

SENATE AGENDA

Friday, January 15, 2021 at 1:30 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

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|-----------|---|--|-------------|
| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of December 4, 2020 | | Approval |
| 3.0 | Business Arising from the Minutes | | |
| 3.1 | Enrollment Update | | Information |
| 4.0 | Report of the President | | Information |
| 5.0 | Consent Agenda | | Approval |
| 5.1 | Items from the Operations/Agenda Committee | | |
| 5.1(a) | Review of Senate Committee Terms of Reference | | Information |
| 5.2 | Items from the Senate Committee on Academic Policy and Awards | | |
| 5.2(a) | Faculty of Arts and Humanities, Department of English and Writing Studies: Renaming of and Revisions to the Certificate in Theatre Arts | | Approval |
| 5.2(b) | Ivey Business School: Revisions to the HBA Admission Requirements and the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) Program | | Approval |
| 5.2(c) | Brescia University College: | | |
| 5.2(c)(i) | Revisions to the Admission and Program Requirements of the Major and Minor in Political Science | | Approval |

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| 5.2(c)(ii) | Revisions to the Admission and Program Requirements of the Major in Power in History and Politics | Approval |
| 5.2(c)(iii) | Withdrawal of the Minor in Public Administration | Approval |
| 5.2(c)(iv) | Withdrawal of the Minor in Community Development | Approval |
| 5.2(d) | King's University College: Revisions to the Admission and Program Requirements of the Certificate in Critical Security Studies and Introduction of Sociology 2108F/G (Decolonizing Social Science) | Approval |
| 5.3 | Items from the Senate Committee on University Planning | |
| 5.3(a) | Western Office of the Ombudsperson Annual Report 2019/20 | Information |
| 5.3(b) | Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2020 by the Senate Committee on University Planning | Information |
| 5.4 | Announcements and Communications | |
| 5.4(a) | Results of the Election for Membership on the Selection Committee for Provost & Vice-President (Academic) | Information |
| 5.4(b) | Academic Administrative Appointments | Information |
| 6.0 | Items removed from Consent Agenda | |

AGENDA

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| 7.0 | Report of the Operations / Agenda Committee (E. Chamberlain) | |
| 8.0 | Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean) | |
| 8.1 | Faculty of Engineering: Revisions to the Progression Requirements (Weighted Mark) | Approval |
| 8.2 | School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Engineering Leadership and Innovation | Approval |
| 8.3 | Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program (Kuwait Pathway) | Approval |
| 8.4 | Revisions to the "Academic Records and Student Transcripts" Policy | Approval |

- 9.0 **Report of the Senate Committee on University Planning (M. Davison)**
 - 9.1 [Faculty of Science: Closure of the Department of Applied Mathematics](#) Approval
 - 9.1(a) [Dissolution of the Department of Applied Mathematics Brief](#) Information
- 10.0 **Report of the University Research Board (L. Rigg)**
 - 10.1 [Associate Vice-President \(Research\) Portfolio Structure Update](#) Information
- 11.0 [Report of the Academic Colleague](#) Information
- 12.0 [Discussion and Question Period](#)
- 13.0 New Business
- 14.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

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

ITEM 2.0 – Minutes of the Meeting of December 4, 2020

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

Recommended: That the minutes of the meeting held on December 4, 2020 be approved as circulated.



MINUTES OF THE MEETING OF SENATE

December 04, 2020

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

SENATORS:

L. Archibald
P. Barmby
A. Baxter
J. Baxter
G. Belfry
A. Borchert
L. Briens
D. Brou
S. Burke
C. Burucua
E. Chamberlain
L. Cipriano
K. Coley
J. Compton
J. Corrigan
J. Cuciurean
S. Datars Bere
M. Davison
R. Dekoter
J. Finegan
R. Flemming
L. Frederking
M. Garabedian
B. Garcia
J. Garland
L. Ghattas
K. Gibbons
G. Gifford
T. Granadillo

