposed timeline for the 1 plus 3-year process:

Item	Timeline
Planning guidelines released	October 5, 2021
Units develop one-year plans	October/November 2021
Review plans with Vice-Provosts	November 2021
Planning meetings with President, Provost, VPR, and AVP-IPB	November/December 2021
Provost response to faculty hiring requests *(to support hiring aimed at July 2022 starts)*	By December 31, 2021
Formal unit budget recommendations	Early February 2022

Unit final plan submissions	Mid-March 2022
2022-23 University budget development and approval	March/April 2022
Submission of four-year (2022-2026) Faculty Academic Plans and Support Unit Operational Plans	By May 15, 2022
Approval of faculty complement for July 1, 2023 start	By mid-June, 2022
Develop budget plans for 2023-24 through to 2025-26	October/November 2022

Process for budget review and approval:

Faculties are asked to submit a one-year plan this fall prior to the completion of the Academic Plans, which are to be submitted by May 15, 2022.

The 2022-23 budget planning process and subsequent discussion will take place in two steps:

1. October/November: Detailed reviews of the various components of the Faculty's Plan are used to develop the high-level budget, enrolment, and complement summaries, and to support the development of the overall university budget. These reviews will take place in October and November and will involve Deans (and their appropriate delegates/experts), the Vice-Provost – Academic Planning, Policy, and Faculty (for faculty complements), the Vice-Provost – Graduate & Postdoctoral Studies (for graduate enrolments), the Vice-Provost – Academic Programs (for undergraduate enrolments), and the Office of Institutional Planning & Budgeting (for the ultimate integration/alignment of the various components into the Faculty's budget).

2. November/December: The review by the senior leadership of the 1-year planning documents will focus on strategic priorities/objectives and the alignment of the budget proposals with the University Strategic Plan. The President, Provost, Vice President (Research), AVP-IPB, and Faculty Deans will participate in the discussion. The documentation for these meetings will include the high-level summaries of the budget, enrolment, and complement plans. The detailed information that has been reviewed with the Vice Provosts and IPB will be available for reference but will not be expected to be part of the discussion with the senior leaders.

Following these reviews and discussion, the subsequent steps outlined in the timeline noted above will move ahead.

C. **Budget Guidelines**

Elements that will continue in the 1 plus 3-year planning period:

The following elements of the current budget structure for Faculties and Support Units will continue in the 1 plus 3-year planning period:

- Academic Priorities Fund (APF) and Support Unit Priorities Fund (SUPF) to support unit priorities that align with the University's Strategic Plan (see note below about increased funding for 2022-23).

- Enrolment-related revenue-sharing with the Faculties on "incremental revenues".
- <u>Suspension</u> of the Faculty Turnover Recovery Policy.
- Canada Research Chair (CRC) Funds included in the Faculty budgets, for the duration of the CRC.
- Faculties will continue to receive funding under the current spousal hiring program.
- Central funding of negotiated compensation increases for full-time faculty and staff.
- Base budgets annual reduction by the 3% Inflationary Budget Adjustment (IBA)*.
- Requirement for units to submit structurally stable budget plans. The in-year deficit (Appendix A Summary, line 15) in 2022-23 should not exceed 1% of the Faculty's base budget plus revenue-sharing allocation for that year.
- Deans may bring forward proposals for Space/Facilities/Capital.
- Deans may also submit requests for incremental space and (small project) capital funding to support growth and new initiatives – by completing Appendix H and Appendix I respectively.

The option of exchanging carryforward funds for base funding (at the rate of $1 million carryforward for $150,000 base budget) will be repeated for the upcoming 1-year cycle. Deans should consult with IPB and incorporate this option in their budget plans if the overall Faculty budget will remain structurally stable. The continuation of this program will be reviewed annually.

*Note: This adjustment is required to help fund inflationary costs (which are primarily the annual employee salary increases as negotiated through collective bargaining agreements). For information, during the period 2009-10 through 2019-20 (in total), central funding to the Faculties for compensation increases exceeded the IBA by $3.1 million.

New elements in the budget:
1. A new funding program to support Faculties with PhD enrolment growth is being implemented for the 1 plus 3-year planning cycles. This program's details are as follows:
   - Supplemental funding (on top of enrolment-related revenue sharing) will be provided for growth (over 2021-22) in <u>SGPS funding-eligible</u> PhD and D.M.A. enrolments.
   - Based on a review of historical patterns of Ph.D. student funding sources, the supplemental funding rate for each incremental <u>SGPS funding-eligible</u> student will be as follows:
     - $20,000   Arts & Humanities, FIMS, and Music
     - $18,000   Education, Health Sciences, and Social Science
     - $14,000   Engineering, Law, Medicine, and Science

2. The Academic Priorities Fund (APF) for 2022-23 will have an increase in the maximum value of requests from each Faculty to $500,000 base and $500,000 one-time. Proposals should include academic initiatives that are directly linked to the University's strategic priorities and should clearly describe expected outcomes and measurable indicators of progress towards the goals/objectives associated with the proposals.

   Proposals that involve multi-Faculty initiatives and are reinforced by Faculty resources will be viewed favorably. Deans should also include measurable indicators of progress towards

the goals associated with each proposal. The Provost will confirm with the Deans in February which of the APF requests will be supported.

3. Details regarding the Provost's Academic Renewal Fund (PARF) for cluster hiring of Black and Indigenous Faculty is attached as Appendix L.

4. With respect to revenue sharing calculations, the undergraduate enrolment baselines for FIMS, Music and Arts & Humanities (over which growth will be funded through the revenue-sharing system) will be lowered by 10%.

D. **Strategic Plan Dedicated Funding**

In the 2021-22 budget, $20M was set aside to support initiatives that align to the Strategic Plan and which can be implemented quickly and the money used within two years. The request for proposals will be launch in mid-October of this year. If there are a large number of good proposals that respond to this call for proposals, additional funds will be made available to support them.

E. **The Faculty Academic Plan**

As indicated above, Faculties are asked to develop and submit four-year Academic Plans (the current 2022-23 year plus 2023-26), by May 15, 2022, that align to the priorities in our Strategic Plan. Full details and templates for preparing the Academic Plans will be provided in a separate document by October 31, 2021.

Whilst the four-year academic plans will not be complete prior to submission of the 2022-23 budget, it is hoped that the Deans can anticipate the key priorities of their academic plans in preparing the 2022-23 one-year budget.

F. **University-wide Planning Policies**

In preparing their planning submissions, Deans should take into account the following University-wide planning and budgeting polices:

- The policy of guaranteeing courses to first-year students has made a tremendous contribution to Western's recruitment efforts and to the early academic experience of our students. The commitment of the Faculties to this policy has been outstanding. It is our intention to continue this guarantee as a central feature of Western's first year programs.

- The recruitment of Black and Indigenous faculty is being supported by a targeted funding program from the Provost's Academic Renewal Fund (PARF).

- Faculties will continue to receive funding (to support spousal hiring) equal to one third of the annual salary plus benefits – to a maximum of three years – in cases where the spouse

of a probationary or tenured faculty recruit is being hired into a full-time faculty position created as part of the recruitment process. The Faculty hiring the spouse and the Faculty hiring the tenured or probationary recruit each contribute one-third of the salary plus benefits of the spouse. Deans are reminded that, in keeping with the collective agreement, spousal positions created in this manner are for a limited term appointment. In exceptional cases, where evidence is presented that the spouse fits the Academic Plan and priorities of the Faculty hiring the spouse, a request for consideration for an off-cycle tenured/probationary hiring approval may be submitted to the Provost. All provisions of the UWOFA Collective Agreement must be observed. It should be understood that such a request may replace other tenured/probationary positions currently in the plan.

- Supplementary Fees provide resources to offset specific program-related costs and are approved formally by our Board of Governors. Changes to existing fees and new fee proposals must be brought forward through the annual planning process. Please use Appendices J and K for supplementary fee related proposals, in consultation with IPB.

G. Elements of the 1-Year Planning Document

1. Academic Priorities/Objectives
As noted above, discussions at the planning meetings with the President, Provost, and Vice-President (Research) will focus on this aspect of Faculty plans.

2. Enrolment Planning
To support overall University planning and budgeting, Deans are asked to complete Appendix C (graduate enrolments for 5 years) and Appendix D (direct-entry undergraduate enrolments for 1 year). It is understood that the graduate enrolment plans may be preliminary and will be updated as part of the Faculty's Academic Plan to be submitted in May 2022. The summary tables for graduate and undergraduate enrolments should be included in the planning document and, as noted above, the underlying details should first be reviewed with the Vice-Provost (Graduate & Postdoctoral Studies) and the Vice-Provost (Academic Programs) respectively.

In order to support the growth aspirations of the University and the Faculties, we will continue with the approach of sharing incremental enrolment-related revenue (currently only tuition revenue) with the Faculties. Appendix E describes the revenue-sharing mechanism for the upcoming 1 plus 3-year planning cycles. In recent years, the Faculties of Arts & Humanities, Information & Media Studies, and Music have experienced declines in undergraduate enrolments. To support these Faculties with renewal initiatives, the undergraduate enrolment baselines for these three Faculties (over which growth will be funded through the revenue-sharing system) will be lowered by 10%.

3. Faculty/Staff Complement Plan
Deans are asked to provide a faculty and staff complement plan that supports the priorities identified by completing Appendix B. The summary from Appendix B should be included as part of the planning document and (as noted above), the underlying details should first be reviewed with the Vice-Provost (Academic Planning, Policy, and Faculty). The Faculty complement plan

should include approved/pending Canada Research Chairs (CRCs), describe the contract years for limited-term renewals (e.g. years 5-7; 9-12), and indicate clearly the unit and area of any proposed new hire.

4.   Requests for Capital Projects

Prior to submission of capital funding requests, units must consult with Facilities Management to obtain a cost estimate and to ensure that all building, safety, and structure-bearing codes receive proper attention. Requests for incremental space should include a clear description of the need and alignment with the Faculty's academic priorities and the University's Strategic Plan. Please use the templates in Appendix H and I for space and capital requests respectively.

5.   Budget Planning Template

Appendix A provides the budget planning template for 2022-23. Enrolment-related revenue sharing estimates have been completed by IPB using the most recent enrolment projections and historical patterns in teaching activity. Deans are asked to review these figures in consultation with IPB and adjust the revenue lines (excluding the base budget line) as necessary. Particular attention should be paid to the revenue-sharing estimates, which should be updated to reflect any major changes in enrolments/teaching in the current year (i.e. 2021-22). As we get closer to the official November 1 enrolment count date, IPB will update the revenue-sharing estimates. If there are major changes, Deans will be notified of the changes to include in their budget plan.

In order to support Faculties with base budget flexibility to plan for base/ongoing expenditures (such as faculty and staff appointments or graduate student funding), the program that provided the option of exchanging carryforward funds for base funding (at the rate of $1 million carryforward for $150,000 base budget) will be repeated for the upcoming 1-year cycle. Deans should consult with IPB and incorporate this option in their budget plans if the overall Faculty budget will remain structurally stable.

The summary table from Appendix A should be included as part of the planning document – and (as noted above) the underlying details should first be reviewed with the Office of Institutional Planning & Budgeting.

The total budget must be balanced at the end of 2022-23 (i.e. cumulative surplus/deficit must be greater than or equal to zero), and *the structural situation of the Faculty's base budget will be a key factor in the Provost's recommendations with respect to faculty and staff complements for 2022-23*.

Important note: In assessing the in-year deficit level (to meet the 1% threshold), major one-time expenses will be excluded from the calculations. Please consult with your Planning Analyst in IPB.

H. <u>Review of the Underlying Details of the Various Components of the Planning Submission</u>

Detailed reviews of the various components of the Faculty's Plan need to take place in October/November and involve Deans (and their appropriate delegates/experts), the Vice-Provost – Academic Planning, Policy, and Faculty (for faculty complements), the Vice-Provost – Graduate & Postdoctoral Studies (for graduate enrolments), the Vice-Provost – Academic Programs (for undergraduate enrolments), and the Office of Institutional Planning & Budgeting (for the ultimate integration/alignment of the various components into the Faculty's budget).

The information/templates to be used in these details reviews will be shared separately as electronic files with Deans and Business Officers.

I. <u>Conclusion</u>

Western's planning process, both at the University-level and the Faculty-level, allows for systematic investment in areas of strength and priority. Our planning approach is the vehicle by which the University Strategic Plan, Faculty Academic Plans, and Support Unit Operational Plans are implemented within the resources available in a competitive environment. Through this process, we also fulfill our ongoing obligation to plan for our University's future in a selective, transparent, and accountable fashion.

My thanks to you and all your colleagues for your support and commitment to Western – and your contributions to our planning process.

Please submit an Electronic Version (single PDF file) to Ruban Chelladurai 10 days prior to your Planning Meeting Date. This timeline is required in order to complete the final review of the plans.

ITEM 8.2 – Annual Report of the University Librarian

**ACTION:**   ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

C. Steeves, University Librarian will present the Annual Report of the University Librarian which includes information on the following:

- The impact of the pandemic
- Western Libraries strategic approach
- Library use and expenditures
- Equity and Inclusion – Decolonization of the Library Catalogue, Accessibility, and Diversifying Pedagogies
- Donor Support
- Supporting research

ATTACHMENT:

Annual Report of the University Librarian

Western Libraries

Annual Report

May 2020-April 2021

A Message from the Chief Librarian

Over the past year, events have highlighted the extent to which our work as a university and as a research library are inextricably linked to our place and purpose in our community, in society, and in the world. While the COVID-19 pandemic has been paramount, what's also become clear is the importance of work that serves equity-deserving groups, addresses injustice and discrimination, and reflects Western's and Western Libraries' responsibility to equity, diversity, and inclusion (EDI) as well as decolonization.

Throughout 2020-2021, we continually adjusted to the changing realities of the pandemic, working to ensure access to library services and collections in support of research and student success in remote, hybrid, and eventually, in-person modalities. Western Libraries staff pulled together and demonstrated their deep commitment to the teaching, research, and learning outcomes of our campus community.

In addition to the necessary and critical adaptation of our operations, Western Libraries has taken time over this period to reflect on and begin to develop an approach to EDI work. We have established a committee to identify ways to foster a library environment characterized by accessibility, equity, and inclusion through our collections, services, and spaces. Plus, ongoing initiatives include supporting and promoting open access to scholarly information, working towards changing outdated language and categorization of materials in the library catalogue, and diversifying teaching and learning practices.

This annual report is a reflection of the ways your research library adapted and innovated to provide service continuity through unprecedented times. It chronicles some of our first steps in EDI work and examines how we might hold ourselves accountable and lead by engaging in necessary and difficult work that challenges longstanding norms. We are acutely aware that we are only at the beginning. We are unlearning and identifying the work needed to change systems that are not representative of our commitment to an inclusive Western. And this report is a promise of what we can achieve when we take action and commit to a Western Libraries that is attentive to, and addresses, barriers to inclusion and access, within our teams and for the individuals who frequent our locations and resources.

To echo Western's new strategic plan, we know the work we do together toward greater equity and diversity will make Western Libraries – and our campus community – better and stronger.

Catherine Steeves
Vice-Provost and
Chief Librarian

A Pandemic Year in Review

Pandemic Timeline

Spring 2020

- All library locations closed in March, effectively pausing access to physical collections.
- Emphasis on e-course readings as campus shifts to online learning.
- Virtual consultations for research, teaching, and learning.
- Launch of COVID-19 digital archive, to record local pandemic experiences.

Summer 2020

- No-contact pickup service introduced.
- Digital delivery expansion – added to Omni for users to easily request a scanned portion of print materials.
- Interlibrary loans service shifts to digital-only.
- Launch of dedicated COVID information hub on website for users to find online library resources available amid the ongoing pandemic, and provide updates on library services and closures.

Fall 2020

- Re-opened locations, until Ontario lockdown in December.
- Launch of online space booking system to ensure physically distanced seating.
- Introduction of controlled digital lending via Scholars Portal to support Course Readings.
- Survey to campus community in October, to gauge user experience amid ongoing pandemic and how to best meet their emergent needs.
- More than 300,000 new e-books added to collection – with 250,000 free from rights restrictions, allowing for a flexible user experience.
- 6,000+ new videos for streaming synchronous and asynchronous screenings to enhance online teaching and learning.

Pandemic Timeline

Winter 2020/21

- Libraries closed December 24 to February, with Taylor Library being first to reopen February 22nd.
- HathiTrust Emergency Temporary Access Service (ETAS) launches, with nearly 760,000 in-collection print materials digitized for temporary online use.
- Construction starts for Weldon Revitalization, after delays caused by the pandemic.
- Limited print interlibrary loan service resumes in February.

Spring 2021

- April 2 – closure of campus/all libraries until June, in alignment with provincial shutdown.
- Staff remain primarily work-from-home, with some teams onsite for library materials handling, managing interlibrary loan requests, and more.
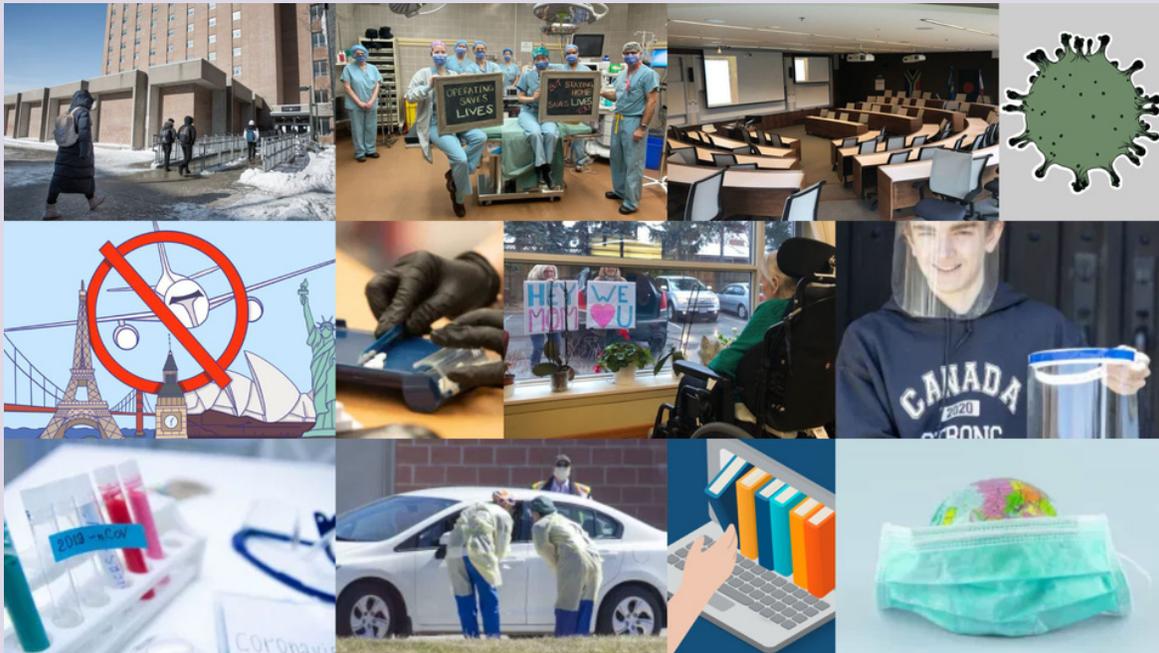
Photo Credit: COVID-19 in London, Ontario: Capturing the local experience
(Archives and Special Collections, Western Libraries)

Our Strategic Approach

A digital-first strategic approach

While Western Libraries has long operated in a hybrid model to accommodate online and on-campus teaching, learning, and research, the unique circumstances of the pandemic compelled a digital-first approach to decision-making for our collections and services in 2020/21.

Guided by pillars of organizational excellence, Western Libraries was able to pivot and adjust services in response to COVID-19 .

Three strategic priorities helped define where best to focus resources and staffing to meet the needs of our user community as they shifted between remote and hybrid teaching, learning, and research environments.

1

Strategic Pillar — Service Excellence

Deliver service excellence to library users and Western University.

2

Strategic Pillar — User-Centred Spaces and Technologies

Repurpose spaces to meet user needs and provide access to new and emerging technologies.

3

Strategic Pillar — Access to Collections

Provide access to world-class print and digital collections and resources.

1 Service Excellence

SERVICE	DETAILS	OUTCOME
No-Contact Pickup	Provided access to the Western Libraries' collection in a safe environment.	• 1,610 no-contact pickups of physical library materials
Ask a Librarian Online Chat	Strengthened outreach and support via online chat – to both Western students and for users from partner institutions as part of the provincial consortium, the Ontario Council of University Libraries (OCUL).	• 4,597 Western users helped • 5,077 chats answered by Western staff for users across the OCUL consortium
Modified Services Survey	In early fall 2020, a survey was developed to gain feedback on the experiences of students, staff, and faculty using the heavily digital service model, and to better understand the effect of remote library services on the user community.	• Increased seat booking time slots from 2 to 3 hours • Modified library open hours to add evening and weekend hours • Allowed seat booking extensions based on user demand

1 Service Excellence

| SERVICE	DETAILS	OUTCOME
Instruction and Research Support	In response to the pandemic, much of Western Libraries' instruction and research support shifted to an online format to enable remote research and embed instructional programming across disciplines and faculties.	• 160 instructional sessions and workshops with 7,520 participants • 644 reference and research consultations
Systematic and Scoping Review Consultations	Librarians work collaboratively to provide method-driven search reviews to strengthen research at the university and partner as co-authors in the planning, execution, and writing of knowledge syntheses. The demand for this work increased significantly due to the impact of COVID-19 on research involving human subjects. Western Libraries temporarily allocated additional resources to support this critical research service.	• 396 Systematic and Scoping Review Consultations • A 142% increase in consultations conducted in 2020/21 compared to the previous academic year

2 User-Centred Spaces and Technologies

SERVICE	DETAILS	OUTCOME
Onsite Library Use	As provincial guidelines evolved, at times throughout 2020/21, Western Libraries was able to safely open its spaces to Western students, faculty, and staff.	• Launch of online booking system to ensure safe onsite visits and adoption of physical distancing across library locations • 18,511 confirmed study space bookings
GIS Days 2020	A signature event for Western Libraries, GIS Days shifted to a fully online model and extended to a week-long initiative to offer 33 lightning talks, two networking sessions, one professional meeting, two tutorials, and eight demonstrations.	• 509 participants from across the globe • Volunteers from across Ontario and presenters from as far as Glasgow, Scotland and the Netherlands • Strength of online format evidential to continue with virtual setting for 2021

Western Libraries Annual Report 2020/21

3 Access to Collections

SERVICE	DETAILS	OUTCOME
Digital Delivery and Digitization Service	Western users could request portions of physical library materials to be scanned and delivered to their inbox, enabling remote collections access.	• 3,172 digitization requests fulfilled by Western Libraries staff
HathiTrust Emergency Temporary Access Service (ETAS)	Due to physical collections access being restricted, Western Libraries implemented ETAS to offer users digital access to in-copyright print materials.	• 10,090 unique users of HathiTrust ETAS materials • 759,954 items available through ETAS

3 Access to Collections

SERVICE	DETAILS	OUTCOME
Course Readings	To ensure that Course Readings items continued to be available to students as classes moved online, accessible, digital content was offered wherever possible including stable links to online resources and the purchase of new e-books.	• 1,143 courses featured Course Readings items • 18,985 Course Readings items offered across Western Libraries, affiliate university college libraries, and Scholars Portal digital lending platform • 363,918 total uses of electronic Course Readings items
Collections Digital Strategy	Demand for e-resources climbed significantly in response to pandemic circumstances. A concerted focus was given to building our collections access to e-book and streaming services as a result. This reflects the collections strategy overall, guided by a deep understanding of the information needs of users and how they interact with resources.	• 378,484 uses of e-books, an increase of 123% compared to 2019/20 • 38,760 streams of videos and movies, an increase of 64% compared to 2019/20

By the Numbers

Reference Services

- 1,552 questions answered in person, on the phone, and over video call
- 9,931 online chats answered
- 8,559 questions answered by email
- 85% of email questions answered within 24 hours

Research Guides

- 347,836 overall research guide views
- 348 research guides published

Open Access

- 37 Open Access journals hosted by Western Libraries
- 1,461,816 items downloaded from the institutional repository, Scholarship@Western, from 228 different countries
- The Geospatial Hub, including five main geographic information system (GIS) projects, viewed 98,587 times

Online Presence

- 1,059,679 visits to the Western Libraries website
- 7,811 followers across three social media platforms

Resource Expenditures

- Total Spent on Resources: $16,249,788.72
  - Total spent on monographs (books, e-books): $3,390,685.57
  - Total spent on serials (ongoing purchases – journals, databases, etc.): $12,815,041.31
  - Total spent on other resources (kits, scores): $44,061.84

Equity and Inclusion at Western Libraries

Decolonizing the Library Catalogue

Subject headings are how libraries categorize and describe materials in their catalogues. Almost like a dictionary or thesaurus, they provide a vocabulary so that library users can more easily and broadly search and find related subject matter. These headings also guide the way we think about topics or disciplines – and therefore representation across communities and cultures.