R. Gros
C. Harasym
L. Henderson
R. Heydon
K. Hibbert
V. Hocke
S. Hodgson
A. Hrymak
D. Jeffrey
T. Jenkyn
G. Kelly
J. Kitz
J. Langille
W. Lehmann
J. Li
D. Malloy
C. McLeod
M. McMurrin
L. Melnyk Gribble
K. Mequanint
A. Meyer
M. Milde
L. Miller
K. Miller
J. Minac
A. Nelson
C. Nolan
J. Nord
A. Pahargarh

P. Peddle
S. Pitel
S. Powell
V. Radcliffe
G. Read
L. Ricker
S. Roland
G. Santos
E. Sapuridis
I. Savani
A. Shepard
V. Smye
C. Steeves
P. Tarc
P. Thomlinson
G. Tigert
J. Toswell
T. Walters
G. West
S. Whitehead
J. Wilson
K. Yeung
B.A. Younker

Observers: B. Baron, T. Belton, C. Brunette-Debassige, R. Chelladurai, J. Hutter,
B. MacDougall-Shackleton, J. Massey, M. McGlynn, M. Reesor, k. seanor

Land Acknowledgement

J. Wilson offered a Land Acknowledgement.

S.20-194 **MINUTES OF THE PREVIOUS MEETING**

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

S.20-195 **REPORT OF THE PRESIDENT**

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

The President additionally commented on the following items:

- The Middlesex-London Health Unit has declared that London will move into Orange Level on December 7, 2020
- Western is currently operating under all of the requirements of the Orange Level. There will be no changes to current operations, as we are already adhering to a higher standard of safety
- There have been no cases of COVID-19 transmission related to academic activities or research settings on campus
- Christine Elliot, Minister of Health, announced the members of a task force that will advise the government on the distribution of the vaccine. Professor Maxwell Smith, from the Faculty of Health Sciences, and our Chancellor Linda Hasenfratz have been selected to be part of the panel
- The Strategic Planning Committee has met twice as a group, alongside individual and small group meetings. There will be opportunities in January for widespread participation
- Western Speaker Series

S.20-196 **UNANIMOUS CONSENT AGENDA**

It was moved by M. Milde, seconded by J. Garland,

That the items listed in the Consent Agenda, except for ITEM 5.3(a), be approved or received for information by the Senate by unanimous consent.

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.20-197 **ITEM 5.1(a) – Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Change of Title in Section U: Secretary of Senate**

It was moved by M. Milde, seconded by J. Garland,

That Senate approve, and recommend to the Board of Governors, that the title of "Secretary of Senate" in the Appointment Procedures for Senior Academic and Administrative Officers of the University (Section U) be changed to "University Secretary".

CARRIED

S.20-198 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

The following items reported by the Operations/Agenda Committee were received for information by unanimous consent:

- ITEM 5.1(b) – 2019-2020 Annual Report of the Senate Review Board Academic

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.20-199 **ITEM 5.2(a)(i) – Faculty of Arts and Humanities and Faculty of Social Science, Department of Gender, Sexuality, and Women’s Studies: Renaming of the “Women’s Studies” Subject Area**

It was moved by M. Milde, seconded by J. Garland,

That the subject area of “Women’s Studies” be renamed as the subject area of “Gender, Sexuality, and Women’s Studies”, effective September 1, 2021.

CARRIED

S.20-200 **ITEM 5.2(a)(ii) – Faculty of Arts and Humanities and Faculty of Social Science, Department of Gender, Sexuality, and Women’s Studies: Renaming of the Honours Specialization, Specialization, Major, and Minor in Women’s Studies**

It was moved by M. Milde, seconded by J. Garland,

That effective September 1, 2021, the Honours Specialization, Specialization, Major and Minor in Women’s Studies be renamed as the Honours Specialization, Specialization, Major, and Minor in Gender and Women’s Studies.

CARRIED

S.20-201 **ITEM 5.2(b) – Faculty of Engineering: Introduction of a New Subject Area in “Engineering Leadership and Innovation” (ELI)**

It was moved by M. Milde, seconded by J. Garland,

That effective September 1, 2021, “Engineering Leadership and Innovation” be introduced as a new subject area and included in Category C for Breadth Requirements for Graduation.

CARRIED

S.20-202 **ITEM 5.2(c) – School of Graduate and Postdoctoral Studies: Withdrawal of the Thesis-Based Master of Music (MMus) in Literature and Performance**

It was moved by M. Milde, seconded by J. Garland,

That the thesis-based Master of Music (MMus) in Literature and Performance be withdrawn, effective September 1, 2021.

CARRIED

S.20-203 **ITEM 5.2(d) – Faculty of Social Science, Department of History: Revisions to the Admission and Program Requirements of the Honours Specialization in American Cultural Studies, the Major in American Studies, and the Minor in American Studies**

It was moved by M. Milde, seconded by J. Garland,

That effective September 1, 2020 the admission and program requirements of the Honours Specialization in American Cultural Studies, the Major in American Studies, and the Minor in American Studies be revised as shown in Item 5.2(d).

CARRIED

S.20-204 **ITEM 5.2(e)(i) – Brescia University College: Revisions to the Admission Requirements of the Major in Leadership Studies**

It was moved by M. Milde, seconded by J. Garland,

That the admission requirements of the Major in Leadership Studies at Brescia University College be revised as shown in Item 5.2(e)(i), effective September 1, 2020.

CARRIED

S.20-205 **ITEM 5.2(e)(ii) – Brescia University College: Revisions to the Admission Requirements of the Family Studies and Human Development Modules**

It was moved M. Milde, seconded by J. Garland,

That the admission requirements of the Family Studies and Human Development modules at Brescia University College be revised as shown in Item 5.2(e)(ii), effective September 1, 2021.

- Honours Specialization in Nutrition and Families – BA (Human Ecology)
Specialization in Nutrition and Families – BA (Human Ecology)
- Major in Nutrition and Families – BA (Human Ecology)
Honours Specialization in Family Studies and Human Development – BSc (Human Ecology)
- Specialization in Family Studies and Human Development – BSc (Human Ecology) Honours Specialization in Family Studies and Human Development – BA (Human Ecology)
- Specialization in Family Studies and Human Development – BA (Human Ecology)
- Major in Family Studies and Human Development – BA (Human Ecology)
- Minor in Family Studies and Human Development (to be combined with any eligible degree)

CARRIED

S.20-206 **Information Items Reported by the Senate Committee on Academic Policy and Awards on Unanimous Consent**

The following items reported by the Senate Committee on Academic Policy and Awards were received for information by unanimous consent:

- ITEM 5.2(f) – Report on Scholastic Offences (2019-2020)
- ITEM 5.2(g) – Revised Sessional Dates – Schulich School of Medicine & Dentistry, MD Program (2020-21)
- ITEM 5.2(h) – New Scholarships and Awards

ITEMS REMOVED FROM CONSENT AGENDA

S.20-207 **ITEM 5.3(a) – Guidelines on the Use of Digital Resources**

Item 5.3(a) Guidelines on the Use of Digital Resources was removed from the consent agenda due to the following questions raised by a senator in advance:

Why is this presented to Senate for information since it is obviously policy and as such should be voted by Senate? Who formulated these guidelines and who has approved them? How are they being disseminated across the university? How would decisions not to implement these guidelines be received by relevant Associate Deans?

J. Hutter advised that this is not Western's policy. Our ability to collect fees is governed by the Ministry of Colleges and Universities, and they explicitly address digital learning materials in a document called the "Tuition Fee Framework and Ancillary Fee Guidelines". J. Doerksen, Vice-Provost (Academic Programs), wrote the memo providing guidelines for the use of digital resources. It was done in consultation with Senior Administration at other Universities and the University's Legal Department. The guidelines are an interpretation of the provincial policy, not a policy itself.

J. Hutter advised that all Associate Deans and Deans have received this information. How it is disseminated after that is going to be dependent on the context of the faculty. This information will go to the Board of Governors since it is related to fees.

A senator expressed concerns that it is not clear from the guidelines document which parts are mandated by the province, and which parts of it are our choice.

A. Hrymak responded that we are providing these guidelines to meet the Ministry's policy requirements. If we need to refer to the full policy, we would do so through the appropriate units, IPB or the Registrar's Office. In conclusion, the guidelines are meant as an aid to help the instructors and the academic unit leaders to interpret the policy.