Around the world, the most common system is the Library of Congress Subject Headings, and they're also what is primarily used at Western Libraries.

Today, many of these Library of Congress Subject Headings still carry the biases and discrimination reflective of their early 20th century origins. This is unmistakeable when one looks to how Indigenous topics are catalogued, which is typically from a historic perspective, meaning the conflicts and harm Indigenous peoples face are in the past, or that demean Indigenous cultural practices as folklore or mythology.

Throughout 2020, Western Libraries' Discovery Description, and Metadata (DDM) team began the grassroots work to deepen understanding of the issues faced by Indigenous peoples in Canada and the impact of subject heading practices.

They examined the library as a colonial institution and the colonial aspects of cataloguing, with a focus on E classification (History of the Americas) and how this heading becomes a catch-all for anything Indigenous-related – reinforcing the notion that Indigenous topics exist in the historic.

With guidance from the Indigenous Curriculum Pedagogy Advisor at Western's Office of Indigenous Initiatives, the DDM team also explored Indigenous land back movements to contextualize treaty rights, the impacts of the Indian Act, and conflicts of band-elected and traditional governance in present-day circumstances.

Learning about how Western Libraries' cataloguing practices negatively impact users is the first step to changing harmful practices and to improving discoverability of library resources by discontinuing the use of offensive subject headings and shelving protocols.

In the long term, this is foundational work to what comes next for Western Libraries: making real, tangible changes to descriptions and classification in the catalogue, changes that will lead to better quality access to materials for all library users. This includes working with our Omni partner institutions across Ontario, as part of a Decolonizing Description Working Group, to explore how we can consult with local Indigenous communities to decolonize library description collaboratively and examine potential reclassification projects and processes to remove offensive subject headings from our library records.

Accessibility at Western Libraries

As part of a strategy to improve accessibility at Western Libraries, in 2020 the User Experience (UX) team partnered with Western's Accessible Education group to gain a better understanding of how the libraries' online content meets student accessibility needs.

Grounded in principles of openness and exploration, two Western Libraries co-op students stewarded the work to test digital exhibits, instructional videos, and modules in the online learning management system for the university, in order to identify areas where library content was inaccessible.

For Sara and Alexandra, this was a chance to not only learn first-hand from student users where improvement was necessary, but during COVID-19, offered a unique opportunity to engage in participatory user testing in remote environments. "So often 'accessibility' in a library context refers to in-person services and how to move around a physical building," explains Sara. "Because of the campus closure and the shift to online classes and library resources, we really got to see how accessibility is fundamental to digital spaces, too."

Student participants shared their feedback across multiple user testing sessions, and in the end, an overarching need identified was to have customizable content that a user could change or select depending on their needs at that time.

"Accessibility needs can shift regularly," adds Alexandra. "We learned that what might work for a student with disabilities one day could be different the next, so flexibility to, for example, read a transcript or watch a captioned video with various playback speeds is essential."

In December 2020, with user findings in-hand, the UX team produced reports that detailed specific accessibility recommendations for each of the content types tested and identified best practices for improving web accessibility. The best practices report was also shared with Accessible Education, the Centre for Teaching and Learning, and the Instructional Technology Resource Centre, who plan on conveying the recommendations with instructors to facilitate more accessible online teaching materials across campus.

While users who experience web accessibility challenges will benefit the most from this work, the goal is to have all Western Libraries users find web content easier to read and navigate. As Alexandra says, "Offering options to customize what you're working with can make a huge difference – it means everyone can access materials in the way they need or want to."

Western Libraries Annual Report 2020/21

Diversifying Pedagogies

When you consider who developed the first information literacy standards, where they were from, and the voices that were excluded, one can see how library curriculum is not reflective of our diverse campus community. This colonial foundation to academic learning continues to influence the ways teaching happens today.

At Western Libraries, the Teaching and Learning team has purposefully taken steps to examine these historical implications and how they impact student learning and well-being.

In 2020/21, the team participated in several curriculum retreats to start learning how to decolonize and diversify information literacy traditions and practices, including sessions led by campus leaders from the Centre for Teaching and Learning and the Office of Indigenous Initiatives.

For Heather, Curriculum Librarian, these sessions meant exploring how their team can, as a community, commit to questioning the knowledge systems that ground their work.

"As Indigenous educators explain, this isn't about rejecting Euro-American teaching. This is about learning how both perspectives bring value; not replacing, but integrating and welcoming multiple ways of knowing so there's no longer one exclusive approach."

Shaking up longstanding pedagogies involves unlearning and relearning, and with that comes the acknowledgement that colonial practices are still in place in contemporary education and in institutions like libraries. "It's uncomfortable – and overdue – work to confront the harm that's perpetuated when we privilege Eurocentric processes," adds Heather.

From resource creation to information literacy instruction, decolonization spans all activities of the Teaching and Learning team, individually and collectively. This is a long-term commitment for Western Libraries and the Teaching and Learning group, and is not a one-time event or action. "Decolonization is an enduring and active process for all of us," Heather explains, "and it's critical we keep asking ourselves how we can better support students and our communities by evolving our teaching and learning."

Looking ahead, the team plans to rewrite their information literacy curriculum and continue with their community of practice approach to decentering internalized Euro-American ways of knowing. "This will enable Western Libraries to diversify our teaching and highlight biases and inequities in academic research," Heather says. "We'll use this curriculum to demonstrate our priority of building meaningful relationships with students and our faculty and campus partners." The team hopes to establish a process of continuous curriculum inquiry with students as partners, to ensure library teaching truly supports the needs of learners.

Western Libraries Annual Report 2020/21

A User-Friendly Weldon Library

At the heart of Western campus is The D.B. Weldon Library, the largest of the university library locations. Weldon, as it's affectionately known, started Phase One renovations in 2020 as part of the ongoing revitalization project to modernize its key spaces and provide better usability for the campus community.

After a brief hiatus due to COVID-19, the revitalization project resumed in the early part of 2020, with Facilities Management working with consultants to finalize specifications for infrastructure retrofitting at Weldon.

Working from the original project vision to create a bright, timeless space that respects and celebrates Weldon's brutalist architecture, Western Libraries led Program Advisory Groups to meet with students, faculty, staff, and other stakeholders to identify features and amenities important to new learning spaces in Weldon. From these consultations, we learned about the need for flexible furniture and room functionality to accommodate various bodies, uses, and physical abilities.

To further inform furniture decisions, we compiled a variety of options and shared them as part of an online survey with Western students, to see if we were on the right track. Nearly 100 students responded and we held six additional online student focus groups for more in-depth discussions about the furniture. Alongside the survey findings, we heard a clear preference for standalone seating, like desk chairs and swivel tub chairs, a desire for large, shared tables over individual ones, and a strong plea for accessible power sources.

Thanks to these insights, which follow on several years of engagement about the revitalization of Weldon, when it opens, the new two-storey Learning Commons will feature spaces and fixtures that are in high demand by our users. There will be more study seats, including group study rooms; a community room for presentations and gatherings; a reading lounge; expanded display spaces; a student support hub; and a family room for students who wish to study alongside their young children. When complete, we're confident the space will provide variety and choice for those visiting Weldon, supporting learning, inspiring reflection, and encouraging community in an accessible and inclusive environment.
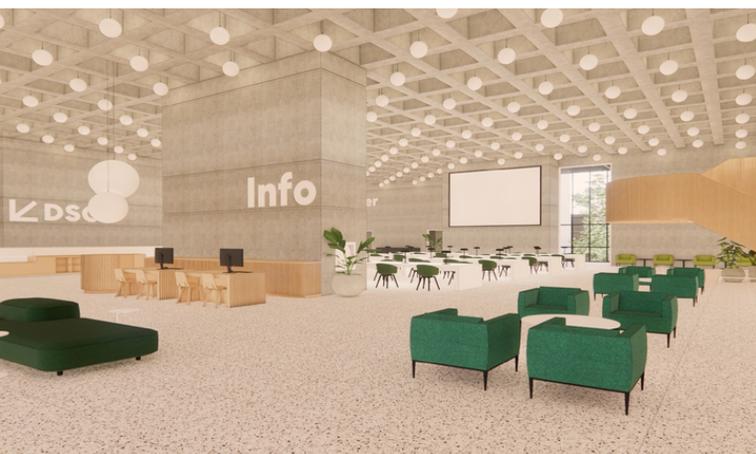
A dedicated <u>microsite for the Weldon Revitalization</u> launched in 2020, including a <u>video walk-through</u> of the brighter, refreshed learning and research environments.

The architecture renderings featured are inspiration for spaces included in the Weldon Revitalization Project.

Pictured are areas within the new two-storey Learning Commons that showcase large, open study spaces, the Community Room, and group study rooms.
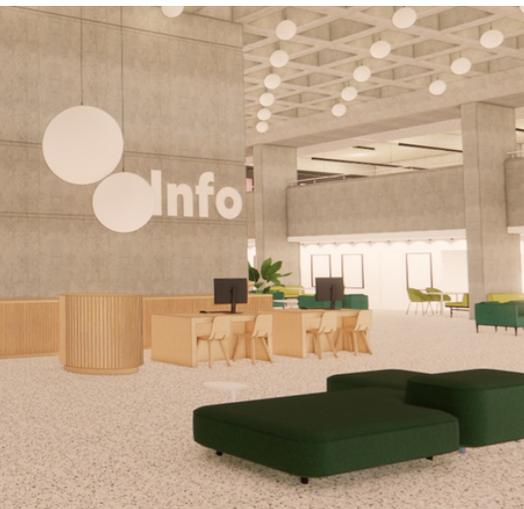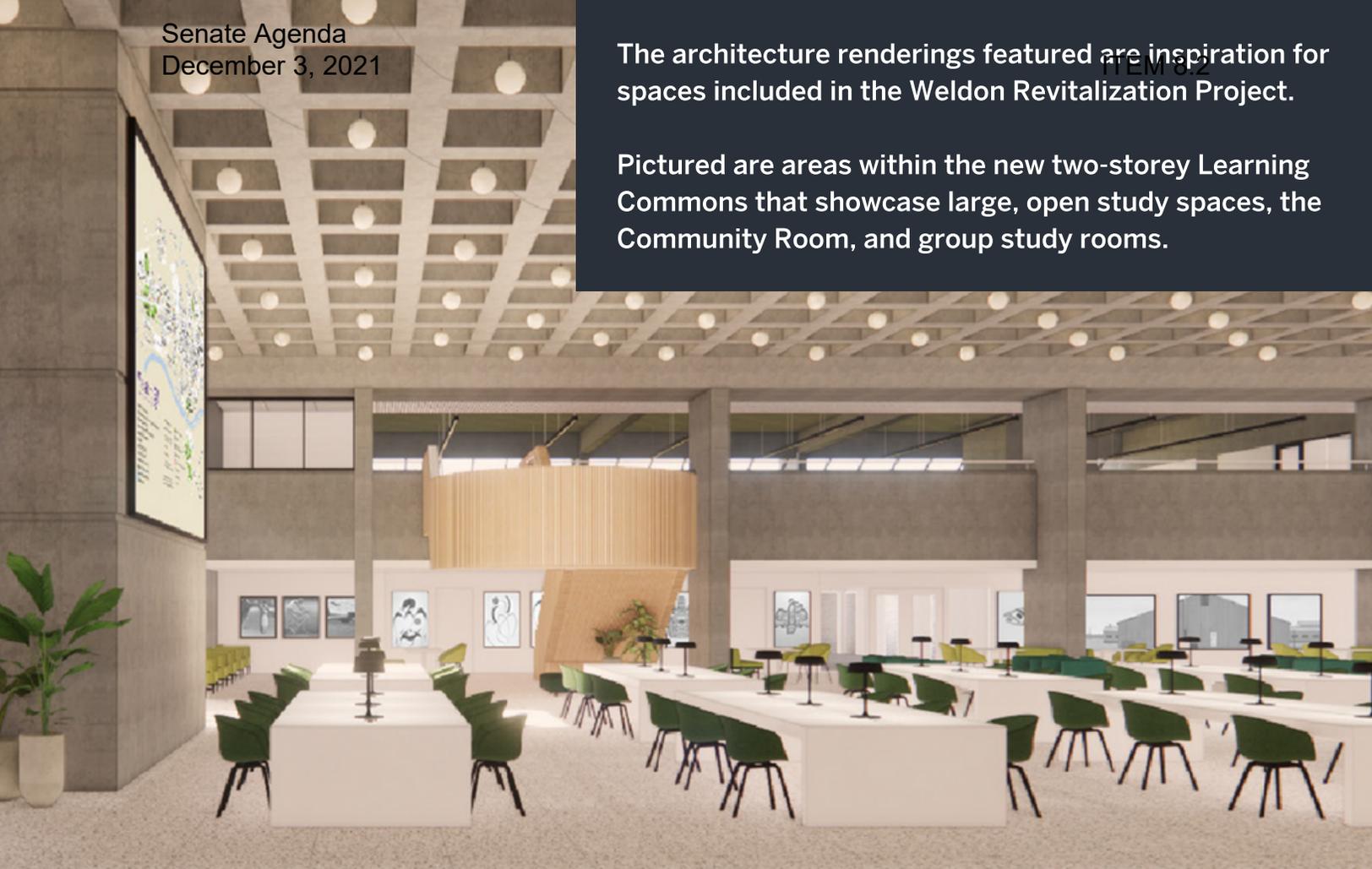
Donor Improves Textbook Access

Finances are often an obstacle for university students, especially when you consider the substantial cost of textbooks. Halina Czajkowska Robinson and her late husband, Dr. James Russell Robinson, understood this barrier to higher learning and established a fund with Western Libraries to help lessen the burden for students.

No stranger to remarkable hardship, Halina grew up the daughter of a Polish military officer when World War II struck. After fleeing for Warsaw in late 1940, she attended an underground school and later witnessed the destruction of the Warsaw Ghetto. Halina was an avid learner, right from childhood, and this nature would serve her well in the coming years and decades.

It was in 1944 that Halina and her mother were arrested during the Warsaw Uprising and transported to Auschwitz-Birkenau, and from there deported to Bergen-Belsen – a Nazi concentration camp where approximately 50,000 imprisoned people died.

After the liberation of Bergen-Belsen in 1945, Halina and her mother were sent as displaced persons to Sweden, where Halina studied – in Swedish no less – to become a chemical engineer. Studying tirelessly, Halina graduated in 1950 and would join a cancer research lab at the Karolinska Institute where she learned histochemical and biochemical techniques that would be influential in her career.

Halina immigrated to Canada in April 1951, where she struggled to find employment in her field due to discrimination against women in industry.

Eventually, she was hired at the Collip Cancer Research Laboratory at Western University (then, the University of Western Ontario), where Halina could use her learnings from the Karolinska Institute. It was at the Collip Lab that Halina discovered plant extracts effective in treating cancer and childhood leukemia. It was also at the lab that Halina met her husband, who was the university's first doctoral candidate in chemistry.

Throughout the remainder of her scientific work, Halina made important contributions to micro-chemical analytics, though her observation on plant extracts as a potential cancer treatment would go uncredited until recently, more than 50 years after her initial discovery.

Halina's desire to help others did not wane throughout her decades of life. Since its launch in 2011, the Dr. and Mrs. James Russell and Halina Robinson Western Libraries Textbook and Materials Acquisition Fund has enabled the purchase of more than 400 textbooks. And in 2020/21, this special fund meant Western Libraries could buy all required and recommended course readings not already in the library collection.

Halina Czajkowska Robinson passed away in fall 2021. We are grateful to share her story and so thankful for her deep generosity and commitment to supporting Western students.

Supporting Research Excellence

One of the strategic pillars for Western Libraries is to expand and support research excellence across disciplines. As part of a research-intensive university, Western Libraries actively collaborates with scholars and research teams to advance their projects – both within Western and beyond campus – in service of advancing knowledge and sharing it locally, nationally, and globally.

The following highlights offer a look at how Western Libraries supported research centred on Indigenous-led studies, sustainable development, health equity, and gender-based violence in 2020/21.

Logo Artist: Tsista Kennedy

Tsista Kennedy is a woodland-style artist from Beausoleil First Nation, and Oneida Nation of the Thames. Tsista creates his artwork on canvas with acrylic paint, on paper with ink, and digitally as well. He has been creating this style of artwork since the age of 13, winning a Governor General's Award for his "Seventh Fire Leadership" in 2018.

Head and Heart Research Fellowship Collection

Scholarship@Western, the Western Libraries-managed institutional research repository, provides a digital space for the student research outcomes of the Head and Heart Indigenous Research Fellowship program.

In alignment with Western's commitment to increase Indigenous voices across all levels of community, the repository is a platform to promote the diversity of Indigenous scholarship at the university and share and preserve research outputs so that students see their work reflected as part of the larger research enterprise. Plus, by having a stable portal to showcase their work, Indigenous students can demonstrate the impact and scope of their individual research as part of future scholarship and employment opportunities.

Seventeen projects make up the Head and Heart collection currently, with over half being the 2020 cohort of fellows. In 2020/21, these studies were accessed from 14 countries around the world by a variety of institutions, including government and Indigenous-led organizations.

Supporting Research Excellence

Western Heads East Collection

In the open-access institutional repository, the Western Heads East collection offers research related to probiotic foods, community health and sustainable development in Africa.

The open-access nature of Scholarship@Western facilitates timely access to health information so that others can build upon existing studies, narrowing the gap in global health equity by accelerating research in this area.

In 2020/21, users from 89 institutions across 78 countries accessed Western Heads East works in the institutional repository.

Gender-Based Violence Research

Western Libraries is often sought out as a resource for research materials – by Western scholars and investigators from other academic institutions. In November 2020, our Archives and Special Collections team was approached by a PhD student from the University of Waterloo about their thesis. Seeking documents related to gender-based violence and records within the London Women's History Group Collection, the student needed access to digital versions of these materials to continue their thesis research while campuses across Ontario were navigating stay-at-home orders.

Archives and Special Collections staff digitized hundreds of pages from a variety of archival documents, including London Battered Women's Advocacy Clinic Records, London Coordinating Committee to End Women Abuse Records, Mary McKim Papers, and Multicultural Committee to End Woman Abuse Records.

Yustina Milk
Photo Credit: Western Heads East Collection (Scholarship@Western)

Page 58

Centring the Campus Community

Western Libraries has always sought to put users at the centre of our services, resources, and spaces, and it's essential that we understand our campus community and address critical issues of equity, diversity, and inclusion.

An EDI Roadmap

In 2018/19, Western Libraries formed a dedicated equity, diversity, and inclusion (EDI) committee comprising staff members from across departments and teams. Together, this group is tasked with evaluating Western Libraries' strengths and challenges in EDI-related areas, with the intention to further enhance a learning and work environment characterized by equal access and respected participation of all groups and individuals.

As the Black Lives Matter movement continued to grow in summer 2020, in response to the murders of Breonna Taylor, Ahmaud Arbery and George Floyd, discussions about white privilege surfaced among Western Libraries staff. This was a catalyst for a Diverse Conversations event called "Unpacking White Privilege," meant to create space for open dialogue about how white supremacy is embedded throughout daily life, exploring how to disrupt micro-aggressions and harmful norms. Nearly 60 Western Libraries staff members took part in this online event and the feedback gathered from participants revealed a keen interest in learning more about EDI issues and how to discuss these together as colleagues.

The EDI committee also embarked on strategic planning in fall 2020, to identify milestones and initiatives to pursue in support of a more inclusive Western Libraries. The plan provides a roadmap of short- and long-term actions for the committee to achieve, knowing that this essential work is never finished and must be embedded across all levels of Western Libraries.

Next, the committee will continue with staff learning events, scaffolding them around the university's commitment to EDI and decolonization. In addition, the group is creating an inclusive language guide, to foster internal communication that is respectful and brings everyone into the conversation, as well as a hiring toolkit to support the ongoing recruitment and retention of a diverse library workforce.

Centring the Campus Community

Biindigen:
Western's Indigenous Learning Circle

In 2020, Western Libraries joined a cross-campus partnership with the Office of Indigenous Initiatives, Western Research, the university's Human Rights Office (formerly Equity and Human Rights Services), and Student Experience. Together, this collaboration formed Biindigen, Western's Indigenous Learning Circle, to give graduate students, staff, and faculty opportunities to learn with and from Indigenous Peoples, and explore the landscape of Indigenization and reconciliation through events, discussion, and other mediums such as documentaries and books.

In 2020/21, Biindigen hosted its first events:

- A conversation with Mohawk author, Alicia Elliott – A discussion of and reading from the Western Writer-in-Residence's book of essays: A Mind Spread Out on the Ground. More than 60 participants joined the event and took part in a question-and-answer session with Alicia.

- A discussion of Braiding Sweetgrass – In recognition of World Water Day and the lack of clean water access in Indigenous communities in Canada, this event opened conversations about the reciprocal relationship between humans and nature, through the lens of readings from Braiding Sweetgrass by Robin Wall Kimmerer. Fifty-one participants took part in this springtime event.

In addition to these inaugural events, Biindigen created an online portal to carry forward discussions started and provide a space for ongoing dialogue about Indigenous ways of knowing and being. Currently, there are almost 140 members in the online portal who regularly interact and share articles and information.

Live Zoom Reading with
Alicia Elliott
Nov. 26
2-3:30 p.m.

Haudenosaunee bestselling author and Western's Writer-in-Residence, Alicia Elliott will read essays from her award-winning book, *A Mind Spread Out on the Ground.*

As the academic commons of Western University, Western Libraries provides the library and archival expertise and infrastructure – information resources, technology, people, and spaces – required to cultivate and mobilize knowledge, and accelerate excellence in teaching, research, and scholarship.

Western Libraries

ITEM 9.1 – Western Research Strategic Plan 2022-27

ACTION: ☒ APPROVAL   ☐ INFORMATION ☐ DISCUSSION

Recommended: That the Senate approve, and recommend to the Board of
Governors, the Western Research Strategic Plan 2022-27 as
provided.

EXECUTIVE SUMMARY:

L. Rigg, Vice-President (Research) will speak to the Western Research Strategic Plan.

ATTACHMENT(S):

Western Research Strategic Plan 2022-27

MOBILIZE FOR IMPACT!

Western Research Strategic Plan :: 2022-2027

December 2021 :: For Senate Approval :: v. 1.30

Western
Research

INTRODUCING
MOBILIZE FOR IMPACT!

The Western Research strategic plan seeks to mobilize campus to realize a shared vision for research, scholarship, and creative activity – *across disciplines, methods, and career stage.*

It seeks to mobilize supports that enable success – *as defined by our community.*

And it seeks to mobilize the knowledge we create so it has impact – *within the academy and for society*.

Western is home to a diverse group of innovative researchers, scholars, and artists at all career and learning stages who advance and promote knowledge across the spectrum of fundamental and applied discovery, creative activity, and research creation.

It is home to artists, activists, scientists, and clinicians; to those working individually and to those contributing to collaborative and multidisciplinary teams. All are valued. All are critical to our mission and to the university's role in society.

Collectively, we produce, preserve, and protect knowledge. We enhance culture, develop technologies, innovate, inform policy, train the next generation's leaders, and help shape societies. We have impact within the academy, within our communities, and around the world.

Unique facilities, excellent library resources, internal funding programs, and dedicated, professional services support these efforts.

We *already* have a lot to be proud of and to be excited about – and there is a strong appetite to do more.

Grounded in Western's strategic plan, *Towards Western at 150*, *Mobilize for Impact!* strives to capture this energy and to accelerate our momentum. It guides the activities of Western Research, which are inextricably linked to the university's mission to facilitate the production of research, scholarship, and creative activity.

This plan is Western Research's commitment to our community, and it outlines how we will provide support, foster inclusiveness, advance collaboration, and facilitate, recognize, and celebrate success.

Mobilize for Impact! reflects not only what we are and where we have been, but what we can become – together.

Western Research

DEVELOPING
MOBILIZE FOR IMPACT!

Our strategic planning process began in late 2020 with an environmental scan of other university plans and subsequent efforts to socialize approaches and seek guidance from partners across campus.

From January to August 2021, we obtained approximately 300 inputs through a series of townhalls, small group discussions, one-on-one meetings, and a feedback survey that was included on the Western Research website and distributed to all research-eligible faculty members. The process was further informed by 100 interviews conducted as part of a concurrent Western Research Parks visioning exercise.

Throughout this process, we worked closely with the research, scholarship, and creative activity theme group of the university's strategic planning steering committee to share findings and gain additional insight from consultations with students, alumni, government, industry, and community organizations. Overall, the strategic planning steering committee received more than 3,700 inputs.

The draft plan was provided to more than 250 members of our community for further review. We are particularly grateful for repeated input from Associate Deans (Research), the University Research Board, research officers, and colleagues within Western Research.

Mobilize for Impact! also directly considers, and aligns with, other relevant campus plans, including *Towards Western at 150*, the Indigenous Strategic Plan, and those produced by WORLDiscoveries, Western Research Parks, Western International, and individual faculties and schools.

Western Research

HAVING
GREATER IMPACT

Stimulating research, scholarship, and creative activity is a key area of focus identified within the Greater Impact theme of *Towards Western at 150*.

It is also at the heart of Western Research's mission.

Impact takes many forms – from individual scholars creating and promoting knowledge to collaborative teams developing novel technologies and solutions to grand challenges. From researchers influencing policy to artists creating culture and bringing joy to our lives. And from efforts to understand the fundamental questions that drive curiosity to knowledge that supports the development of our business, legal, health, and education systems.

These contributions advance the public good.

Western's community adds to the sum of human knowledge, preserves it, and passes it down to future generations. As thinkers, innovators, artists, leaders, scientists, and entrepreneurs, we have impact within academia, within regional communities, and around the world.

As a key partner in this success, Western Research is committed to supporting, recognizing, and celebrating the full range of these efforts.

As administrative demands increase, we provide professional services, strategic guidance, support, and programs across a project's lifespan – from inception to development, completion, and dissemination. These efforts allow our community to spend more time focusing on their research, scholarship, or creative activities – and having impact.

Western Research

ABOUT US

Led by the Vice-President (Research), Western Research sets institutional strategies and fosters a vibrant culture of research, scholarship, and creative activity across campus and across disciplines. We are partners in the university's research success.

Our dedicated team of professionals is knowledgeable and skilled, offering a unique breadth and depth of specialized expertise. We identify needs and respond with progressive services, funding mechanisms, and programming.

These supports begin at the idea stage.

Some Western scholars benefit from grant, partnership, and strategy development; others from expertise related to commercialization, knowledge exchange, and communications. Still others rely on assistance with contractual agreements, veterinary care, or supports that ensure ethics and compliance needs are met. There are many pathways to our services.

These efforts help our community dedicate more of their time to the work they are passionate about.

As the research landscape evolves, Western Research commits to continuing to identify and implement tools, services, and programs that ensure our researchers, scholars, and artists have the support they need to remain competitive and to be successful.

We look forward to working with you.

Western Research

GUIDING PRINCIPLES

The following four guiding principles are foundational to Western Research's mandate and flow across all we do. These values and touchpoints guide us as we design and implement strategies and develop activities, services, programs, and relationships.

CATALYZE RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY
Western Research will lead and partner on activities that support our community's success and all the steps along the way. We will provide services and foster a culture of inclusivity that embraces, supports, and accelerates research, scholarship, and creative activity in all disciplines and at all career and learning stages. We will continue to provide, evaluate, and expand upon administrative and strategic supports and programs that enhance our scholars' success.

ADVANCE EQUITY, DIVERSITY, INCLUSION, AND DECOLONIZATION
In collaboration with the Office of Indigenous Initiatives and the office of the Associate Vice-President (Equity, Diversity, and Inclusion), Western Research will take proactive steps to extend equity, diversity, inclusion, and decolonization efforts in the academy and in related activities. We will ensure ethical research engagement with Indigenous communities; recognize colonial practices in, and adopt anti-colonial approaches to, research; and work with partners to advance equity, diversity, inclusion, and decolonization in all programs, services, and funding initiatives we support.

ENGAGED PARTNERS
London and Southwestern Ontario are home. By co-creating welcoming spaces, places, and activities that encourage partners to engage with Western's research, scholarship, and creative activity, we will establish strong, ethical, and reciprocal partnerships on campus and with local and regional communities. As our collaborations, impact, and aspirations extend around the world – and beyond – we will also continue to nurture relationships, engage in mutually beneficial partnership development efforts, and share knowledge provincially, nationally, and internationally.

BALANCE RISKS AND OPPORTUNITIES
Academic freedom is at the heart of university life and protected by the Faculty Collective Agreement. Respecting this core commitment, Western Research will be responsible stewards of knowledge, support open access initiatives, and help our community to safeguard research activities by protecting intellectual property and by ensuring compliance with regulations governing research, including national security guidelines for partnerships and the Tri-Agency research data management policy. Where appropriate, we will seek opportunities to advance the university's research mission through high-risk, high-reward research.

Western Research

STRATEGIC GOALS

Mobilize for Impact! identifies four strategic goals that describe what we seek to do as a unit and how. Taken together, they lay the foundation for our plan to support our community and to engage with stakeholders. Each is aligned with all three themes – and multiple sub-themes – identified in Towards Western at 150: Greater Impact; People, Community, and Culture; and Western's Place in the World.

ENHANCE RESEARCH SUPPORT

Ensuring Western's research success is a shared responsibility, requiring close coordination and collaboration among many individuals and groups across campus.

Western Research is a key partner in this integrated and interconnected network of support that includes Associate Deans (Research), faculty-based research officers, Research Finance, Western Libraries, the School of Graduate & Postdoctoral Studies, Western International, and the Office of Indigenous Initiatives, among others.

Together, with campus and city-wide partners, Western Research will continue to inspire research success by providing a range of professional and strategic services and programs that help scholars reach their full potential at every stage – from a project's conceptualization, through its development, implementation, and dissemination of outcomes.

Strategies to enhance research support include:

- Maintain and increase professional administrative support for research activities, including for grants and contracts, innovation and partnership development, human and animal ethics, animal care, knowledge exchange, and awards and distinctions.
- Commit to ensuring equity, diversity, inclusion, and decolonization activities are incorporated into all aspects of our work, including through grant-writing support that increases our scholars' success.
- Offer progressive and professional training that provides scholars with skills they may need to be successful, including those related to leadership, equity, knowledge exchange, grant-writing, patent searches, partnership development, and communications.
- Strengthen relationships with Lawson Health Research Institute and hospital-based research entities to streamline processes and support.
- Foster a welcoming, supportive, and vibrant environment to set new and emerging scholars on paths to success, including by providing orientation, peer mentorship, and postdoctoral supports.
- Integrate research, scholarship, and creative activity into the student experience by increasing engagement opportunities for undergraduate students.
- Develop and support core facilities, institutes, and common resources.

Western Research

STRATEGIC GOALS

FOSTER RELATIONSHIPS

We live in hyper-connected times. The relationships we form allow us to examine new viewpoints, identify needs, access research participants, find solutions, and connect the work we do to knowledge users. In short, strong relationships facilitate success.

Western Research will support the development of ethical and reciprocal research relationships. We will work closely with colleagues on campus and with regional, national, and international partners to engage governments, health care, corporations and businesses, not-for-profits, community groups, and other academic partners.

Strategies to foster relationships include:

- Support the development of connections within various sectors through networking events, a centralized expertise database, and partnership concierge platforms.
- Co-develop collaborative research, scholarship, and creative activity-based relationships within regional communities, including efforts that bring knowledge to campus.
- Foster ethical, reciprocal, community-based participatory research models with Indigenous partners.
- Establish strategic spaces within regional communities that foster research connections, community-engaged scholarship, creativity-based events, and knowledge exchange opportunities.
- Create a new Innovation and Strategic Partnerships portfolio to provide innovation-related supports and programs that foster connections with industry.
- Increase support for international research engagement and collaborative programs, including through enhanced research components of memoranda of understanding with international universities.

Western Research

STRATEGIC GOALS

CONNECT OUR WORK TO THE WORLD

It is important to extend the impact of our academic community's work and to celebrate its successes. Western Research will increase support for knowledge exchange efforts – within the academy, private and public sectors, civil society, and arts communities. We also continue to lead and support nominations for prestigious awards and distinctions, and promote achievements to various audiences.

Strategies to connect our work to the world include:

- Increase support in government relations, particularly with respect to contributions to policy at the municipal, provincial, and federal levels.
- Enhance knowledge exchange capacity through training, support, and tools, including workshops related to writing, strategies, and tactics.
- Enhance public access to visual arts and musical performances, including online.
- Increase support for nominations to prestigious national and international awards and distinctions.
- Advance business development and technology transfer activities that connect Western's research to knowledge users, create spinoff companies, and license technologies.
- Increase engagement with a range of outreach and communication opportunities that bring Western's research to a broader audience.
- Support participatory and community-based research that mobilizes knowledge horizontally within partner communities.
- Support open access to research, scholarship, and creative outputs through the Western repository.

Western Research

STRATEGIC GOALS

TACKLE THE GRAND CHALLENGES OF OUR TIME

All researchers address challenges. Some of these challenges are grand.

Issues like systemic racism, sustainability, global health, socioeconomic inequality, threats to democracy, and climate change – as examples of grand challenges – require collaborative and interdisciplinary approaches because they require interdisciplinary and collaborative solutions.

Western Research will foster models of collaboration and interdisciplinarity that bring together top minds from within and outside the university. Research centres, groups, and institutes often play a vital role in these efforts. By working together, we can apply diverse perspectives and expertise to some of the most pressing challenges facing our world.

Strategies to tackle the grand challenges of our time include:

- Build upon Western's institutes model by seeking additional ways to organize our collective research efforts.
- Introduce and support interdisciplinary initiatives, including institutes, the Western Academy for Advanced Research, and the Interdisciplinary Development Initiatives program.
- Reimagine the Western Research Chairs program to add new opportunities and capacity.
- Provide resources and opportunities to facilitate grassroots connections, identify partnerships, and better frame interdisciplinary relationships.
- Foster and support university-wide research interests and infrastructure.
- Create internal, issue-focused funding programs that encourage interdisciplinary engagement and teams.

Western Research

CONCLUSION

Mobilize for Impact! fits within the larger context of *Towards Western at 150*, other campus plans, and aspirations set out by faculty, staff, students, postdoctoral scholars, and partners. Its success is a collective responsibility.

Our strategic plan embraces broader conversations about the work we do, supports Western Research offers, and the impact of these efforts. It will mobilize our community around a shared vision for research, scholarship, and creative activity – across disciplines, methods, and career and learning stages.

The plan also paints a broad picture of the directions we intend to take to support themes set out in *Towards Western at 150*. Detailed steps, which will include many of the valuable contributions our community has made over the past year, will be included – and in some cases, co-created – in accompanying implementation plans.

It is an exciting time for research, scholarship, and creative activity at Western.

Western Research is here to support you.

Together, we can mobilize for impact.

Western Research

ITEM 11.1(a) – Senate Membership – Vacancies Filled by Appointment

ACTION REQUIRED: ☒   FORWARD TO SENATE

The Senate seats listed below were filled by appointment for the terms indicated at the recommendation of the units concerned in accordance with the Senate Election Procedures.

HEALTH SCIENCES

Rachel Forrester-Jones   November 3, 2021 – June 30, 2023
* to replace Denise Connelly who resigned as an elected member of Senate from the Faculty of Health Sciences.

ITEM 11.1(b) – Convocation Board, Interim Report to Senate

ACTION:　　☐ APPROVAL　　☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Traditional convocation ceremonies took a hiatus due to the COVID-19 pandemic. However, Western celebrated our graduates as follows:

Spring 2020　　Online Celebration featuring a light display on UC Tower

Autumn 2020　　Online Celebration featuring keynote speaker Mike Atkinson, musical performance by Rick McGhie, scrolling graduate student names

Spring 2021　　Online Celebration hosted by David Simmonds, featuring keynote speaker Ivan Coyote, musical performance by Genevieve Fisher, interview with students Sucheta Khurana and Gurveer Bahia, graduate student names scrolling

Autumn 2021　　Three virtual convocation ceremonies featuring honorary degree recipients Shani Mootoo, Natalie Zemon Davis, Janet Stewart, and Dr. Tak Wah Mak, messages from Deans/Presidents, graduands' personalized slides

Convocation Review Committee, which was struck by Senate as a working group in January 2020, submitted their recommendations to Convocation Board for review.

Convocation Board met November 24, 2021 to discuss both the recommendations from the Convocation Review Committee and the path forward for Western's 2022 graduands. The Board determined that enhancements introduced during the Spring 2020 to Autumn 2021 period should be retained, while additional considerations proposed within the report should be explored for piloting during the Spring 2022 convocation period. The Board also determined that planning for Spring 2022 should focus on in-person convocations, subject to health and safety guidelines. Finally, Convocation Board approved that a communication should be sent to the Spring 2020 to Autumn 2021 graduates to gauge their appetite to return to campus for an in-person experience.

Convocation Board will submit a more detailed report to Senate in January 2022, including the Order of Spring 2022 Convocation.

ITEM 11.1(c) – Chat Function at Senate Zoom Meetings

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Operations/Agenda Committee engaged in a discussion regarding the use of the chat function in zoom during virtual Senate meetings. While Senate meetings remain virtual for the time being, to align as closely as possible with an in-person meeting the chat function will be limited to communication with the host(s). The discussion included the following considerations:

- the chat is not part of the official meeting for purposes of the Minutes
- it is distracting and effectively an interruption of the individual speaking
- any comments shared in the chat should instead be shared in the meeting
- communication should be available with the host(s) to advise of technical difficulties or other related issues

ITEM 11.2(a) – Faculty of Health Sciences, School of Kinesiology: Introduction of Kinesiology 1050A/B and 1060A/B and Revisions to the Admission and Program Requirements of the Honours Specialization in Clinical Kinesiology, the Honours Specialization in Kinesiology – BA and the Major in Kinesiology

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That effective January 1, 2022, Kinesiology 1050A/B and Kinesiology 1060A/B be introduced in the School of Kinesiology, and

That effective September 1, 2022, the admission and program requirements of the Honours Specialization in Clinical Kinesiology, the Honours Specialization in Kinesiology – BA and the Major in Kinesiology be revised as shown in Item 11.2(a).

EXECUTIVE SUMMARY:

Kinesiology 1050A/B Social Foundations of Kinesiology will complement the School of Kinesiology's first-year course offerings to provide students with an introduction to the historical, philosophical, social and management foundations of exercise, physical activity and sport. This course will provide an important foundation that to date has been lacking for upper year courses in these disciplines.

Kinesiology 1060A/B has been moved from year 2 to complement the School of Kinesiology's first-year course offerings to provide students with an early introduction to functional gross anatomy. Over the past number of years, the School of Kinesiology has noted a significant disparity in basic anatomical knowledge of incoming students. This inconsistency has affected the ability of instructors in year 2 courses to effectively and equitably instruct all students in topic areas such as biomechanics, physiology and athletic injuries.

The admission requirements for the modules in Kinesiology are being revised to include Kinesiology 1050A/B and Kinesiology 1060A/B. The program requirements for the modules are also being revised to indicate that Kinesiology 2032A/B will be mandatory to be completed in second year. These changes will apply to students who enroll in the first-year Kinesiology program in September 2022.

ATTACHMENT(S):

New Calendar Copy – Kinesiology 1050A/B and Kinesiology 1060A/B
Revised Calendar Copy – Honours Specialization in Clinical Kinesiology
Revised Calendar Copy – Honours Specialization in Kinesiology – BA
Revised Calendar Copy – Major in Kinesiology

NEW CALENDAR COPY

KINESIOLOGY 1050A/B
SOCIAL FOUNDATIONS OF KINESIOLOGY
An introduction to the historical, philosophical, social, and management foundations of exercise, physical activity, and sport. These perspectives are considered in the context of contemporary topics in the field.

Extra Information: 3 lecture hours
Course weight: 0.5

NEW CALENDAR COPY

KINESIOLOGY 1060A/B
FUNCTIONAL HUMAN GROSS ANATOMY
A gross anatomical description of systemic structure and function of the human body, with emphasis on skeletal, muscular and cardiovascular systems. Integration between systems will be discussed using clinical examples related to sport, medicine, and physical therapy.

Antirequisites: Kinesiology 2222A/B, Anatomy and Cell Biology 2200A/B, Anatomy and Cell Biology 2221, Health Sciences 2300A/B, Health Sciences 2330A/B.
Prerequisite: Grade 12U Biology or equivalent is strongly recommended.
Extra Information: 3 lecture hours, 1.0 laboratory hour.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21173

HONOURS SPECIALIZATION IN CLINICAL KINESIOLOGY

Admission Requirements

Completion of first year requirements with no course grade less than 60% on a full course load**, and with** .Students must have an average of at least 70% in **their** the 5.0 course load and 70% in 3.0 principal courses, including Kinesiology 1070A/B and Kinesiology 1080A/B, Physiology 1021, Statistical Sciences 1023A/B or Data Science 1000A/B or Statistical Sciences 1024A/B, plus 0.5 additional course, with no mark in these principal courses below 60%.

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- **Kinesiology 1050A/B;**
- **Kinesiology 1060A/B;**
- **Kinesiology 1070A/B;**
- **Kinesiology 1080A/B; and**
- **Physiology 1021.**

Students are also required to complete Statistical Sciences 1023A/B or Data Science 1000A/B or Statistical Sciences 1024A/B.

Note: The Honours Specialization in Clinical Kinesiology is a limited enrolment program. More competitive academic standing may be required when demand exceeds enrolment capacity. **In the event demand exceeds enrollment capacity a student's term average will also be taken into consideration.** Admission to the module is restricted to students registered in the School of Kinesiology.

Module
10.5 11.0 courses:

2.5 3.0 courses: Kinesiology 2032A/B, Kinesiology 2222A/B, Kinesiology 2230A/B, Kinesiology 2236A/B (with a minimum grade of 70%), Kinesiology 2241A/B, Kinesiology 2276F/G must be taken in second year.
1.0 course from: Kinesiology 2900-2999, Kinesiology 3900-3999, Dance 2174A/B, Dance 2274A/B, Dance 2275A/B, Dance 2276A/B, Dance 2375A/B. Four, and only four, activity quarter courses (or equivalent) must be completed in second year.
1.0 courses: Kinesiology 3412A/B, Kinesiology 3402A/B or the former Kinesiology 3421A/B, must be completed in third year.
1.0 courses: Kinesiology 4412A/B or the former Kinesiology 3413A/B, **and** Kinesiology 4422A/B, must be completed in fourth year.

4.0 courses: Kinesiology 3222A/B, Kinesiology 3336A/B, Kinesiology 3337A/B, Kinesiology 3339A/B, Kinesiology 3490F/G, Kinesiology 4433A/B, and Kinesiology 4590.
0.5 course from: Kinesiology 3341A/B, Kinesiology 3343A/B, Kinesiology 3353A/B.
0.5 course from: Kinesiology 3474A/B, Kinesiology 3476F/G, Kinesiology 3550A/B, Kinesiology 4477A/B, Kinesiology 4520A/B, Kinesiology 4560A/B.

Notes:
1. All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology credit prior to graduation.
2. A maximum of 12.5 Kinesiology credits may be taken in any Honours Specialization degree or module.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21170

HONOURS SPECIALIZATION IN KINESIOLOGY – BA

Admission Requirements

Completion of first year requirements with no course grade less than 60% on a full course load**, and with** . Students must have an average of at least 70% in **their** the 5.0 course load and 70% in 3.0 principal courses, including Kinesiology 1070A/B and Kinesiology 1080A/B or the former Kinesiology 1088A/B, Physiology 1021 plus 1.0 additional course, with no mark in these principal courses below 60%.

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- **Kinesiology 1050A/B;**
- **Kinesiology 1060A/B;**
- **Kinesiology 1070A/B;**
- **Kinesiology 1080A/B; and**
- **Physiology 1021.**

Note: The Honours Specialization B.A. in Kinesiology is a limited enrolment program. More competitive academic standing may be required when demand exceeds enrolment capacity. Admission to the module is restricted to students registered in the School of Kinesiology.

Module
9.5 courses:

1.0 ~~1.5~~ courses: ~~Kinesiology 2222A/B,~~ Kinesiology 2230A/B, Kinesiology 2241A/B (must be taken in second year).
1.0 course from: Kinesiology 2900-2999, ~~Kinesiology 3900-3999,~~ Dance 2174A/B, Dance 2274A/B, Dance 2275A/B, Dance 2276A/B, Dance 2375A/B. ~~A minimum /maximum of four activity quarter courses(or equivalent)~~ must be selected in second year.
1.0 course from: Kinesiology 2236A/B, Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G.
0.5 course: Kinesiology 2032A/B **Must be selected in second year**.
6.0 ~~5.5~~ additional Kinesiology courses at the 2000-level or above (non-activity based), of which at least 1.0 course must be selected from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3378F/G, Kinesiology 3388A/B, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4459A/B, Kinesiology 4460F/G, Kinesiology 4465F/G, Kinesiology 4498A/B, the former Kinesiology 3363A/B, the former Kinesiology 3390F/G.
For module planning guide go to the School of Kinesiology website:
http://www.uwo.ca/fhs/kin/

Notes:
1. All students must complete a Statistics course as a ~~pre or~~ co-requisite to Kinesiology 2032A/B.
2. All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology credits prior to graduation.
3. A maximum of 12.5 Kinesiology Credits may be taken in any Honours Specialization degree or module.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21168

MAJOR IN KINESIOLOGY

Admission Requirements

Completion of first year requirements with no course grade less than 60% on a full course load**, and with** ~~. Students must have~~ an average of at least 70% in **their** ~~the~~ 5.0 course load ~~and 70% in 3.0 principal courses, including Kinesiology 1070A/B and Kinesiology 1080A/B or the former Kinesiology 1088A/B, Physiology 1021 plus 1.0 additional course, with no mark in these principal courses below 60%.~~

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- **Kinesiology 1050A/B;**
- **Kinesiology 1060A/B;**
- **Kinesiology 1070A/B;**
- **Kinesiology 1080A/B; and**
- **Physiology 1021.**

Note: The Bachelor degree in Kinesiology is a limited enrollment program. More competitive academic standing may be required when demand exceeds enrollment capacity. Admission to the module is restricted to students registered in the School of Kinesiology.

Module
6.5 courses:

1.0 ~~1.5~~ courses: ~~Kinesiology 2222A/B,~~ Kinesiology 2230A/B, Kinesiology 2241A/B (must be taken in second year).
1.0 course from: Kinesiology 2900-2999, ~~Kinesiology 3900-3999,~~ Dance 2174A/B, Dance 2274A/B, Dance 2275A/B, Dance 2276A/B, Dance 2375A/B.
A minimum/maximum of four activity quarter courses [or equivalent] must be selected in second year.
1.0 course from: Kinesiology 2236A/B, Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 2298A/B, Dance 2270A/B.
0.5 course: Kinesiology 2032A/B **must be taken in second year**.
3.0 ~~2.5~~ additional Kinesiology courses at the 2000-level or 3000-level (non-activity based), of which 1.0 must be selected from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 2298A/B, Kinesiology 3362F/G, Kinesiology 3378F/G, Kinesiology 3388A/B, Kinesiology 3398F/G, Kinesiology 3399F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Dance 2270A/B, Dance 3371A/B, Dance 3372A/B~~, the former Kinesiology 3363A/B, the former Kinesiology 3390F/G~~
For module planning guide go to the School of Kinesiology website:
http://www.uwo.ca/fhs/kin/

Note: All students must complete a Statistics course as a ~~pre or~~ co-requisite to Kinesiology 2032A/B.

ITEM 11.2(b)(i) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Compressed Time Frame Bachelor of Science in Nursing (BScN) Program (Level 1)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That effective January 1, 2022, Nursing 1201A/B (Foundations of Nursing Practice) and Nursing 1222A/B (Health Assessment and Health Promotion) be introduced by the Arthur Labatt Family School of Nursing, and

That Nursing 1200W/X (Foundations of Nursing Practice) and Nursing 1220W/X (Health Assessment and Health Promotion) be withdrawn, and

That the Compressed Time Frame Bachelor of Science in Nursing (BScN) program be revised as shown in Item 11.2(b)(i).

EXECUTIVE SUMMARY:

Nursing 1200W/X (Foundations of Nursing Practice) and Nursing 1220W/X (Health Assessment and Health Promotion) are currently required full credit courses in the Compressed Time Frame Bachelor of Science in Nursing (BScN) program. The Arthur Labatt Family School of Nursing proposes to replace these two full credit courses with two new half credit courses covering the same concepts – Nursing 1201A/B (Foundations of Nursing Practice) and Nursing 1222A/B (Health Assessment and Health Promotion). Based on recent student feedback, the School wishes to reduce course weighting to eliminate concept redundancies within these courses. Concepts will be condensed, but not eliminated within the curriculum, which will help the curriculum to remain responsive to the changing health care environment.

This change will create room within the curriculum implement mandatory courses in Public Health and Indigenous Health: Nursing 3420A/B (Principles of Public Health) and Nursing 3456A/B (Indigenous Health: The Influence of Policy and Practices).

Nursing3420A/B (Principles of Public Health) is a course designed to explore foundational knowledge, skills and abilities necessary for the practice of public health in nursing. The focus will be on the Public health nursing competencies including public health sciences, assessment and analysis, policy development, program planning, implementation and intervention, partnership, advocacy, diversity, therapeutic communication, leadership, and professionalism in independent practice. This course has historically been in the course calendar as an elective, however in order to remain responsive to the changing health care environment, and the positive student feedback received in relation to the course, it will be moved to a mandatory course in the program.

Nursing 3456A/B (Indigenous Health: The influence of Policy and Practice). This course provides an interprofessional learning environment with opportunities for students to critically examine and reflect on Indigenous health and health care practices. Health policy concepts are embedded within historical, social, cultural and political realities. This course has historically been in the course calendar as an elective, however there is an increasing need to provide students the ability to learn and apply cultural safety principles and understand Indigenous health within the nursing profession, therefore it will be moved to a mandatory course in the program.

The Progression Requirements for Nursing will be updated to reflect the proposed changes in the curriculum of the Compressed Time Frame BScN program.

ATTACHMENT(S):

New Calendar Copy – Nursing 1201A/B Foundations of Nursing Practice
New Calendar Copy – Nursing 1222A/B Health Assessment and Health Promotion
Revised Calendar Copy – Progression Requirements – Nursing

<u>NEW CALENDAR COPY</u>

NURSING 1201A/B FOUNDATIONS OF NURSING PRACTICE

This course provides an introduction to the philosophical, theoretical and ethical tenets of the nursing profession. Students are introduced to the history, image and framework of nursing practice, self-regulation, nursing organizations, self-awareness and emotional intelligence, interprofessional collaboration, the nurse-client relationship, and professional communication.

Antirequisite(s): Nursing 1200W/X
Prerequisite(s): Registration in the Compressed Time Frame BScN program.
Extra Information: 3 lecture hours
Course Weight 0.5

<u>NEW CALENDAR COPY</u>

NURSING 1222A/B HEALTH ASSESSMENT AND HEALTH PROMOTION

This course provides an introduction to holistic health assessment across the life span, social determinants of health, and health promotion and caring for clients. Students will learn about therapeutic relationships, interviewing techniques, and physical assessments.

Antirequisite(s): Nursing 1200W/X
Prerequisite(s): Registration in the Compressed Time Frame BScN program.
Extra Information: 3 lecture hours
Course Weight: 0.5

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_nursing.pdf

Progression Requirements - Nursing

The first part of the policy is unchanged

Courses Required for the Compressed Time Frame BScN Program

Nursing Requirements
(must achieve 65% in the theory components and a PASS in the Professional Practice Courses)

Theory Course	Corequisite Professional Practice Course
Nursing 1201A/B ~~Nursing 1200W/X~~	
Nursing 1222A/B ~~Nursing 1220W/X~~	Nursing 1225A/B
Nursing 2240F/G	
Nursing 2250A/B	
Nursing 2400A/B	
~~Nursing 2500Q/R/S/T~~	**Nursing 2500Q/R/S/T**
Nursing 2600A/B	Nursing 2660Q/R/S/T
Nursing 3310A/B	
Nursing 3420A/B	
Nursing 3456A/B	
Nursing 3600W/X	Nursing 3700Q/R/S/T, Nursing 3800 Q/R/S/T, Nursing 3900A/B
~~Nursing 3820A/B~~	
Nursing 4320A/B	
Nursing 4400A/B	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X

Science Requirements
(must achieve 60%)

WESTERN course number
Nursing 3820A/B
Pharmacology 2060A/B
Pathology 2420A

One failed professional practice course and one successful repeat attempt is permitted throughout the program. If a second professional practice course failure occurs, the student will be withdrawn from the nursing program.

The remainder of the policy is unchanged

ITEM 11.2(b)(ii) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Compressed Time Frame Bachelor of Science in Nursing (BScN) Program (Level 2 and 3)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That effective January 1, 2023, Nursing 2360A/B (Clients with Health Challenges I) and Nursing 3630A/B (Clients with Health Challenges II) be introduced by the Arthur Labatt Family School of Nursing, and

That Nursing 3600W/X (Clients with Health Challenges) be withdrawn, and

That the Compressed Time Frame Bachelor of Science in Nursing (BScN) program be revised as shown in Item 11.2(b)(ii).

EXECUTIVE SUMMARY:

Nursing 3600W/X (Clients with Health Challenges) is currently a required course in the Compressed Time Frame Bachelor of Science in Nursing (BScN) program. Student feedback has noted that Nursing 3600W/X is content heavy and that critical content is not presented soon enough within the program. Students require some course concepts earlier in the curriculum in order to feel more prepared to enter the practice placement environment in Level 3 of the curriculum. Accordingly, the Arthur Labatt Family School of Nursing proposes to replace Nursing 3600W/X with two new half-credit courses: Nursing 2360A/B (Clients with Health Challenges I) and Nursing 3630A/B (Clients with Health Challenges II). The existing content of Nursing 3600W/X will be split between these two new half-credit courses.

The Progression Requirements for Nursing will be updated to reflect the proposed change in the curriculum of the Compressed Time Frame BScN program.

ATTACHMENT(S):

New Calendar Copy – Nursing 2630A/B Clients with Health Challenges I
New Calendar Copy – Nursing 3630A/B Clients with Health Challenges II
Revised Calendar Copy – Progression Requirements – Nursing

NEW CALENDAR COPY

NURSING 2630A/B CLIENTS WITH HEALTH CHALLENGES I

This course begins to explore adults and children experiencing acute and chronic health challenges. Students will further their understanding of the dimensions of health, strengths-based nursing care, and health promotion/disease prevention.

Antirequisite(s): N3600W/X
Prerequisite(s): Registration in the Compressed Time Frame BScN program.
Extra Information: 3 lecture hours
Course Weight: 0.5

NEW CALENDAR COPY

NURSING 3630A/B CLIENTS WITH HEALTH CHALLENGES II
This course expands on the knowledge gained in N2630A/B with a more in-depth focus on adults and children experiencing acute and chronic health challenges. Students will have the opportunity to reinforce their understanding of dimensions of health, strengths-based nursing care, and health promotion/disease prevention.

Antirequisite(s): N3600W/X
Prerequisite(s): N2630A/B; Registration in Compressed Time Frame BScN program.
Extra Information: 3 lecture hours.
Course Weight: 0.5

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_nursing.pdf

Progression Requirements - Nursing

The first part of the policy is unchanged

Courses Required for the Compressed Time Frame BScN Program

Nursing Requirements
(must achieve 65% in the theory components and a PASS in the Professional Practice Courses)

*course requirements identified in purple are effective January 1, 2022 pending approval of Item 11.2(b)(i)

Theory Course	Corequisite Professional Practice Course
*Nursing 1201A/B	
*Nursing 1222A/B	Nursing 1225A/B
Nursing 2240F/G	
Nursing 2250A/B	
Nursing 2400A/B	
	*Nursing 2500Q/R/S/T
Nursing 2600A/B	Nursing 2660Q/R/S/T
Nursing 2630A/B	**Nursing 3700Q/R/S/T**
Nursing 3310A/B	
*Nursing 3420A/B	
*Nursing 3456A/B	
Nursing 3630A/B ~~Nursing 3600W/X~~	~~Nursing 3700Q/R/S/T~~, Nursing 3800 Q/R/S/T, Nursing 3900A/B
Nursing 4320A/B	
Nursing 4400A/B	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X

Science Requirements
(must achieve 60%)

WESTERN course number
*Nursing 3820A/B
Pharmacology 2060A/B
Pathology 2420A

One failed professional practice course and one successful repeat attempt is permitted throughout the program. If a second professional practice course failure occurs, the student will be withdrawn from the nursing program.

The remainder of the policy is unchanged

ITEM 11.2(b)(iii) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Introduction of an Articulation Agreement for the Admission of Graduates of the Practical Nursing Diploma Program at Fanshawe College into the Compressed Time Frame Bachelor of Science in Nursing (BScN) Program at Western University

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That effective September 1, 2021 an articulation agreement for the admission of graduates of the Practical Nursing Diploma program at Fanshawe College into the Compressed Time Frame Bachelor of Science in Nursing (BScN) program at Western University be introduced as shown in Item 11.2(b)(iii).

EXECUTIVE SUMMARY:

Currently there are over 4000 Registered Practical Nurses (RPNs) in Ontario with a University degree, and all current RPN to RN bridging programs available in Ontario are 3 year programs. This new RPN 19-month pathway acknowledges and gives credit to the existing knowledge and scope of practice that RPNs possess, and rather than creating barriers to advancement of their education will expedite them into the RN profession. This is particularly crucial at this time due to the current shortage of nurses within the health care environments.

ATTACHMENT(S):

Articulation Agreement

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")
and

FANSHAWE COLLEGE
(hereinafter called "Fanshawe")

WHEREAS Western and Fanshawe wish to increase student mobility between their institutions and recognize that articulated agreements is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the two year Practical Nursing Diploma program at Fanshawe to the Compressed Time Frame Bachelor of Science in Nursing at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Fanshawe and Western;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Western agrees to consider for admission to full-time study in Compressed Time Frame BScN degree program to graduates of the Practical Nursing Diploma program at Fanshawe who meet the following requirements:

   a) completion of the two-year Practical Nursing Diploma program with a minimum GPA of 75%, or 3.5, and a competitive overall admission average as determined by the receiving institution for the year in which they apply; and

   b) completion of a prescribed set of courses within Practical Nursing Diploma program with a minimum grade of "C" or 60% (see list in Appendix 1); and

   c) completion of the equivalent of two years of full-time RPN practice experience (3,640 hours in Canada) in the past five years is required if the Practical Nursing Diploma was completed more than five years immediately prior to applying. Applicants must:
      i. provide a complete Verification of Employment Hours form; and

   d) have RPN registration in good standing with the College of Nurses of Ontario, and be entitled to practice with no restrictions; and

   e) a minimum overall average of 70% on 5.0 full degree courses (equivalent to one full year) at a recognized university; and

   f) completion of CASPer (Computer-Based Assessment for Sampling Personal Characteristics) with a competitive score.

2. In order to be considered for admission to a receiving institution under this agreement, Fanshawe students must submit an application through the Ontario Universities' Application Centre by February 15th of the year in which they are seeking admission and provide the Admissions Office with their academic transcripts by March 1st of that year.

   Admissions decisions are within the sole discretion of the receiving institution and cannot be appealed. Applicants who meet the requirements set out in paragraphs 1 and 2 above are not guaranteed admission under this Agreement.

GENERAL

3. Students accepted to a receiving institution under this Agreement must complete the courses set out in the Appendices and meet the degree progression requirements as outlined in the School of Nursing's program manual. These progression and degree requirements are subject to change during the term of this Agreement and the receiving institutions will give Fanshawe written notice of any changes.

4. Students who subsequently fail to meet progression or degree requirements for the Compressed Time Frame BScN program but who do meet requirements for another program at the receiving institution may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty.

5. The parties agree to provide Fanshawe students with information about the admission pathway and encourage qualified students to apply.

6. Each party to this Agreement shall designate a Program Representative to assist with the implementation and operation of this Agreement. All Program Representatives and other relevant staff from each institution shall meet at least once every two calendar years to review their processes and determine if changes are needed to meet the objectives of the parties.

   As of the date of this Agreement, the Program Representative at each institution is:

   Western: Michelle Wagler, Academic Counsellor and Pre-Placement Specialist, mwagler@uwo.ca

   Fanshawe: Shelley Masse, Coordinator – Practical Nursing, smasse@fanshawec.ca

TERM

7. This Agreement is effective as of September 1, 2021 and shall continue in force unless terminated as set out below.

   a. Any party may terminate this Agreement upon ninety days' written notice of termination to the other parties. No applicants will be considered for admission by that receiving institution giving notice of termination after the date of such notice.

   b. Notwithstanding paragraph 11(a), if Western decides to terminate this Agreement due to changes to the Fanshawe Program's curriculum or course content, this Agreement shall terminate on a date that is the earlier of ninety days after written notice of termination is given to Fanshawe, or the date that the changes were made by Fanshawe.

   c. Regardless of any notice of termination, students accepted into the Compressed Time Frame Bachelor of Science in Nursing program under this Agreement prior to issuance of

a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAWE COLLEGE

*_____   _____
Dr. Gary Lima
Senior Vice-President Academic   Date

_____   _____
Pam McLaughlin   Date
Date Dean, Faculty of Health,
Community Studies and Public Safety

THE UNIVERSITY OF WESTERN ONTARIO

*_____   _____
Dr. John Doerksen   Date
Vice-Provost (Academic Programs)

_____   _____
Dr. Jayne Garland   Date
Dean, Faculty of Health Sciences

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between

The University of Western Ontario and Fanshawe College,

Effective September 1, 2021

Registered Practical Nursing Diploma

Required Courses for Eligibility

To be eligible for admission under this agreement, a competitive overall admission average is required on all courses taken toward completion of the diploma; a minimum grade of "C", or 60% is required in all courses listed below.

Fanshawe Course Number	Fanshawe Course Name	Credit Weight
ANAT – 1005	Anatomy & Physiology 1	4.0
NRSG – 1011	Health & Transitions 1	5.0
ANAT – 1012	Anatomy & Physiology 2	3.0
NRSG – 1015	Health and Transition 2	5.0
NRSG – 3011	Healing & Episodic Health Challenges 1	4.0
NRSG - 3013	Healing & Episodic Health Challenges 2	6.0

APPENDIX 2

Articulation Agreement between
The University of Western Ontario and Fanshawe College
Effective September 1, 2021

Course Requirements for Degree Completion Western University, Compressed Time Frame Bachelor of Science in Nursing
To graduate with the Compressed Time Frame Bachelor of Science in Nursing at Western University, students must successfully complete the 11.75 courses listed below. Western will provide Fanshawe with written notice of any changes to these course requirements.

Western Credit Weight	Western Course Number	Western Course Name
0.5 FCE	N1200A/B	Foundations of Nursing Practice
0.5 FCE	N1225A/B	Health Assessment
0.5 FCE	N2240F/G	Introduction to Health Informatics Within Nursing
0.5 FCE	N2250A/B	Ways of Knowing: Research
0.25 FCE	N2500Q/R/S/T	Professional Practice: Medication Administration
0.5 FCE	N2600A/B	Mental Health Care
0.25 FCE	N2660Q/R/S/T	Professional Practice: Mental Health
0.5 FCE	N3310A/B	Health in a Global Context
0.5 FCE	N3340A/B	Ways of Knowing: Data Analysis
0.5 FCE	N3420A/B	Principles of Public Health
0.5 FCE	N3456A/B	Indigenous Health: The Influence of Policy and Practices
0.5 FCE	N3630A/B	Clients with Health Challenges II
0.25 FCE	N3800Q/R/S/T	Professional Practice II: Clients with Health Challenges
0.5 FCE	N3820A/B	Microbiology and Immunology for Nursing Students
0.5 FCE	N3900A/B	Professional Practice III: Clients with Health Challenges
0.5 FCE	N4320A/B	Professional, Ethical and Legal Obligations: A Critical Appraisal
0.5 FCE	N4400A/B	Advanced Concepts for Professional Practice
0.5 FCE	N4440A/B	Future Directions for Nursing & Health Care
0.5 FCE	N4410A/B	Professional Practice: Clients with Complex Health Challenges
2.0 FCE	N4461W/X	Professional Practice: Integrative Practicum
0.5 FCE	2420A/B	Pathology for Nursing
0.5 FCE	2060A/B	Introduction to Pharmacology and Therapeutics

**ITEM 11.2(c) – Schulich School of Medicine & Dentistry: Revisions to the
Structure of the Academic Year Policy (Guidelines for the Organization of the
Academic Year: Dentistry)**

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That effective January 1, 2022 the Structure of the Academic
                                 Year Policy (Guidelines for the Organization of the Academic
                                 Year: Dentistry) be revised as shown in Item 11.2(c).

EXECUTIVE SUMMARY:

Schulich Dentistry is proposing to change the structure of Year 3 of the Doctor of Dental
Surgery (DDS) program to better align with clinical requirements to allow students to
complete complex cases, participate in electives, and to graduate on schedule, with the
added opportunity of electives.

Specifically, Schulich Dentistry proposes that the current three-week exam period in the
winter term for Year 3 be replaced by a three-week clinical time period. This new clinical
time will be in addition to the existing five-week Summer Clinic in Year 3, for a total of
an 8-week clinical timeframe. The Summer Clinic will be renamed as the "Spring Clinic"
indicative of the new 8-week clinical structure for Year 3. Final exams will take place on
Mondays during the Spring Clinic.

Currently most Year 3 students are ready to begin complex comprehensive treatment
plans early in the Winter term. However, the current structure of the program does not
provide sufficient time for most students to complete these cases that have been
started. The proposed extension of clinical time will alleviate barriers in students
completing their clinical work and will allow for completion of more complex cases. The
completion of more complex cases prior to the start of their final year in Year 4, will
decrease the number of students required to complete patient care after the end of the
final academic year possibly impacting graduation, and will provide students with
elective opportunities.

ATTACHMENT(S):

Revised Calendar Copy – Structure of the Academic Year (Guidelines for the
Organization of the Academic Year: Dentistry)

REVISED CALENDAR COPY
https://www.uwo.ca/univsec/pdf/academic_policies/general/structure.pdf

GUIDELINES FOR THE ORGANIZATION OF THE ACADEMIC YEAR: DENTISTRY

Dentistry has adopted a two-term curriculum with an examination week(s) at the end of each term as follows:

- For **Years 1, 2 and 3** I, II and III year, a fall term shall comprise 14 weeks of classes plus a one week examination period* and a winter term would comprise 16 weeks of classes plus a three week examination period.
- **For Years 1 and 2, a winter term shall normally comprise 16 weeks of classes plus a three week examination period.**
- **For Year 3, a winter term shall normally comprise 16 weeks of classes plus 8 weeks of Spring Clinic training, with final examinations normally scheduled on Mondays during the Spring Clinic.**
- For **Year 4** IV year, a fall term shall comprise 15 weeks of classes and a winter term **shall** would comprise 16 weeks of classes with final examinations interspersed in weeks 9 and 10 of that term.

The fall term, including the examination week, shall not extend beyond December 22 in any year.

The winter term shall begin on the Monday of the first full week in January.

No lectures, seminars, laboratory or clinical sessions shall be scheduled for Years **1, 2 and 3** I, II and III during the examination week(s).

Term tests which are not mid-terms are to be scheduled at times normally assigned to a course for lectures, seminars and/or laboratories but not within two weeks of the examination week(s).

A conference or study week shall be scheduled to coincide with the Reading Week of the Faculty of Medicine.

* During this examination period, only mid-term and/or final written and/or practical examinations will be held.

ITEM 11.2(d) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the "Admission to the Bachelor of Medical Sciences (BMSc) Program" Policy

ACTION: ☒ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Recommended: That effective September 1, 2021, the Weighted Average Chart in the "Admission to the Bachelor of Medical Sciences (BMSc) Program" policy be revised as shown in Item 11.2(d).

EXECUTIVE SUMMARY:

The Weighted Average Chart indicates the courses that must be completed prior to Year 4 for the Honours Specialization modules that lead to a BMSc degree. With the introduction and withdrawal of courses over the past few years, the Weighted Average Chart has not been updated to reflect clearly the number of courses that are responsible for 1/3 and for 2/3 of the Weighted Average for all modules.

The withdrawal of Medical Biophysics 2582B and the introduction of Medical Biophysics 3518B has impacted the modular courses that are responsible for both 1/3 and 2/3 of the Weighted Average for the Honours Specialization in Biochemistry and Cancer Biology and the Honours Specialization in Medical Biophysics and Biochemistry. The introduction of Anatomy and Cell Biology 3329A/B has increased the number of modular courses responsible for 2/3 of the Weighted Average for the Honours Specialization in Medical Cell Biology.

Recent modifications to the Honours Specialization in IMS have allowed for the number of modular courses responsible for 2/3 of the Weighted Average to be consistently set to 3.0 courses.

The proposed revisions provide greater clarity with regards to the number of courses for each group of modular courses that contribute to the Weighted Average.

ATTACHMENT(S):

Revised Calendar Copy – Admission to the Bachelor of Medical Sciences (BMSc) Program (Weighted Average Chart)

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/bachelor_medicalsciences.pdf

ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM

This section of the policy is unchanged

WEIGHTED AVERAGE CHART

Honours Specialization Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
Biochemistry and Cancer Biology	3.5 ~~or 4.0~~ courses **(or 4.0 courses if the former Medical Biophysics 2582B was taken)**: Biochemistry 2280A; Biology 2382A/B and Biology 2581A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; Biology 2244A/B or Statistical Sciences 2244A/B; Microbiology and Immunology 2500A/B, the former Medical Biophysics 2582B.	~~3.5 or~~ 4.0 ~~or 4.5~~ courses **(or 3.5 courses if the former Medical Biophysics 2582B was taken)**: Biochemistry 3381A; Pharmacology 3620; Anatomy and Cell Biology 3309 or Pathology 3500 (or the former Pathology 3240A and the former Pathology 3245B); one of Biochemistry 3382A, Chemistry 3393A/B or Microbiology and Immunology 3300B; one of Biochemistry 3380G, Microbiology and Immunology 3620G, Physiology and Pharmacology 3000E, or the former Pharmacology 3580Z; and Medical Biophysics 3518B if the former Medical Biophysics 2582B was not completed. Note: If Physiology and Pharmacology 3000E is selected instead of one of the laboratory half courses, then ~~4.0~~ **a total of 8.0** courses will be used toward the Weighted Average.

IMS (Interdisciplinary Medical Sciences)	3.0 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B or Chemistry 2273A; Biology 2244A/B or Statistical Sciences 2244A/B.	3.0 ~~or 3.5~~ courses: 2.0 courses from Group 1; 1.0 course from Groups 1-3**,** which must include 0.5-1.0 course from Group 3. ~~See Weighted Averages on the IMS website~~ for more details.
Medical Biophysics and Biochemistry	3.0 ~~or 3.5~~ courses **(or 3.5 courses if the former Medical Biophysics 2582B was taken)**: Biochemistry 2280A; Biology 2581A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; Computer Science 2035A/B; the former Medical Biophysics 2582B.	~~2.5 or~~ 3.0 courses **(or 2.5 courses if the former Medical Biophysics 2582B was taken)**: Biochemistry 3381A and Biochemistry 3382A; Biochemistry 3380G or Medical Biophysics 3970Z; Medical Biophysics 3501A and Medical Biophysics 3507G; and Medical Biophysics 3518B if the former Medical Biophysics 2582B was not taken.
Medical Cell Biology	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.	~~3.0 or~~ 3.5 courses~~*~~: Anatomy and Cell Biology 3309; Anatomy and Cell Biology 3329A/B; Biochemistry 3381A and Biochemistry 3382A; Biology 3316A/B or Physiology 3140A; Biochemistry 3380G or Biology 3326F/G. ~~*Students requesting registration in Year 4 for September 2021 and onward will require a total of 3.5 courses.~~

The rest of the policy is unchanged

ITEM 11.2(e)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Graduate Specialization in Machine Learning in Health and Biomedical Sciences

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That effective January 1, 2022, a Collaborative Graduate Specialization in Machine Learning in Health and Biomedical Sciences be introduced as shown in Item 11.2(e)(i), pending Quality Council approval.

EXECUTIVE SUMMARY:

Health and biomedical sciences are becoming increasingly reliant on computational methods. Large sets of genetic, physiological, imaging, and/or behavioral data are being collected and shared. Analyses of these data rely on machine learning, artificial intelligence, and modern statistical techniques; these approaches, in turn, drive innovation in bio-medical research, practice, and industry. To be successful in this rapidly evolving field, graduates need to be equipped both with expertise in machine learning methods, as well as a thorough subject-specific knowledge in the area of application.

There are many special challenges and opportunities for machine learning in the biomedical sciences, which deserve special attention. The confidentiality of medical records, ethical implications of using data science methods for medical decision making, implementation of advanced technologies and analytics in healthcare settings, acceptance of health technologies and machine learning by diverse communities, and specific data formats for biomedical applications are only a few examples. A Collaborative Specialization in Machine Learning in Health and Biomedical Sciences will help to equip students with the necessary expertise.

The Collaborative Specialization is targeted at PhD students and Masters students on a thesis-based track. The Collaborative Specialization will initially bring together the following graduate programs: Biomedical Engineering, Medical Biophysics, Neuroscience, Computer Science, Mechanical and Materials Engineering, Epidemiology and Biostatistics, Electrical and Computer Engineering, and Physics. A number of additional programs have indicated interest to join at a later date.

ATTACHMENT(S):

Proposal for a New Collaborative Graduate Specialization in Machine Learning in Health and Biomedical Sciences

Extracted from the *Proposal for a New Collaborative Graduate Specialization in Machine Learning in Health and Biomedical Sciences*

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.

Health and biomedical sciences are becoming increasingly reliant on computational methods. Large sets of genetic, physiological, imaging, and/or behavioral data are being collected and shared. Analyses of these data rely on machine learning, artificial intelligence, and modern statistical techniques; these approaches, in turn, drive innovation in bio-medical research, practice, and industry. To be successful in this rapidly evolving field, graduates need to be equipped both with expertise in machine learning methods, as well as a thorough subject-specific knowledge in the area of application.

There are many special challenges and opportunities for machine learning in the biomedical sciences, which deserve special attention. The confidentiality of medical records, ethical implications of using data science methods for medical decision making, implementation of advanced technologies and analytics in healthcare settings, acceptance of health technologies and machine learning by diverse communities, and specific data formats for biomedical applications are only a few examples. Therefore, a Collaborative Specialization in Machine Learning in Health and Biomedical Science will help to equip students with the necessary expertise.

The Collaborative Specialization is targeted at PhD students and Masters students on a thesis-based track. The Collaborative Specialization will bring together the following graduate programs:

- Biomedical Engineering (MESc & PhD)
- Medical Biophysics (MSc & PhD)
- Neuroscience (MSc & PhD)
- Computer Science (MSc & PhD)
- Mechanical and Materials Engineering (MESc & PhD)
- Epidemiology and Biostatistics (MSc & PhD)
- Electrical and Computer Engineering (MESc & PhD)
- Physics (MSc & PhD)

The following programs have indicated interest to join at a later date:
- Health and Rehabilitation Sciences (MSc & PhD)
- Nursing (MScN & PhD)
- Statistics (MSc & PhD)
- Mathematics (MSc & PhD)
- Pathology and Laboratory Medicine (MSc & PhD)
- Biochemistry (MSc & PhD)

The Collaborative Specialization will be administered by a steering committee consisting of one representative from each of the participating programs.

Admission

Admission requirements to the collaborative specialization are:
- Successful admission to a graduate program that is part of the Collaborative Specialization.
- A proposed thesis topic that is eligible with respect to the Collaborative Specialization. The thesis title and topic (in form of a 1-page abstract) need to be approved by the Steering Committee.

Degree Timeline

It is strongly recommended that the "Introduction to machine learning" course (DS 9000A or ECE 9039A, depending on background) be completed in the first term. Typically, the student would take at least one applied machine learning course in the second term, such as PSYCH 9221B/AM 9624B ("Introduction to Neural Networks") or BIOPHYS 9709B/BME 9709B "Biomedical Applications of Neural Networks". In the fall term of the second year (the 4th term for students starting in fall, the 3rd term for students starting in winter) all students in the Collaborative Specialization must complete DS 9600A, "Machine Learning in Health and Biomedical Sciences". This core course 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.

Progression Requirements

- The successful completion of an "Introduction to machine learning course" (Data Science 9000, ECE 9039, or equivalent) at a minimal grade of 70%.
- Successful completion of at least a 0.5 course from the Applied Machine learning courses (see *Graduate Courses Offered in the Collaborative Specialization* below).
- Successful completion of the core course DS9600 "Machine Learning in Health and Biomedical Sciences".
- Students also need to meet all the progression requirements in the respective program. This typically involves, at a minimum, regular advisory committee meetings (scheduled every 6 months) that evaluate progress in research and participation in the home program's graduate seminar series.
- Successful completion of the thesis in machine learning in health and biomedical sciences.

Graduate Courses Offered in the Specialization

- DS 9600A Machine Learning in Health and Biomedical Science
- DS 9000A/B Introduction to Machine Learning
- ECE 9309A/B Advanced Introduction to Machine Learning
- CS 9542B Artificial Intelligence II
- CS9873B Brain Inspired AI
- AM 9624B, Psych 9221B Introduction to Neural Networks
- Biophys 9709B, BME 9709B Biomedical Applications of Neural Networks

The Faculty of Health Sciences plans to develop a course focused on machine learning for wearable sensors that will be added to the list of applied machine learning classes.

ITEM 11.2(e)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Physical Therapy (MPT)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That effective January 1, 2022, the Master of Physical Therapy (MPT) be revised as shown in Item 11.2(e)(ii).

EXECUTIVE SUMMARY:

The School of Physical Therapy is proposing changes to the Master of Physical Therapy (MPT) program as part of a curriculum renewal project. The curriculum renewal project was undertaken with the expressed purpose to review and update curriculum to meet the 2019 CCPUP National Physiotherapy Entry-to-Practice Curriculum Guidelines for Canadian physiotherapy programs, to ensure that the needs of stakeholders are met, and that delivery of program can be sustained with efficient use of human resources.

The proposed changes involve the introduction of two new required courses, discontinuation of 8 courses, and redistribution of course content. The proposed modification will provide increased opportunity for students to develop clinical reasoning in complex and integrated case management, while allowing increased opportunity for exposure to new/emerging practice areas.

ATTACHMENT(S):

Proposal to Revise the Master of Physical Therapy (MPT)

Proposal to Revise the Master of Physical Therapy (MPT)

The School of Physical Therapy is proposing changes to the Master of Physical Therapy (MPT) program as part of a curriculum renewal project. The proposed changes involve the introduction of two new required courses, discontinuation of 8 courses, and redistribution of course content, as follows:

> Create two new required courses:
> > PT9151 Complexities in Physical Therapy Case Management
> > PT9152 Integrated Physical Therapy Case Management
>
> Redistribution of remaining course content and discontinuation of the following courses:
> > PT9539b Therapeutic Modalities (required)
> > PT9541b Physical Therapy in Community Settings II (required)
> > PT9542b Manual Therapy (elective)
> > PT9543b Pharmacology for Physical Therapists (elective)
> > PT9544b Sports Physiotherapy (elective)
> > PT9545b Paediatrics (elective)
> > PT9546b Women's and Pelvic Health (elective)
> > PT9551b Understanding Pain in Rehabilitation (elective)

Two new required courses will include course content not redistributed to courses earlier in the curriculum. Creation of these two new required courses in Term 5 will ensure coursework reflects the National Physiotherapy Entry-to-Practice Curriculum Guidelines, revised by the Canadian Council of Physiotherapy University Programs (CCPUP) in 2019. The proposed modification will provide increased opportunity for students to develop clinical reasoning in complex and integrated case management, while allowing increased opportunity for exposure to new/emerging practice areas. Previously new/emerging areas of practice were in elective courses for which enrolment was limited.

Presently, MPT students may only take 2 of a possible 6 elective courses in the Winter Term of their second year of the program (i.e., Term 5), in addition to 3 required courses (PT9539b, PT9541b, IPE 9803). Student feedback from end-of-term surveys, focus groups, and informal feedback has shown that students feel this term is light in workload compared to other terms, and they would like the opportunity to enrol in more than 2 of 6 electives.

Between 2019-2021 a large-scale curriculum renewal project was undertaken, with the expressed purpose to review and update curriculum to meet the 2019 CCPUP National Physiotherapy Entry-to-Practice Curriculum Guidelines for Canadian physiotherapy programs. As part of this curriculum renewal project, the School of Physical Therapy determined that there was overrepresentation of content in PT9539b Therapeutic Modalities and PT9541b Physical Therapy in Community Settings II. Electrophysical agent content was reduced and mostly redistributed across courses in Terms 1 and 2: PT9511 Physiotherapy Foundations: Theory and Science, PT9112 Physiotherapy Foundations: Clinical Skills, PT9123b Physical Therapy in Clinics Settings I: Lower Quadrant, PT9133x Physical Therapy in Clinics Settings I: Upper Quadrant. Ergonomics content was reduced and moved to PT9143 Clinics II (Term 4), and most of the rheumatology content was moved to PT9134x Physical Therapy in Community Settings I (Term 3). Following this redistribution of course content, very little content remained in PT9539b and PT9541b (i.e., electrophysical agents: wound healing, laser, functional electrical stimulation; rheumatology: juvenile arthritis). This content has been distributed into the two new required courses, PT9151b Complexities in Physical Therapy Case Management and PT9152b Integrated Physical Therapy Case Management.

The two new required courses are PT9151b and PT9152b:

1. ***PT9151b (0.5 Credits) Complexities in Physical Therapy Case Management***: This course is designed to engage students in the analysis of complex multi-system cases with co-morbidities and involved psychosocial/environmental factors influencing prognosis and recovery. Students will be required to analyze complex cases and discuss these in depth from initial to later stages of management and in preparation for discharge planning. This course will engage students in areas of extended practice considerations including the implications of pharmacology, mental health and complex aspects of pain neuroscience in case management. In addition, it will allow students to

develop refined performance of technical skills and the use of technology in physiotherapy practice. This course will utilize interactive case-based synchronous sessions. Students will be required to independently acquire foundational knowledge content in support of case discussions through self-study and small group discussions guided by the content posted on the learning platform (OWL). There will be laboratory sessions which focus on handlings skills and the application of technologies that align with the case presentations.

2. ***PT9152b (0.5 Credits) Integrated Physical Therapy Case Management:*** This course is designed to engage students in the analysis of lifespan cases that are designed to create opportunities to integrate knowledge and management across the settings of practice. Students will be required to utilize reflective practice approaches that parallel common themes of Physical Therapy practice affecting individuals across the lifespan. These might include but are not limited to caregiver burden, impacts of chronic conditions on family, cognitive decline, assessment and management of declining function and end-of-life care. In addition, this course will expose students to applications of clinical assessment and management skills commonly utilized in a young and aging population. This course will utilize interactive case-based synchronous sessions. Students will be required to independently acquire foundational knowledge content in support of case discussions through self-study and small group discussions guided by the content posted on the learning platform (OWL). There will be laboratory sessions which focus on handlings skills and the application of technologies that align with the case presentations.

Current program	Proposed Change(s)
Term 5 – Year 2 Winter Term	***Term 5 – Year 2 Winter Term***
Required courses: PT9539bTherapeutic Modalities PT9541b Physical Therapy in Community Settings II IPE 9803 Applying Research to Practice	***Required courses:*** PT9151b Complexities in Physical Therapy Case Management (NEW) PT9152b Integrated Physical Therapy Case Management (NEW) IPE 9803 Applying Research to Practice
Electives (choose 2 of 6): PT9542b Manual Therapy PT9543b Pharmacology for Physical Therapists PT9544b Sports Physiotherapy PT9545b Paediatrics PT9546b Women's and Pelvic Health PT9551b Understanding Pain in Rehabilitation	Students will be exposed to all new/emerging practice areas

ITEM 11.2(e)(iii) – School of Graduate and Postdoctoral Studies: Correction to the Name of the Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its September 17, 2021 meeting, Senate approved the introduction of a new Graduate Diploma (GDip) in Primary Healthcare Nurse Practitioner pending Quality Council approval. The name of the program has been corrected to Graduate Diploma (GDip) in **Primary Health Care Nurse Practitioner**.

ITEM 11.2(f) – Expansion of the Articulation Agreement between Western University, Huron University College, King's University College and Fanshawe College regarding the transfer of credit for students in the Business-Accounting Diploma Program

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That Senate approve and recommend to the Board of Governors that effective December 1, 2021, the Articulation Agreement between Western University, Huron University College, King's University College and Fanshawe College regarding the transfer of credit for students in the Business-Accounting Diploma Program be expanded to include Brescia University College, as shown in Item 11.2(f).

EXECUTIVE SUMMARY:

For the past several years, Western, Huron University College and King's University College have awarded transfer credit to graduates of the Business-Accounting program at Fanshawe College. This agreement supports the initiatives of the province to develop formal articulation agreements recognized by the Ontario Council for Articulations and Transfer (ONCAT). The addition of Brescia University College to this agreement provides additional opportunities for Western to attract top students as well as meeting the needs of aspiring Accountants, now enrolled at Fanshawe, to complete their accounting credits and obtain a Western degree.

The Registrar's Office at each institution in consultation with the appropriate authorities in the respective programs will be responsible for the administrative processes associated with this Articulation Agreement.

This agreement's effective start date is December 1, 2021 and shall continue in force unless terminated under the terms of the agreement.

The spirit of the agreement remains the same. Proposed revisions include adding reference to Brescia University College in the body of the agreement and the program mapping to Brescia's Major in Accounting (see Appendix 5 of the attached Articulation Agreement). There are no changes to any of the details of the agreement for Main Campus, King's University College or Huron University College.

ATTACHMENT(S):

Articulation Agreement

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")

and

HURON UNIVERSITY COLLEGE
(hereinafter called "Huron")

and

KING'S UNIVERSITY COLLEGE
(hereinafter called "King's")

and

BRESCIA UNIVERSITY COLLEGE
(hereinafter called "Brescia")

and

FANSHAWE COLLEGE
(hereinafter called "Fanshawe")

WHEREAS Western, Huron, King's, Brescia and Fanshawe wish to increase student mobility between their institutions and recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS Fanshawe offers a two year Business-Accounting Diploma program;

AND WHEREAS Western and Huron each offers a 4-year Bachelor of Management and Organizational Studies ("BMOS") Degree program with a specialization in accounting;

AND WHEREAS King's offers a 4-year BMOS Degree program with a specialization in either accounting or in finance and administration;

AND WHEREAS Brescia offers a 4-year BMOS Degree program with a major in accounting (part of a double major);

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Business-Accounting Diploma program at Fanshawe to Year 3 of the 4-year BMOS program in the Faculties of Social Science at each of Western, Huron, King's and Brescia, by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Fanshawe and Western, Fanshawe and Huron Fanshawe and King's or Fanshawe and Brescia;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Each of Western, Huron, King's, and Brescia (individually and hereinafter the "receiving institution") agree to consider for admission to full-time study in Year 3 of the BMOS degree program, Specialization in Accounting or the BMOS degree program, Specialization in Finance and Administration (King's only), Major in Accounting (Brescia only) and grant block transfer credit to graduates of the Business-Accounting Diploma program at Fanshawe who meet the following requirements:

    a) completion of the two-year Business-Accounting Diploma program with a competitive overall admission average as determined by the receiving institution for the year in which they apply, and with no grade less than "C" or 2.0 GPA;

    b) completion of the prescribed set of courses within the Business-Accounting Diploma program (see list in section 5 below) within the two years immediately prior to applying to the receiving institution;

    c) completion of Fanshawe Mathematics 3079 (Calculus & Vectors); MCV4U (Calculus & Vectors) or an equivalent as approved by the receiving institution; and

    d) the written endorsement of the Associate Dean of the Lawrence Kinlin School of Business at Fanshawe.

2. In order to be considered for admission to a receiving institution under this agreement, Fanshawe students must notify the Undergraduate Admissions Office at the applicable receiving institution by March 1st of the year in which they are seeking admission of their intention to apply, and provide the applicable Admissions Office with their academic transcripts by June 1st of that year.

3. The receiving institution may each accept up to 15 Fanshawe graduates annually under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year and it may differ between the receiving institutions.

    Admissions decisions are within the sole discretion of the receiving institution and cannot be appealed. Applicants who meet the requirements set out in paragraphs 1 and 2 above are not guaranteed admission under this Agreement. Final determination of the validity of all admissions rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western, Huron, King's and Brescia.

BLOCK TRANSFER CREDIT

4. Successful applicants shall receive block transfer credit at the receiving institution for the following courses equivalent to the first two years of full-time study (10.0 credits) in the Specialization in Accounting at Western, Huron, and King's, Major in Accounting at Brescia or Specialization in Finance and Administration at King's modules of the Bachelor of Management and Organizational Studies. This credit is not transferrable to other Faculties or Programs.

Fanshawe Course Number	Fanshawe Course Name	Fanshawe Credit Weight
ACCT 1100	Principles of Accounting 1	3.0
MKTG 1012	Principles of Marketing 1	3.0
MATH 1052	Business Math	3.0
BUSI 1005	Introduction to Business Processes	3.0
BUSI 1060 or	Strategies for Success	1.0
BUSI 1088	Strategies for Success International	2.0

WRIT 1032 or WRIT 1034	Reason & Writing-Business 1 Reason and Writing – EAP	3.0 3.0
ACCT 1011	Principles of Accounting 2	5.0
ACCT 1097	Applied Computer Applications for Accounting 1	3.0
ACCT 1098	Applied Computer Applications for Accounting 2	3.0
COMM 3020	Professional Communication	3.0
MATH 1175	Financial Math	3.0
ECON 1002	Economics 1	3.0
ECON 1005	Economics 2	3.0
MGMT 3041	Organizational Behaviour	3.0
MATH 1045	Statistics	3.0
FINA 3043	Taxation 1 – Personal Tax	5.0
ACCT 3036	Accounting 1 – Intermediate	5.0
ACCT 3022	Cost Accounting 1	3.0
ACCT 3050	Accounting 2 – Intermediate	5.0
FINA 3042 replaced with MGMT 3011	Corporate Finance 1 replaced with Project Management	3.0 3.0
FINA 3044	Taxation 2 – Personal Tax	3.0
LAWS 3041	Business Law	3.0
SYST 3002	Business Information Systems	3.0
	General Education Elective	3.0

5. The course names and numbers set out in section 5 may be revised from time to time and Fanshawe will notify each of Western, Huron, King's, and Brescia of any revisions in a timely manner. Failure of Fanshawe to provide timely notification to Western, Huron King's, and Brescia of changes to the Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.

6. The parties acknowledge that the granting of block transfer credit is based on an assessment of the Business-Accounting Diploma program and courses at Fanshawe as of the date of this Agreement. It is the responsibility of Fanshawe to notify each of Western, Huron, King's, and Brescia of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable the receiving institutions to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted to a receiving institution under this Agreement must complete the courses set out in the Appendices and maintain a cumulative and graduating average of at least 65% to graduate from the Bachelor of Management and Organizational Studies (Major in Accounting, Specialization in Accounting or Specialization in Finance and Administration) program. These progression and degree requirements are subject to change during the term of this Agreement and the receiving institutions will give Fanshawe written notice of any changes.

8. Students who subsequently fail to meet progression or degree requirements for the Bachelor of Management and Organizational Studies (Major in Accounting, Specialization in Accounting or Specialization in Finance and Administration) program but who do meet requirements for another program at the receiving institution may be permitted to transfer to another program at the discretion of the Dean of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record. Credit for Fanshawe courses will be assessed on a course-by-course basis.

The parties agree to provide Fanshawe students with information about the block transfer credit

and encourage qualified students to apply.

9. Each party to this Agreement shall designate a Program Representative to assist with the implementation and operation of this Agreement. All Program Representatives and other relevant staff from each institution shall meet at least once every two calendar years to review their processes and determine if changes are needed to meet the objectives of the parties.

10. The parties' rights under this Agreement are several and not joint or joint and several.

TERM

11. This Agreement is effective as of September 1, 2019 and shall continue in force unless terminated as set out below.

   a. Any party may terminate this Agreement upon ninety days' written notice of termination to the other parties. Unless the party terminating the Agreement is Fanshawe, then the Agreement will remain in force as between Fanshawe and the receiving institutions who did not terminate the agreement. No applicants will be considered for admission by that receiving institution giving notice of termination after the date of such notice.

   b. Notwithstanding paragraph 11(a), if a receiving institution decides to terminate this Agreement due to changes to the Fanshawe Program's curriculum or course content, this Agreement shall terminate as between Fanshawe and the receiving institution seeking to terminate on a date that is the earlier of ninety days after written notice of termination is given to Fanshawe, or the date that the changes were made by Fanshawe.

   c. Regardless of any notice of termination, students accepted into the Bachelor of Management and Organizational Studies (Major in Accounting, Specialization in Accounting or Specialization in Finance and Administration) program under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAWE COLLEGE

*_____   _____
Gary Lima
Senior Vice-President Academic   Date

_____   _____
Mary Pierce
Dean, Faculty of Business, Information   Date
Technology and Part Time Studies

HURON UNIVERSITY COLLEGE

*_____   _____
Barry Craig   Date
Principal, Huron University College

KING'S UNIVERSITY COLLEGE

*_____   _____
Dr. David Malloy   Date
Principal, King's University College

BRESCIA UNIVERSITY COLLEGE

_____
Dr. Lauretta Frederking
President, Brescia University College

THE UNIVERSITY OF WESTERN ONTARIO

*_____   _____
Dr. John Doerksen   Date
Vice-Provost (Academic Programs)

_____   _____
Dr. Nicholas Harney   Date
Dean, Faculty of Social Science

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College, Brescia University College and
Fanshawe College, *October 1 2018*

<table>
<tr>
<td colspan="3">Course Requirements for Degree Completion
Western University, Bachelor of Management and Organizational Studies
Specialization in Accounting

To graduate with the Bachelor of Management and Organizational Studies (Specialization in Accounting) at Western University, students must successfully complete the 10.0 courses listed below. Western will provide Fanshawe with written notice of any changes to these course requirements.</td>
</tr>
<tr>
<td>Western Credit Weight</td>
<td>Western Course Number</td>
<td>Western Course Name</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 2242A/B*</td>
<td>Statistics</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 2310A/B</td>
<td>Finance</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 2277A/B
or
MOS 3367A/B</td>
<td>Personal Financial Planning

Introduction to Fraud Examination</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3360A/B</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3361A/B</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3370A/B</td>
<td>Management Accounting</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4471A/B</td>
<td>Management Control Systems</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3362A/B</td>
<td>Introduction to Taxation in Canada</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3363A/B</td>
<td>Introduction to Auditing</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4410A/B</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4465A/B</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3311A/B</td>
<td>Advanced Finance</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4462A/B</td>
<td>Advanced Issues in Canadian Taxation</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4467A/B</td>
<td>Professionalism and Ethics</td>
</tr>
<tr>
<td>1.0 full-course or equivalent from:</td>
<td colspan="2">ANTHRO 2262F/G, ANTHRO 2272F/G, ANTHRO 2280F/G, ECON 2124A/B, ECON 2128A/B, ECON 2129A/B, ECON 2150A/B, ECON 2152A/B, ECON 2154A/B, ECON 2155A/B, ECON 2156A/B, ECON 2159A/B, ECON 2160A/B, ECON 2162A/B, ECON 2167A/B, ECON 2181A/B, ECON 2191A/B, ENGL 2018A/B, ENGL 2019A/B, GEOGRAPH 2143A/B, GEOGRAPH 2144F/G, GEOGRAPH 3422A/B, HISTORY 2120A/B, HISTORY 2171A/B, HISTORY 2183A/B, HISTORY 2807F/G, PHILOS 2074F/G, PHILOS 2730F/G, POLISCI 2102A/B, POLISCI 2140A/B, POLISCI 2211E, POLISCI 2246E, PSYCH 2030A/B, PSYCH 2035A/B, PSYCH 2070A/B, SOCIOL 2166A/B, SOCIOL 2172A/B, SOCIOL 3308F/G</td>
</tr>
<tr>
<td colspan="3">1.0 full-course or equivalent designated Essay course(s) numbered 2000 or above (which must be designated Essay course(s) unless taken above)</td>
</tr>
<tr>
<td colspan="3">1.0 full-course or equivalent from Category B (Arts & Humanities unless taken above)</td>
</tr>
</table>

*Students may choose to take STATS 2035 in lieu of MOS 2242A/B but must ensure they meet the Category B and designated Essay requirements.

APPENDIX 2

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College, Brescia University College and
Fanshawe College, *October 1 2018*

Course Requirements for Degree Completion Huron University College, Bachelor of Management and Organizational Studies Specialization in Accounting		
To graduate with the Bachelor of Management and Organizational Studies (Specialization in Accounting) at Huron University College, students must successfully complete the 10.0 courses listed below. Huron will provide Fanshawe with written notice of any changes to these course requirements.		
Western Credit Weight	**Western Course Number**	**Western Course Name**
Year 3 Requirements		
0.5	MOS 2275A/B	Business Law I
0.5	MOS 3310A/B	Finance for Management and Organizational Studies
0.5	MOS 3360A/B	Intermediate Accounting I
0.5	MOS 3361A/B	Intermediate Accounting II
0.5	MOS 3362A/B	Introduction to Taxation in Canada
0.5	MOS 3363A/B	Introduction to Auditing
1.0 from:	MOS 2181A/B MOS 3320A/B MOS 3330A/B MOS 3388A/B	Organizational Behaviour Marketing for Management and Organizational Studies Operations Management Organizational Governance
0.5	PHILOS 2074F/G	Business Ethics
0.5	Any PHILOS, ECON, POLISCI, GLE at the 2000 level and above	
Year 4 Requirements		
0.5	MOS 3370A/B	Management Accounting
0.5	MOS 4471A/B	Management Control Systems
0.5	MOS 4410A/B	Strategic Management
0.5	MOS 4462A/B	Advanced Issues in Canadian Taxation
0.5	MOS 4465A/B	Advanced Accounting
0.5 from:	MOS 4310A/B MOS 4489A/B	Advanced Corporate Finance Strategic Foresight and Futuring
1.0 full-course or equivalent MOS course numbered 3000 or above		
1.0 full-course or equivalent designated essay course numbered 2000 or above from Category B		

APPENDIX 3

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College, Brescia University College and
Fanshawe College, *October 1 2018*

<table>
<tr>
<td colspan="3">Course Requirements for Degree Completion
King's University College, Bachelor of Management and Organizational Studies
Specialization in Accounting

To graduate with the Bachelor of Management and Organizational Studies (Specialization in Accounting) at King's University College, students must successfully complete the 10.0 courses listed below. King's will provide Fanshawe with written notice of any changes to these course requirements.</td>
</tr>
<tr>
<td>Western Credit Weight</td>
<td>Western Course Number</td>
<td>Western Course Name</td>
</tr>
<tr>
<td colspan="3">Year 3 Requirements</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3310A/B</td>
<td>Finance for Management and Organizational Studies</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3320A/B</td>
<td>Marketing for Management and Organizational Studies</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3360A/B</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3361A/B</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3370A/B</td>
<td>Management Accounting</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3330A/B</td>
<td>Operations Management</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4467A/B</td>
<td>Professionalism and Ethics</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 2285A/B</td>
<td>Global Business Environment</td>
</tr>
<tr>
<td>1.0 from:</td>
<td>STATS 2035 or
ECON 2122A/B +
ECON 2123A/B</td>
<td>Statistics for Business and Social Sciences
Econometrics I
Econometrics II</td>
</tr>
<tr>
<td colspan="3">Year 4 Requirements</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4410A/B</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4465A/B</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4471A/B</td>
<td>Management Control Systems</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3362A/B</td>
<td>Introduction to Taxation in Canada</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3363A/B</td>
<td>Introduction to Auditing</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 3367A/B</td>
<td>Introduction to Fraud Examination</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4422F/G</td>
<td>Corporate Governance</td>
</tr>
<tr>
<td>0.5</td>
<td>MOS 4462A/B</td>
<td>Advanced Issues in Canadian Taxation</td>
</tr>
<tr>
<td colspan="3">1.0 designated Essay course numbered 2000 or higher; must be Category B</td>
</tr>
</table>

APPENDIX 4

Articulation Agreement between
The University of Western Ontario,
Huron University College,
King's University College, Brescia University College and
Fanshawe College, *October 1 2018*

<table>
<tr><td colspan="3">Course Requirements for Degree Completion
King's University College, Bachelor of Management and Organizational Studies
Specialization Finance and Administration

To graduate with the Bachelor of Management and Organizational Studies (Specialization in Finance and Administration) at King's University College, students must successfully complete the 10.0 courses listed below. King's will provide Fanshawe with written notice of any changes to these course requirements.</td></tr>
<tr><td>Western Credit Weight</td><td>Western Course Number</td><td>Western Course Name</td></tr>
<tr><td colspan="3">Year 3 Requirements</td></tr>
<tr><td>0.5</td><td>MOS 3310A/B</td><td>Finance for Management and Organizational Studies</td></tr>
<tr><td>0.5</td><td>MOS 3320A/B</td><td>Marketing for Management and Organizational Studies</td></tr>
<tr><td>0.5</td><td>MOS 3360A/B</td><td>Intermediate Accounting I</td></tr>
<tr><td>0.5</td><td>MOS 3361A/B</td><td>Intermediate Accounting II</td></tr>
<tr><td>0.5</td><td>MOS 3370A/B</td><td>Management Accounting</td></tr>
<tr><td>0.5</td><td>ECON 2150A/B</td><td>Intermediate Microeconomic Theory I</td></tr>
<tr><td>0.5</td><td>ECON 2152A/B</td><td>Intermediate Macroeconomic Theory and Policy I</td></tr>
<tr><td>0.5</td><td>MOS 2285A/B</td><td>Global Business Environment</td></tr>
<tr><td>1.0 from:</td><td>STATS 2035 or ECON 2122A/B + ECON 2123A/B</td><td>Statistics for Business and Social Sciences Econometrics I

Econometrics II</td></tr>
<tr><td colspan="3">Year 4 Requirements</td></tr>
<tr><td>0.5</td><td>MOS 3330A/B</td><td>Operations Management</td></tr>
<tr><td>0.5</td><td>MOS 4410A/B</td><td>Strategic Management</td></tr>
<tr><td>0.5</td><td>MOS 4465A/B</td><td>Advanced Accounting</td></tr>
<tr><td>0.5</td><td>MOS 4471A/B</td><td>Management Control Systems</td></tr>
<tr><td>1.0 or equivalent from:</td><td colspan="2">MOS 3410F/G, PHIL 2700F/G, PHIL 2074F/G, PHIL 2075F/G</td></tr>
<tr><td>1.0 or equivalent from:</td><td colspan="2">AS 2053, ECON 2154, ECON 2156, ECON 2159, ECON 2160, ECON 2184</td></tr>
<tr><td>0.5</td><td colspan="2">ECON 2162, ECON 2163, ECON 2164, MOS 3332</td></tr>
<tr><td>0.5</td><td>Elective</td><td>Must be Category B course at the 2000 level or above if only 0.5 Philosophy course taken above.</td></tr>
</table>

APPENDIX 5

Course Requirements for Degree Completion
Brescia University College, Bachelor of Management and Organizational Studies Major in Accounting
To graduate with the Bachelor of Management and Organizational Studies (Major in Accounting as part of a double major) at Brescia University College, students must successfully complete a minimum of 10.0 credits at Brescia including the 7.0 senior courses listed below plus additional courses as required for the double major concentration area. Brescia will provide Fanshawe with written notice of any changes to these course requirements.

Western Credit Weight	Western Course Number	Western Course Name
1.0	BUS 2257	Business Administration
3.0 courses from	MOS 2242A/B, MOS 3310A/B, MOS 3360A/B, MOS 3361 A/B, MOS 3370 A/B, MOS 4410A/B	Statistics Finance for Mgmt and Org Studies Intermediate Accounting I Intermediate Accounting II Management Accounting Strategic Management
0.5 courses from	MOS 2181A/B, MOS 2205F/G, MOS 3350 A/B	Organizational Behaviour Business Communications Leadership in Business
2.5 courses from	MOS 2275A/B, MOS 3320A/B, MOS 3330A/B, MOS 3362A/B, MOS 3363A/B, MOS 4462A/B, MOS 4465A/B, MOS 4471A/B	Business Law Marketing for MOS Operations Management Intro to Taxation in Canada Intro to Auditing Advanced Issues in Canadian Taxation Advanced Accounting Management Control Systems

ITEM 11.2(g) – King's University College: Revisions to the "English Language Proficiency for Admission" Policy

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That effective January 1, 2022, the "English Language Proficiency for Admission" policy be revised to indicate that King's University College will accept successful completion of Level 7 of the King's University College/ICEAP Toronto Bridging Program as an alternative to the English language proficiency requirement for international students, as shown in Item 11.2(g).

EXECUTIVE SUMMARY:

For the past three years, through a pilot project, King's has collected and analyzed the academic performance and retention data of students who have completed the ICEAP Toronto Bridging program. Over these years, 201 students have been admitted by King's (12 in 2018-19; 72 in 2019-20, and 117 in 2020-21). This cohort represents a significant portion of the first-year international student population at King's. The data demonstrates strong evidence of the academic success of these students. The performance of these students has been compared to other international students at King's (both those who submitted an English proficiency test i.e., TOEFL, IELTS, and those who have completed other approved EAP programs) as well as to the overall performance of first year King's students. King's has also followed the retention data of these students which illustrates that the retention of these international students at King's out performs other international student cohorts. In enrolment planning for King's (as well as its recruitment strategy), a key objective is to ensure that King's retains from year to year the international students they admit, and that they do not register at Western (or other universities) after their first year.

In each of the three years of test data, those students who completed the ICEAP Toronto Bridging Program achieved higher cumulative averages in their first year than other international students (both students who had completed other EAP programs and those who were admitted on scores of English language proficiency tests). The cumulative averages were also higher than those of the overall first year King's class (both international and Canadian). Although the majority of these students registered in BMOS and or programs in Social Sciences, they performed equally well in these programs as well those in Arts and Childhood and Youth Studies. In addition, the retention of these students at King's has grown each year, and with joint efforts the rate is now excellent.

The chart below provides academic performance and retention data for first year degree studies at King's for those students who completed the ICEAP Toronto program.

Academic Year	2018-2019	2019-2020	2020-2021*
Number of Students Admitted	12	72	117
Class Average	79%	79%	73%
Grade Distribution:			
A	58%	64%	27%
B	17%	24%	45%
A and B	75%	88%	72%
C	25%	11%	16%
D	0%	0%	6%
F	0%	1%	5%
Retention of Students at King's	67%	75%	100%

*Courses were delivered online in 2020-2021 due to COVID. This delivery was unexpected and developed very quickly in order to serve students. Despite these challenges (for both the students and the faculty), the academic performance of the students who completed the ICEAP Toronto program was very good; however, for the first time, 6% of the students completed with a "D" average, and 5% failed. These students indicated that they disliked the on-line delivery and either failed or withdrew.

*In 2020-2021, the overall performance of all first-year international students at King's declined slightly. Students cited the difficulty of online delivery as well as their disappointment that the first-year experience had not been what they were hoping for. In fact, the overall retention of both Canadian and international students at King's also declined. The 2020-2021 retention rate of ICEAP Toronto students is not expected to be repeated. In part, it is the result of immigration requirements of entry to Canada with a King's admission letter in the student's second year.

ATTACHMENT(S):

Revised Calendar Copy – English Language Proficiency for Admission

Background information:

Structure and Learning Objectives of King's University College/ICEAP Toronto Bridging Program

Comparison of ELP testing to successful completion of ICEAP L7

Qualifications of Teaching staff

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

English Language Proficiency for Admission

ENGLISH LANGUAGE PROFICIENCY – ADMISSION REQUIREMENTS

Where there is other evidence of proficiency in English, the Admissions Office may use its discretion in admitting students whose English proficiency scores fall within the discretionary ranges listed below.

Test	Minimum Score	Minimum Discretionary Range
Test of English as a Second Language (TOEFL) – Paper	580 + 5 TWE	550 + 5 TWE +45-50 TSE with no score less than 50
Test of English as a Second Language (TOEFL) – Internet	88 with a score of 22 in speaking, reading and writing, and 20 in listening	83 with no score less than 20
Michigan English Language Assessment Battery (MELAB)	85 with no score less than 80	80 overall with no score less than 78
International English Language Testing System (IELTS)	7.0 overall with no part less than 6.5	6.5 with no part less than 6.0
CanTEST	4.5 overall with no part less than 4.0	4.0 overall
Canadian Academic English Language Assessment (CAEL)	70 overall with no part less than 60	60 overall
Cambridge C1 Advanced or C2 Proficiency	185 overall with a minimum score of 176 in each component	176 overall with a minimum score of 169 in each component

All students applying for undergraduate admission whose first language is not English will be required to write one of the following English proficiency tests or successfully complete English language programs to the level indicated in lieu of tests as indicated below:

The Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE); or the Internet-Based TOEFL (iBT). The minimum score required on the TOEFL is 580 on the paper-based with a 5 on the TWE, and 88 on the internet-based tests with a score of 22 in speaking, reading and writing and 20 in listening.
www.etscanada.ca
Western's Institution code number is 0984

The Michigan English Language Assessment Battery (MELAB). A minimum overall score of 85 is required with no score less than 80.
www.cambridgemichigan.org

The International English Language Testing Service (IELTS). A minimum overall band score of 7.0 is required with no part less than 6.5.
www.ielts.org

The CanTEST. A minimum overall score of 4.5 is required with no part less than 4.0.
www.olbi.uottawa.ca/CanTEST
Email: cantest@uOttawa.ca

The Canadian Academic English Language Assessment (CAEL). A minimum overall score of 70 is required with no part less than 60.
www.cael.ca
Email: cael@carleton.ca

The Pearson Test of English Academic (PTE Academic). A minimum overall score of 58 is required with no score less than 56.
http://pearsonpte.com/

The Cambridge C1 Advanced or C2 Advanced Proficiency. A minimum overall score of 185 with a minimum score of 175 in each component (www.cambridgeenglish.org/)

The University may use discretion when considering applicants whose scores do not meet the above minimum scores and where there is further evidence of English proficiency.

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. Proficiency in English is required of all students [see also the policy on ENGLISH LANGUAGE PROFICIENCY (for assignment of grades)].

ENGLISH LANGUAGE PROGRAMS ACCEPTED IN LIEU OF ENGLISH PROFICIENCY TESTS

High-Advanced Level at The English Language Centre at Western University
Successful completion of the High-Advanced level at The English Language Centre through the Faculty of Education at Western University may be used as proof of English language proficiency. For more information visit www.englishlanguage.uwo.ca

Level Ten – Fanshawe College EAP Program
Successful completion of Level 10 of the Fanshawe College English for Academic Purposes Program (ESL4) with no final grade lower than an "A" (80%) may be used as proof of English language proficiency. For more information visit: http://www.fanshawec.ca/programs-courses/international/english-second-language-esl

Level "D" Cultureworks ESL Program
Successful completion of the level "D" of the English as a Second Language Program at CultureWorks may be used as proof of English language proficiency.
For more information visit: http://cultureworkstheschool.com/

Preliminary Year Program at Brescia University College
Successful completion of the courses English 0005W/X, Speech 0005W/X, Writing 0005W/X, Writing 0010F/G, and Writing 0015F/G with a minimum grade of 75% in each course may be used as proof of English language proficiency. Students with a 6.0 IELTS score are required to take only Writing 0015F/G and English 0005W/X. For more information visit http://brescia.uwo.ca/admissions/admission-requirements/preliminary-year-program/.

Level 7 – King's University College/ICEAP Toronto Bridging Program
Successful completion of Level 7 of the King's University College/ICEAP Toronto Bridging Program may be used as proof of English language proficiency at King's University College. For more information visit: http://www.toiceap.ca/partners/kings-college-london.html

The rest of the policy is unchanged

<u>Structure and Learning Objectives of King's University College/ICEAP Toronto Bridging Program</u>

Overview

The English for Academic Purposes Program (EAP) at the International Centre for EAP (ICEAP Toronto) has been designed to help improve a student's English language skills, removing a barrier to successful completion of subsequent academic programs. It prepares students for the academic demands of a post-secondary institution. As closely as possible, it reflects the authentic tasks and assignments that students will be required to do when they go on to degree programs at university. The Bridging module (the final stage of the program) contains sections that have been created based on the area of specialization or major of the degree choice of the student.

The goal of the ICEAP Toronto program is to prepare students to read, write, speak and listen to English in order to succeed in university.

Emphasis is placed on effective writing, reading, listening and speaking comprehension. The curriculum focuses on formal English development for academic purposes as well as for functional everyday usage. Activities include viewing and discussing videotaped lectures, listening and note-taking, practicing academic reading and writing and completing various university examinations. Students will also build critical thinking and research skills and participate in both discussions and seminars; allowing them to plan and prepare for their chosen professional field of study.

The ICEAP Toronto program consists of eight main levels; running for eight weeks; 27.5 hours each week; 220 hours each session.

In its entirety, ICEAP Toronto is a learner-centered program. Class work is broken down with a minimum of teacher talk time (TTT) and an abundance of student talk time (STT). Students will participate in partner and group activities as well as present their findings on a regular basis. Students will develop independent learning strategies in class and through a self-study component. The self-study component will require work outside of the classroom individually and in groups.

Courses in college preparation, academic writing and oral proficiency, combined with intercultural communication are aimed at developing the students' speaking, listening, reading, and writing skills to a level commensurate with university academic studies. These classes will help students improve their grammatical accuracy, essay-writing skills, and research skills.

Classes favour high student participation and are structured to provide ample experience researching and delivering presentations. Exposure to various methods of formal and informal presentation, both spoken and written, prepares students for university level study. Practice speaking and listening, in authentic situations, builds confidence and readies participants to excel in a variety of capacities.

This program module provides students with ample opportunity to use English in real life situations; with the opportunity to employ comprehensible input so students will have confidence and learn; to review, reinforce and test often, to allow students to internalize material; and to provide a framework and atmosphere for enjoyable, effective English study.

Structure

Essentially ICEAP Toronto program consists of the following stages:

- **Beginner** consists of three two modules: Foundations of ESL (Level 1), Transitioning to EAP (Level 2) and Fundamentals of EAP (Level 3)
- **Intermediate** consists of three modules: Intermediate EAP (Level 4) Intermediate (Level 5), and Continuing Advancement of EAP (Level 6).
- **Bridging** is the Pre-Core University Readiness Module, Phases I & II (Levels 7). The Bridging Module prepares students for university. Each section of this module has been created based on the area of specialization or major of the degree choice of the student.

More information on each of these stages is found below.

Beginner: Foundations of ESL (Level 1), Transitioning to EAP (Level 2) and Fundamentals of EAP (Level 3)

These introductory modules serve as the foundation for all future ESL/EAP programming and learning. Focus is on the fundamental skill development necessary for success in future EAP courses. Emphasize is on the development of basic language skills and providing a cultural orientation. Vocabulary, conversation, reading, grammar, listening, and pronunciation skills are practiced in interesting topic areas to provide a solid foundation in language ability.

Levels 1 and 2 integrate the four areas of language learning (grammar, listening, speaking, reading and writing) into a program spanning two levels.

Level 3 integrates the four areas of language learning (grammar, listening, speaking, reading and writing) as it transitions from ESL to EAP.

Learning Outcomes of Level 1, Level 2 and Level 3

By the end of these modules, students will be able to communicate their understanding of basic grammar skills, effective listening, speaking, reading and writing skills; students have acquired a basic "communicative repertoire" in English; students can communicate with varying degrees of confidence and coherence; students have made significant progress in their oral English language skills and can apply language and literacy skills to both formal and informal situations.

Intermediate: Intermediate EAP (Level 4), Advanced Intermediate EAP (Level 5) and Advanced EAP II (Level 6)

Level 4 furthers the EAP concentration of study. These modules focus on the necessary content and language skills needed to help prepare students for academic success. Emphasis is placed on developing the skills necessary to be successful in university classes with students whose first language is English; the academic use of language in a college-level atmosphere and on reading and vocabulary practice. Apart from practicing correct pronunciation and listening skills, students will develop presentation skills. This allows students to experience first-hand the expectations of professors in university while teaching students how to thrive in those environments.

Level 5 integrates the five areas of language learning (grammar, listening, speaking, reading, and writing). Through independent and collaborative work, students will develop English and critical thinking skills while studying themes that are culturally and linguistically rich and relevant to today's society. Students will learn how to communicate effectively in an academic setting by focusing on their presentation skills, building and supporting their arguments, and improving their overall study skills in preparation for college/university. Course material will be delivered in varying formats, including lectures, open discussions, club activities, and field trips.

Level 6 (Advanced EAP II) aims to increase a student's awareness of the skills and strategies needed to be successful in the attainment of a second language. The goal of this module is to ensure that students can apply language learning strategies to instructional level texts. The focus is on assisting student's development of metacognitive skills - in other words, to assist them in thinking about how to learn and to improve their own learning. Students are expected to apply strategies independently to their learning tasks.

Learning Outcomes for Level 4, Level 5, and Level 6

At the end of these modules, students will be able to demonstrate the ability to understand, interpret, proofread, and evaluate written and spoken English for a variety of purposes and audiences; use reading and vocabulary strategies to gain information and communicate in English fluently for a variety of classroom and social purposes; listen critically to analyze and evaluate concepts, ideas, and information read and summarize; understand and use appropriate grammatical and literary structures and rules in writing to produce unified and coherent pieces of writing; use academic vocabulary that is suitable for everyday use in both speaking and writing; use listening and speaking skills & strategies to communicate in English for a variety of classroom situations/activities. Students will also have a range of socio-cultural competencies including the u use the appropriate etiquette and non-verbal communication in a variety of social, academic, and workplace contexts, be able to demonstrate an awareness of the diversity of cultures, languages, and issues of concern to diverse groups in Canada through research and presentations skills and use strategies for participating in cooperative learning activities to effectively complete group tasks

Bridging: The University Readiness Module Level 7

The Bridging Module (University Readiness) provides foundation skills essential for academic success in Canadian undergraduate programs in Canada. Such programs require holistic assignments involving problem-solving, collaboration, synthesis, and critical thinking—skills that require integrated and advanced language use. This course provides a comprehensive grounding in these skills. Students will be introduced to the assignment types often given in Canada; namely, short answer, summary, critical analysis, critical response, annotated bibliography, synthesis, research paper, survey, CRAAP analysis, and poster and seminar presentations. In addition, students will learn about self-management for university success, including techniques such as annotation, graphic organizers, Cornell notes, outlining, goal-setting, self-reflection, and strategies for communicating professionally with peers and professors. Weekly topics include but are not limited to language development, mental health, a green planet, social networks, labour issues, eldercare, economics, media manipulation, and indigenous issues in Canada.

Learning Outcomes of Level 7

Upon successful completion of this course, students will be able to communicate spontaneously using professional and culturally appropriate language; use integrated language skills to communicate idiomatically and fluently in class discussions; lead and take part in class seminars on current academic and major-related issues; apply complex reading and post-reading strategies, identify a text's rhetorical strategies and differentiate between multiple perspectives in a text; have strong critical thinking skills to help select appropriate research sources, generate original ideas, develop original topics for individual research, describe potential connections between related topics; have strong writing skills to write grammatically correct summaries, essays, annotated bibliographies, critical response essays and coherent syntheses of research materials, develop compelling and engaging arguments using reliable sources and convincing support, use counterargument effectively, use APA and know how to apply academic integrity strategies and principles so as to avoid plagiarizing; refine skill set in student success strategies

Comparison of ELP testing to successful completion of ICEAP L7

Completion of ICEAP Toronto is equivalent to IELTS 6.5 or TOEFL 83/550.
Please note the score equivalencies are based on ICEAP's interpretation and use of standardized English-as-a-Second-Language test scores as required for admission.

Qualifications of Teaching staff

100% of instructors are TESL Ontario certified - Ontario Certified English Language Teachers
22% - PhD (summer 2021 in Accelerated Bridging program: 50% - PhD)
77% - Master's in Applied Linguistics, Education, MBA
Very experienced: average 10+ years of teaching experience.

ITEM 11.2(h) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Linguistics and Physical Therapy

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, SCAPA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs in Linguistics and Physical Therapy.

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Arts and Humanities	Linguistics	March 22-23, 2021	Good Quality
Health Sciences	Physical Therapy	May 6-7, 2021	Good Quality

The detailed Final Assessment Reports and Implementation Plans for these reviews are attached.

ATTACHMENT(S):

Final Assessment Report – Linguistics
Final Assessment Report – Physical Therapy

Linguistics
Final Assessment Report & Implementation Plan
October 2021

Faculty / Affiliated University College	Arts and Humanities
Degrees Offered	MA
Date of Last Review	2012-2013
Approved Fields	*None*
External Reviewers	Dr. Laura Sabourin Associate Professor, Department of Linguistics University of Ottawa	Dr. Molly Babel Associate Professor, Department of Linguistics University of British Columbia
Internal Reviewers	Dr. Jisuo Jin Professor, Associate Dean, Graduate & Postdoctoral Studies, Faculty of Science	Spencer Arbuckle Graduate Student, Neuroscience
Date of Site Visit	March 22-23, 2021
Date Review Report Received	April 29, 2021
Date Program/Faculty Response Received	Program Response received July 20, 2021 Dean's Response received Sept 8, 2021
Evaluation	**Good Quality**
Approval Dates	SUPR-G: November 8, 2021 SCAPA: November 24, 2021 Senate (for information only): December 3, 2021
Year of Next Review	Year of next cyclical review 2028-2029

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 Linguistics MA program delivered by the Faculty of Arts and Humanities.

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

Executive Summary

The Masters in Linguistics in the Faculty of Arts and Humanities grew out of Minor and Combined Honours programs initiated in 2000, which themselves were made possible by the hiring of numerous linguists into the Departments of French Studies and Languages and Cultures. The MA was created in 2006 as a natural outgrowth of these programs.

The MA is a non-thesis program, covering six terms, and has remained small – accepting on average five students a year, for a total of ten pursuing the degree in any given year.

The most salient characteristic of the program is its exceptionally strong interdisciplinarity. The program conceives of language as a system of symbols which people know and use. Though students and faculty may incline one way or the other, Linguistics at Western is not "formal linguistics", nor "applied linguistics", nor even a pairing of each. It is, instead, a rich melding of frameworks and methods, built around close ties with sister disciplines: anthropology, computer science, communication disorders, language teaching, philosophy, and psychology.

The external reviewers commend the faculty and staff associated with the MA in Linguistics for a program that is of high caliber and unique due to its interdisciplinary nature. They offer some considerations and seven recommendations for further enhancement.

Summary of the Self-Study

Strengths and Innovative Features Identified by the MA in Linguistics Program

- Theoretical and Applied Linguistics Lab (TALL), which provides space for students to collaborate and conduct research;
- "Linguistic Talks at Western" speaker series which includes papers by colleagues and visitors;
- reading groups such as the Language and Cognition group;
- graduate programs in Linguistics in French Studies and in Hispanic Studies;
- Annual workshop Western Interdisciplinary Student Symposium on Language Research (WISSLR), which highlights linguistic research at Western and at other local institutions;
- "Spark" outreach program – a one-day visit from high school students.
- Strengths identified by students and recent graduates:
  - Space: "*Having TALL [lab] was a big asset to the program. Although there were few of us in the program, it was nice to have a space that we could meet, work, print, scan, eat, etc. This made a huge difference in my learning experience.*"

- o Supervision: "*Excellent supervisor, great culture of collegiality between graduate students and professors.*"
- o Courses: "*I enjoyed interdisciplinary options and consider them a strength of the program.*"
- o Financial Support: "*I never would have been able to afford to pay for grad school had it not been for the financial support provided by the program. I graduated poor but debt-free.*"

Concerns Identified by the MA in Linguistics Program

Concerns/Areas of Improvement identified by students and recent graduates:

- Having access to a greater variety of course offerings;
- Enhanced supports to help students transition to graduate school; and
- Lack of engagement by faculty members in the program (though acknowledging that instructors are part of diverse departments).

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student, were provided with Volume I and II in advance of the scheduled review and then met over two days with the:

- Vice Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice Provost of Academic Planning, Policy and Faculty
- Dean of the Faculty of Arts and Humanities
- Associate Dean, Research, Faculty of Arts and Humanities
- Director of the Graduate Program in Linguistics
- Former Director of the Graduate Program in Linguistics
- Chair, Department of French Studies
- Chair, Department of Anthropology
- Program Assistant and Administrative Officer
- Associate Chief Librarian
- Program faculty members
- Graduate students

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 Linguistics Graduate Programs, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

"This is a unique interdisciplinary program that serves a niche in the MA programs in Linguistics across Canada by virtue of its interdisciplinarity. As evaluated by the program completion statistics, the program attracts highly qualified students and the faculty and program provide ample support to facilitate completion of the program."

Strengths of the Program

- Current faculty members are highly qualified to successfully run the MA program and show high levels of passion and enthusiasm for the teaching and training of students in the MA program in Linguistics;
- Interdisciplinarity – courses taught by specialists across different fields allow students to acquire knowledge from different viewpoints;
- Very impressive student completion statistics;
- The varied coursework within the program and the flexibility students have to craft their own course plan; and
- The funding for domestic students is great.

Areas of Concern Identified

- The stated admission requirement of an honours degree may be unnecessarily exclusionary, reducing the number of qualified and interested students applying to the program;
- Having sufficient students in the program to be able to provide TA support for all courses that rely on Linguistics graduate students as TAs;
- Many of the supervisory roles have fallen on a small subset of faculty members;
- Funding packages do not apply to international students; and
- The overall program structure is somewhat precarious in the long term.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendation Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below.	Program/Faculty Response
1. *To improve the recruitment of domestic students we recommend the program mildly modify admissions requirements or even just the public advertisement of them to broaden the domestic prospective student pool.	Program response: We will review the specific language and highlight the importance of having a proper background in linguistics rather than a specific cut-off average. Regarding domestic recruitment in general, the program had already identified, with the input from the SGPS, a series of strategies that are in line with suggestions in the report. Response from the Dean's Office: In consultation with the Program Director, the Dean will consider this recommendation.
2. *Make clear in course advertisements what language the course will be offered in.	Program response: We will make sure that in the future, no confusion arises regarding the language of instruction via clear indication on the website of the program and through counseling with students.
3. Given the expertise of the faculty who lead the program, it is not surprising that there is a lack of experimental linguistics courses and quantitative methods courses and skill development, but given the direction of the field and the post-graduate career opportunities, identifying resources within the university to address those gaps would improve the student experience.	Program response: We are not exactly certain why this comment was made given that there are professors in the program that do research in experimental linguistics and use quantitative methods (for instance, Tennant, Rafat, Heap, to name a few), and we have tried as much as possible to ensure that one or more of them teach courses in the program each year. In the past, we have reached out to other units (psychology, speech/ communication disorders, education) and our students have been able to enrol in courses where quantitative methods are central.

		We will continue to be in contact with other units so that students have access to course that emphasize quantitative methods, as well as ensuring that students are exposed to the experimental approaches offered by the linguists who work more directly in the program.
4.	The program would benefit from increased buy-in from other departments (e.g., Psychology, Computer Science, Communication Sciences Disorders) and faculties (e.g., Health Sciences, Social Sciences) across campus. The program should develop creative solutions to engage with these units (and others we haven't identified) to develop the infrastructure to support the program. The university has a responsibility in supporting the creation and maintenance of these interdisciplinary bridges. One viable path is to provide support for interdisciplinary faculty positions.	<u>Program response:</u> This last comment perhaps reflects a certain lack of knowledge regarding the genesis of the program: the program grew out of creative solutions given the lack of funding it has always faced. This being said, we are in total agreement with the reviewers that the university has a responsibility to create and maintain infrastructure that support interdisciplinarity on campus and should incite more participation of other units to the efforts of the program. We will continue to be creative to make sure the program still serves students by reaching out to other units, by establishing contacts with faculty members on campus that have direct interest with research on language and attempt to involve their units into our program. <u>Response from the Dean's Office:</u> Dean's office will offer whatever support it can.
5.	Across the units that currently contribute substantially to the program, there is an imbalance in how supervisory work is acknowledged. While we know it is impossible to standardize metrics or quantification systems across disparate departments and faculties, there must be some system-wide method of acknowledging the workload of supervision. A failure to quantify this is a recipe for inequity. A system that acknowledges the supervision of Linguistics MA students might facilitate contributions from supervisors in other units across campus, who may currently be deterred if supervision goes unacknowledged.	<u>Program response:</u> Although we are in agreement with this suggestion, it is not exactly clear what can be done to resolve this disparity. Acknowledgment of supervisory work is a workload issue which, according to the collective agreement, is established locally in different units across campus. Given that the program is not a unit in the traditional sense, the teaching and supervisory work done by individuals for the linguistic program is bound by the workload document of different home departments. <u>Response from the Dean's Office:</u> Dean's office will offer whatever support it can.

6.	*Provide funding for one international student a year. This would not only contribute to the diversity of the program, which is vital for a field like linguistics, but also address program concerns about having sufficient TA support for the undergraduate Linguistics program.	Program response: The program welcomes this recommendation and has negotiated funding for two international students. Following negotiations between the current director and the Deans of the Faculty of Arts and Humanities and of Social Science, the program has secured two funding packages for international students (including GTA-ship and WGRS) for the current academic cycle. Recognizing that this is a one-time offer from these Faculties that cannot be guaranteed in the future because of the cost of these packages, the program intends to ask the two Faculties whether we could advertise the equivalent of domestic funding packages to recruit international students (a GTA and a much smaller WGRS). Discussion with potential international students in the last few months have made it clear that such funding could attract quality students. This would be less costly for the faculty since the students would still need to pay international tuitions, in effect offsetting the cost of the GTA-ship to the institution. Response from the Dean's Office: As in the past, the Dean will work with the Dean of Social Science to secure funding packages for international students.
7.	*Provide funding and resources to the program for more focused recruitment on domestic students. This could allow the faculty within the department to decide on the best plan of action for this recruitment. This could range from more advertisement at the national association (Canadian Linguistics Association) to finding creative ways to advertise to other Canadian Institutions with linguistics (and linguistic adjacent) programs.	Program response: The program seeks to modernizing its promotional strategies with actions recommended in consultation with the SGPS. Intended actions with respect to the recruitment of domestic students are listed in the implementation table below. Response from the Dean's Office: Where possible, the Dean's Office will provide the resources to expand its advertisement and recruitment efforts.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Director of the Graduate Program, in consultation with the SGPS and the Dean of the Faculty of Arts and 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	Timeline
Improve the recruitment of domestic students (recommendations #1 and #7 are combined here)	Review the specific language used in the admission requirements and highlight the importance of having a proper background in linguistics rather than a specific cut-off average. For the next round of recruitment: - send more ads promoting the program to linguistics websites (departments, journals, linguistlist.org); - revamp the website of the program by dedicating a section for potential students; - schedule information zoom meetings for students outside of London, as well as promoting individual meeting with the director of the program if students have specific question regarding the program; and -continue to target promising 4th year students from the undergraduate program.	Director of the Graduate Program in Linguistics	August 31, 2022
Make clear in course advertisements what language the course will be offered in	Clarify the language of instruction on the program website and through counseling with students.	Director of the Graduate Program in Linguistics	May 1, 2022

Provide funding for one international student a year.	The Program has secured a one-time funding from the Faculties of A&H and SS to support two international students for the current academic cycle. Negotiate with the two Faculties to continue long-term funding (equivalent to domestic funding packages) to recruit international students (GTA + a smaller WGRS).	Director of the Graduate Program in Linguistics Dean of Arts and Humanities	May 1, 2022

Other Opportunities for Program Improvement and Enhancement

The external reviewers equally shared that "students expressed concerns that [the standard course format that includes an annotated bibliography, project proposal, presentation, and paper] was too repetitive and focused on the theoretical execution of a research question as opposed to the actual application of the research question. It may be beneficial to (i) make more transparent to students why this format is ideal for their intellectual development as scholars, and (ii) provide or direct students to opportunities to engage in more hands-on research training".

Physical Therapy
Final Assessment Report &
Implementation Plan
June 2021

Faculty / Affiliated University College	Faculty of Health Sciences
Degrees Offered	Master of Physical Therapy (MPT)
Date of Last Review	2012-2013
Approved Fields	N/A
External Reviewers	Susan Murphy, BHSc, MEd ,UBC Dina Brooks, PhD, MSc, BSc (PT), McMaster
Internal Reviewer	Dr. Nandi Bhatia, Associate Dean (Graduate Studies), Faculty of Arts & Humanities
Date of Site Visit	May 6 - 7, 2021 (virtual visit)
Date Review Report Received	May 10, 2021
Date Program/Faculty Response Received	Program Response received June 14, 2021 Deans Response received June 14, 2021
Evaluation	**Good Quality**
Approval Dates	SUPR-G: November 8, 2021 SCAPA: November 24, 2021 Senate (for information only): December 3, 2021
Year of Next Review	Year of next cyclical review- 2028-2029

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 **Physical Therapy** Graduate Program delivered by the Faculty of Health Sciences.

This report considers the following documents:
- the program's self-study – Volume 1
- the external consultants' report
- responses to the consultants' report by the Departments and Faculty.

This Final Assessment Report identifies the strengths of the program, opportunities for program enhancement, and prioritizes the recommendations of the external consultants. 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

Physical Therapy education began at Western University as an undergraduate program in 1967 with a shift to graduate status in 2001 as was the norm across Canada at the time. The School of Physical Therapy has a complement of 49 full-time and part-time faculty members, 45 of whom are registered physiotherapists. Eight faculty members are Fellows of the Canadian Association of Manual and Manipulative Physical Therapists and three members hold research chairs.

The School of Physical Therapy trains and certifies physical therapists to sit the national Physiotherapy Competency Examination to qualify to become accredited Physiotherapists in Canada.

The MPT mission is

> *To deliver collaborative, case-based experiential learning opportunities that prepare graduates to master the essential entry-level competencies for physical therapy practice in Canada, embrace life-long professional growth, and be leaders in the communities*
> *they serve.*

The MPT Program holds as its values:
1. *Health and wellness, mobility and function*
2. *Adaptive learning environment*
3. *Patient-centered, evidence-informed, ethical clinical practice anchored in principles of social equity*
4. *Clinical skills embedded within a biopsychosocial approach*
5. *Strong collaborative relationships with our research, community, and academic partners*

Students complete the two-year program with a research project supervised by a faculty member. Completion rates are excellent with high employment. The Learning Outcomes for the program, recently revised, are consistent with those of the Faculty of Health Sciences, accreditation bodies, and Western.

Strengths identified by the Physical Therapy Graduate Programs (summarized from the self-study brief)

- Accredited by Physiotherapy Education Accreditation Canada (~2022)
- Excellent space and laboratory facilities
- Excellent library resources
- Strong faculty
- Expanded administrative team to support the program
- Ongoing curriculum renewal practices (see section below)

Innovative Features

- Offers a combined 5-year MPT/PhD program for exceptional students
- Partnership with Anatomy & Cell Biology Department for cadaveric Functional Human Anatomy courses
- Interprofessional partnership with School of Communication & Science Disorders
- Course collaboration with the School of Occupational Therapy
- Strong faculty who also teach in the Health Studies and Rehabilitation Sciences
- Partnerships with other MPT programs in Canada providing opportunities for students to do their practica outside of southwestern Ontario in national and international placements
- PT Clinic that provides care to patients with spinal cord injuries
- Summer paediatric multidisciplinary camp
- Postgraduate professional development series

Ongoing Curriculum Renewal Practices

As part of continuous improvement practices put in place since the last cyclical review, the MPT program assesses and reviews program design on an ongoing basis (see Appendix A in program self-study for an example of the MTP evaluation plan). As part of this process, below is a summary of recently approved and proposed minor modifications for implementation.

Currently Approved	**Proposed Changes**
1. ACB 9501, Functional Human Anatomy: MPT students are enrolled in Fall and Winter terms 2. PT9523: Cardiorespiratory physiology (Term 2a, Jan-Feb) and PT9526: Physical Therapy in Acute Care Settings I (Term 2b, Feb-May) 3. Winter and Summer Terms, year 1 *Term 2a (6 weeks + reading week)* • ACB 9501, Functional Human Anatomy • IPE 9802, Critical Appraisal • PT9521, PT in Clinics Settings I, Lower Extremity • PT9523, Cardiorespiratory Physiology *Term 2b (14 weeks)* • IPE 9802, Critical Appraisal • PT9524, PT in Community Settings I • PT9525, PT in Rehabilitation Settings I • PT9526, PT in Acute Care Settings I • PT9527, PT in Clinics I, Upper Extremity *Term 3 (6 weeks +summer break)* • PT9581, Junior clinical experience	1. ACB 9501: Fall term only (starting 2020-2021; drafted for MPT Committee September 2020) 2. Combine PT9523 and PT9526 into PT9526: Physical Therapy in Acute Care Settings I (starting Winter 2021; drafted for MPT Committee September 2020) 3. Winter and Spring/Summer Terms, year 1 (starting 2021; approved at MPT program August 13, 2020). *Term 2 (Winter)* Module 1 (6 weeks + reading week) • IPE 9802 • PT9521 • PT9526 Module 2 (7 weeks) • IPE 9802 • PT9525 • PT9526 *Term 3 (Spring/Summer)* Module 3 (7 weeks) • PT9524 • PT9527 Junior Clinical Experience (6 weeks) • PT9581

Notes re changes:

The MPT Program has been in a curriculum renewal process since 2019 with involvement of:

> *relevant stakeholders and guiding documents: employers, clinicians/clinical instructors/preceptors, patients with lived experiences, past-graduates, current students, faculty, National Physiotherapy Entry-to-Practice Curriculum Guidelines (Canadian Council of Physiotherapy University Programs, CCPUP), 2012 Accreditation Standards for entry-to- practice physiotherapy programs (Physiotherapy Education Accreditation Canada, PEAC), and the IQAP. Where existing processes do not exist for data collection from these sources, the curriculum renewal project lead has hosted focus group sessions or facilitated content working groups.*

The changes have been fully discussed and approved by the MPT Program Committee and have been reviewed and approved in SGPS.

Review Process

In addition, the Physical Therapy Department recently underwent a full external review in its (successful) national accreditation process and this information was useful for formulating the Self-Study for this review.

During the external review associated with Western's cyclical review process, the committee, comprised of the 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 (virtually due to the pandemic) with:

- Dr. Linda Miller, Vice Provost, School of Graduate & Postdoctoral Studies
- Dr. Ruth Martin, Associate Vice Provost, School of Graduate & Postdoctoral Studies
- Dr. Margaret McGlynn, Vice Provost, Academic Planning, Policy and Faculty
- Dr. Jayne Garland, Dean, Faculty of Health Sciences
- Dr. Laura Graham, Graduate Chair
- Dr. Alison Rushton, Director, School of Physical Therapy
- Physical Therapy Fulltime and Part-time Graduate Faculty
- Physical Therapy Year 1 Graduate Students
- Physical Therapy Graduate Program Assistants
- Robert Glushko, Associate Chief Librarian

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 **Physical Therapy Graduate** Program, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer, Dr. Bhatia.

Summative Assessment – External Reviewers' Report

Strengths of the Program

- The curriculum renewal process
- Strong musculoskeletal focus
- World-class Library resources
- Visionary leadership
- Faculty and student satisfaction
- Strong mentorship for new faculty
- Wide variety of formative and summative assessments
- Well qualified faculty with several recognized internationally

Areas of Concern Identified

- No interview component in selection of students for admission
- No facilitated admission process for equity-seeking groups
- Review process

  …Some key stakeholders were not included in the assigned schedule; for example, the Administrative Manager, and the clinical education and admissions team. There was also no graduate student as part of the review team, and no second-year students available for an in- person meeting - although written comments were sent from this group, an opportunity to discuss their feedback would have been appreciated. For future reviews it is suggested that the review team is given the opportunity to provide input into the key stakeholder groups who they consider it important to meet with.

Reviewers' Recommendations

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

Reviewers' Recommendation Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below.	Program/Faculty Response
1. **Potential curricular deficits**. While the emphasis and expertise on MSK practice is a program strength, it is also a potential weakness, in that other curricular areas may be marginalised. The program needs to graduate well-rounded practitioners who have entry level skills in a range of core areas; there is potential for neurological and cardiorespiratory practice in particular to become somewhat secondary. A recent hire with neuro expertise will help bolster the neuro curricular components; it will be important that the focus in other areas of practice such as cardiorespiratory are maintained. A greater emphasis on exercise prescription would also be welcomed by both students and faculty.	<u>Departmental Response</u>: -weight of MSK influence has been recognized and the curriculum map has been reviewed and revised with the addition of new faculty hires. Concerns have also been ameliorated with inclusion of diverse faculty from other areas to balance the curriculum <u>Dean</u>: -since the self-study was completed, two faculty have been hired in cardiorespiratory curriculum and neurology with a 3rd hire in progress in cardiorespiratory practice
2. ***Admissions**. Ensuring the diversity of the applicant pool should be a priority. This includes collection of data related to student diversity (for example, related to ethnicity and socioeconomic status). Outreach and recruitment strategies are suggested to reach those from alternate backgrounds who would increase diversity of the applicant pool and who could contribute to the depth and breadth of practitioners in the profession. Facilitated admission for equity seeking groups (including those other than indigenous students) may need to be considered. Consideration should also be given to increasing the % of seats for indigenous applicants to match the % of indigenous citizens in the population. Engagement of	<u>Departmental Response</u>: Agreed and under study for implementation by Fall 2021 <u>Dean</u>: Agreed

	indigenous or BIPOC physiotherapists to identify the best way to promote and consider admission (and support for marginalised and indigenous students once admitted to the program) would likely be beneficial.	
3.	Consider the role of the **Graduate Chair**. The current allocation of 30% for service translates to 10% for the role of the graduate chair position. It is hard to think that this small allocation can be effective. The individual currently holding the Graduate Chair position has dealt with this allocation by adopting a distributed model of leadership but this unfortunately leads to fragmentation. We recommend that the service component related to the Grad Chair role be significantly increased to allow the Chair to participate more fully in all areas of MPT program leadership.	Department: -discussions are underway with senior administration Dean: -Graduate Chair carries a similar load to the other Chairs in the six Schools within Health Sciences -to be discussed within the School
4.	**Staff.** There appears to be a wide depth and breadth of skills and experience in the staff group which could provide helpful insights and suggestions into administrative functioning. Staff expressed that they did not have a role in decision making that affected their roles and would appreciate consultation into administrative changes and reorganisation. Staff also expressed a concern related to heavy workloads since the restructuring and integration of their roles. As processes start to normalise post-Covid, it may be beneficial to consider the need for staff to be in the office full time, in order to increase staff satisfaction with the work environment.	Department: -Agreed and under current review Dean: -situation exacerbated for the past year by COVID but a process is in place -Faculty is consulting with staff to jointly problem-solve for creative positive outcomes
5.	***Equity Diversity and Inclusion.** Over the last year, there have been some efforts made on this front. This effort needs to continue and can focus on working towards shared practices, communication, language, and initiatives in SPT while cultivating a diversity of approaches. In	Department: -commitment to prioritizing diversity with need for small budget for resources and training Dean: -a university priority

addition, there is a need to shape curriculum that promotes anti-bias, anti-racism and anti-oppression. There is a need to consider how to guide individuals who have experienced discrimination and/or bias and/or trauma in SPT or from recent events on how to proceed. Finally, a better understanding of the diversity of faculty and students will ensure that efforts can be made to increase representation by equity seeking groups.	-agreed with commitment to address this issue within the Faculty and University

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 Health Sciences will be 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	Timeline
Admissions. Ensuring the diversity of the applicant pool should be a priority.	-Collect data related to student diversity -Develop outreach and recruitment strategies aimed at reaching those from a variety of backgrounds -Facilitate admission for equity-seeking groups - Increase the % of seats for Indigenous applicants -Engage Indigenous and BIPOC physiotherapists to identify the best way to promote and consider admission (and support for marginalized and Indigenous students once admitted to the program)	Western Sr Administration SGPS Dean Graduate Chair Graduate faculty	-Develop plan by January 2022 -Implement in Fall 2022 for all current and incoming students

*Equity Diversity and Inclusion. …Shape curriculum that promotes anti-bias, anti-racism and anti-oppression. There is a need to consider how to guide individuals who have experienced discrimination and/or bias and/or trauma in SPT or from recent events on how to proceed. Finally, a better understanding of the diversity of faculty and students will ensure that efforts can be made to increase representation by equity-seeking groups.	-review entire curriculum by faculty -work with EDID Group in Faculty of Health Sciences	-Dean -Graduate Chair -EDID group with Dr J Unger's leadership -PT faculty	This work is in progress with updated report, January 2022

ITEM 11.2(i) – New Scholarships and Awards

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, SCAPA approved the terms of reference for the new scholarships and awards shown in Item 11.2(i), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

New Scholarships and Awards

New Scholarships and Awards

Canadian Century HBA Award (Ivey)
Awarded to a student entering HBA 1 at the Richard Ivey School of Business, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient. This award was established through the generosity of Western alumni.

Value: 1 at $4,100
Effective Date: 2022-2023 academic year

This award was generously established by William Mara, HBA '56 who believes the concept of giving back is an important part of the mission for this Award. William promised himself that if he ever achieved financial success, he would give back by donating money to help establish a fund committed to providing financial assistance to other worthy students to help meet their financial needs while at Ivey. His wish is that you will enjoy as much pleasure and satisfaction from your future career as he had in his.

CNS Resident Publication Award (Schulich School of Medicine & Dentistry)
Awarded annually to a postgraduate trainee in a residency program in Clinical Neurological Sciences at the Schulich School of Medicine & Dentistry, who is the first author of a research publication and/or a resident who will present a publication at a conference or meeting. Residents should submit a copy of their publication and outline of the conference or meeting where they will present their work if applicable to the Department of Clinical Neurological Sciences by March 15. Final selection will be made by a committee coordinated by the Chair of the Department of Clinical Neurological Sciences. This award was established with a generous gift from Ms. Janet Maola in honour of Dr. K. Kimpinski and Mrs. Maola's passion for supporting individuals who are working to discover new ways to identify, treat and hopefully one day cure neurological conditions.

Value: Number and Value will vary depending on funds available
Effective Date: 2022-2023 academic year

Douglas L. English Memorial Bursary (Information and Media Studies)
Awarded to a full-time graduate student entering the Master of Media in Journalism & Communications (MMJC) program based on financial need. A committee in the Faculty of Information and Media Studies will select the recipient. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This award was established by a generous gift from Shirleyan English (BA 1962) in memory of Douglas L. English.

Value: 1 at $1,000
Effective Date: May 2022

This award was established by his family in memory of Douglas Land English who was a journalist for more than 60 years. He had a diverse career, almost all in the printed word which was his passion. A prize-winning writer, he was a witty and garrulous man who delighted in telling stories of his travels, many of which were published during his time as Travel Editor at the London Free Press.

Dr. David Armstrong Graduate Award in Physiology and Pharmacology (Schulich School of Medicine & Dentistry)
Awarded annually to a full-time graduate student in a Master's or Doctoral program in Physiology and Pharmacology at the Schulich School of Medicine & Dentistry, based on academic achievement and research merit. Preference will be given to a student studying women's health and/or endocrinology. Selection will be made by the Graduate Awards Committee in the Department of Physiology and Pharmacology, with at least one representative of the committee holding membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $1,000
Effective Date: May 2022

Dr. Armstrong was a valued faculty member with Physiology, and Obstetrics & Gynaecology at Western University from 1968-1998, when he became professor emeritus. He was one of Schulich Medicine's most renowned basic scientists in the field of reproductive biology and a world-renowned research scientist in reproductive physiology. To mark the 5th anniversary of the loss of their father (August 1, 2016), Dr. Armstrong's family established and proudly supports this endowed annual award, honouring his pioneering contributions to the advancement of reproductive technology. His passion for research and deep commitment to mentoring and sharing scientific information were hallmarks of his academic career.

<u>Dr. Frank G. Wong and Family Award</u> (Schulich School of Medicine & Dentistry)
Awarded annually to a full-time undergraduate student graduating from the Doctor of
Medicine (MD) program who has been accepted to a Family Medicine Rural/Regional
Residency Training Program or Royal College Program with designated training time in
the rural/region. Applicants are asked to submit an online application to the
Undergraduate Medical Education Office indicating their interest in family medicine in a
rural setting by March 31. The recipient will be selected by a Committee from the
Department of Family Medicine and the Office of Distributed Education with the
approval of the Undergraduate Medical Education Awards Committee. This award is
established through a generous gift from Dr. Frank Wong (MD '77), and his family. Dr.
Wong practiced as a family physician in Seaforth, Ontario for 9 years and in London,
Ontario for 32 years.

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

<u>Julia and Alan Beck Scholarship</u> (Science)
Awarded annually to an undergraduate student registered in Year 2 of a program
offered by the Department of Earth Sciences, based on a minimum 80% average.
Preference will be given to students in the Honours Specialization in Geophysics – For
Professional Registration. A committee in the Department of Earth Sciences will select
the recipient. The scholarship will continue for Years 3 and 4 provided that the recipient
remains in an Earth Sciences program and maintains a minimum 80% average. If a
recipient does not retain the scholarship, another recipient from the same cohort will be
selected. This scholarship was established with a generous gift from the Estate of Julia
and Alan Beck and contributions made to the Beck Memorial Fund.

Value: 1 at $4,500, continuing for three years
Effective Date: 2022-2023 academic year

*Dr. Alan E. Beck (1928 – 2020) was Head of the Department of Geophysics at Western
from 1963 to his retirement in 1993, when he was awarded the J. Tuzo Wilson Medal.
Julia (1928 – 2012) and Alan met in 1955 at Australia National University, where she
was working after completing a degree and graduate work in geology and he was
studying for his PhD in geophysics. Over the course of their married life, they shared
inquisitive minds and were passionate about earth sciences, higher education and
helping others. The naming of the award recognizes the key role that Julia played in
supporting both Alan and the Department of Geophysics (now Earth Sciences).*

Robert E. and M. Phyllis Younker Award (Music)
Awarded annually to an undergraduate student in third or fourth year of a Music Education program in the Don Wright Faculty of Music, based on a minimum 70% average and demonstrated leadership skills. Candidates must submit a one-page statement outlining their leadership skills in Music Education to the Dean's Office in Music by September 30. The Scholarship and Awards committee in Music will select the recipient. This award was established with a generous donation from Dr. Betty Anne Younker, Dean of the Don Wright Faculty of Music from 2011 to 2021.

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

Robert E. and M. Phyllis Younker Graduate Award (Music)
Awarded annually to a full-time student entering their first year of the Master of Music in Literature and Performance based on academic and musical achievement. The Chair of the Music Performance Studies Department in consultation with the Associate Dean (Graduate Studies) will select the recipient. This award was established with a generous donation from Dr. Betty Anne Younker, Dean of the Don Wright Faculty of Music from 2011 to 2021.

Value: 1 at $1,000
Effective Date: May 2022

Thomas W. R. Macfarlane Bursary (Any Undergraduate Program)
Awarded annually to a student in any year of any undergraduate program based on financial need. Preference will be given to students who are current or past members of the Student Emergency Response Team (SERT). Online financial assistance applications are available through Student Center and must be completed by October 31. The Office of the Registrar will select the recipient. This bursary was established with a generous gift from Mrs. Penelope A. Macfarlane (BA 1970).

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

This award was established by Penelope A. Macfarlane in memory of her late husband, Tom. Dr. Macfarlane was a proud Western Alumnus who, after receiving his B.A in Psychology from Huron University College, completed his Master's degree and PhD in Biophysics from Western's Faculty of Medicine. He then went on to obtain his Doctor of Medicine degree from McMaster University. Dr. Macfarlane was the former Director of Student Health Services at Western and is one of the founders of the Student Emergency Response Team (SERT).

Cynthia Westaway Award (Law)
Awarded annually to undergraduate students in the Faculty of Law based on academic achievement, with a preference for students who excel in the area of Indigenous and Aboriginal Law. The Faculty of Law will select the recipient. This award was established by Cynthia Westaway (LLB '94, Master of Laws '96) whose legal practice focuses on providing a wide range of services to First Nations, Inuit and Métis, as well as partners working with Indigenous interests in Canada.

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

Meds Class of 2015 Award (Schulich School of Medicine & Dentistry)
Awarded annually to a full-time student in any year of the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Undergraduate Medical Education Awards Committee, Schulich School of Medicine & Dentistry, will select the recipient after the Office of the Registrar has assessed the financial need.

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

Ian MacDonald Medical Biophysics Award (Schulich School of Medicine & Dentistry)
Awarded annually to a full-time undergraduate student registered in Year 3 of the Honours Specialization or Major Module in Medical Biophysics program in the Schulich School of Medicine & Dentistry, based on the evaluated excellence of their research project in Medical Biophysics 397OZ. The Medical Biophysics Award Committee will select the recipients.

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

Black Student Relief Fund (Any Undergraduate Program)
Available to undergraduate students in any year of any program with emergency financial need who self-identify as Black. The intent of the fund is to provide short-term emergency funding to ensure students can continue to move forward in their studies and training. To be considered for the Black Student Relief Fund, students need to login to Live Chat at Western https://westernchat.uwo.ca and select Financial Aid Counselling from the dropdown options to discuss circumstances via chat. The Office of the Registrar will select the recipients and allocate the funding. This fund was established by a generous gift from BAWA (Black at Western Alumni) and friends of Western.

Value: Approximately $10,100 will be available. These awards cannot cumulatively exceed $750 per student per academic year.
Effective: 2021-2022 academic year

ITEM 12.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

Fossil Fuel Divestment

1.

S. Roland, Senator

I would like to ask, on behalf of a constituent, whether the administration plans to divest from the fossil fuel industry, and, if not, why not?

2.

A. Pyati, Senator

Given that universities such as Harvard, the University of Toronto, and UBC have started to divest their endowments from the fossil fuel industry, what are Western's plans in this regard? How does divestment from fossil fuels figure into the mandate of the President's Advisory Committee on the Environment and Sustainability (PACES)?

Excerpt from Senate's Adopted Policies and Procedures:

4.1   Purpose

The Discussion Question Period has two functions:

4.1.1   To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

4.1.2   To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2   General Regulations

4.2.1   No motions may be put or considered during this period on the agenda.

4.2.2   The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.

4.2.3   Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.

4.2.4   Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.

4.2.5   At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.

4.2.6   In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.

4.2.7   If there are issues or questions that have not been put at the end of the 30 minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

4.3   Process

4.3.1   Questions

(a)   It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.

(b)   The Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.

(c)   Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.

(d)   If after an answer is received, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.

(e)   A member who has submitted a question is entitled to ask one supplementary question relating to the response.

4.3.2   Issues for Discussion

(a)   It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be included in a reposted agenda in advance of the meeting.

(b)   Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation

received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.

(c)   If at the end of the 30 minute period there are still members who wish to speak on an issue under discussion, and the period is not extended, discussion will be resumed at the following meeting of Senate as part of that meeting's Discussion and Question Period.

(d)   If after discussion of an issue is concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.