J. Hutter agreed to an amendment that would make it clear that this is not a Western policy, but guidelines to ensure we are consistent with the Ministry policy.

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.20-208 **ITEM 7.1 – Policy Amendment: Structure of the Academic Year**

Senate received the Policy Amendment to the Structure of the Academic Year for information.

S.20-209 **ITEM 7.2 – Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Addition of the Associate Vice-President (Equity, Diversity & Inclusion)**

It was moved by M. Milde, seconded by J. Garland,

That Senate approve, and recommend to the Board of Governors, that the Appointment Procedures for Senior Academic and Administrative Officers of the University be amended to include the Associate Vice-President (Equity, Diversity & Inclusion) as shown in Item 7.2.

CARRIED

S.20-210 **ITEM 7.3 – Revisions to the Adopted Policies and Procedures of Senate – Section 4: Discussion and Question Period**

It was moved by M. Milde, seconded by J. Garland,

That the Adopted Policies and Procedures of Senate – Section 4: Discussion and Question Period be revised as shown in Item 7.3, effective December 4, 2020.

CARRIED

REPORT FROM THE NOMINATING COMMITTEE

S.20-211 **ITEM 8.1 –Operations/Agenda Committee (OAC) Membership**

Inaara Savani (Student) was acclaimed to the Operations/Agenda Committee (OAC) committee.

S.20-212 **ITEM 8.2 – Selection Committee for the Provost & Vice-President (Academic)**

M. Garabedian (Student) was acclaimed to the selection committee for the Provost & Vice-President (Academic).

A senator nominated J. Garland for a position on the selection committee. An election was held following the Senate meeting. The Senate representatives on the Selection Committee for the Provost & Vice-President (Academic) are: C. Steeves, E. MacDougall-Shackleton, J. Burkell and J. Garland.

S.20-213 **REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS**

J. Cuciurean, Chair (SCAPA) provided an oral update on the work of the Senate Committee on Academic

Policy and Awards.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.20-214 **ITEM 10.1 – Budget Planning Guidelines**

A. Hrymak, Provost & Vice-President (Academic) and R. Chelladurai, Associate Vice-President (Planning, Budgeting & Information Technology) presented ITEM 10.1, the Budget Planning Guidelines.

A senator asked how the Canada Research Chairs (CRC) tier one and tier two are allocated.

A. Hrymak advised that the CRC's are allocated on a formula basis. The CRC website lists the pattern of how they are distributed based on the tri-council funding that Western has received over a three-year window. Therefore, tier one and tier two allocations are pre-determined. Western is currently only advertising for tier two because they are vacant. There were opportunities to split a tier one into two tier twos, or to combine two tier twos and make them into one tier one. We are only allowed a certain number of changes within the CRC window. A. Hrymak recommends that we proceed with the allocation given by the CRC Secretariat.

A senator asked why the Budget Planning Guidelines document is presented to Senate in December, as opposed to either in September or October after it is released.

A. Hrymak responded that the information in the document was presented during the budget town halls in October. The guidelines were also internally circulated within the faculties by the Deans to their unit leaders. However, earlier distribution of the document to Senate will be considered in the future.

S.20-215 **ITEM 10.2 – Western Libraries Annual Report 2019/20**

C. Steeves, Vice-Provost & Chief Librarian presented ITEM 10.2, the Western Libraries Annual Report 2019/20.

A senator asked for updates on the Learning Commons project.

C. Steeves advised that is anticipated that the Learning Commons construction will begin in May and continue until August.

S.20-216 **DISCUSSION AND QUESTION PERIOD**

A. Shepard thanked A. Hrymak for all his outstanding work as Provost. He congratulated A. Hrymak on his new role commencing January 2021 as Special Advisor on industry partnerships, the green economy and sustainability.

A senator asked when Professor Donna Kotsopoulos will begin her term as Dean of the Faculty of Education.

A. Hrymak responded that Professor Donna Kotsopoulos will begin her term on January 1, 2021.

Technology Enhancements

A senator raised a question about the implications of technology enhancements and the obligation to provide software and computing requirements to allow students to acquire the technology needed on their computers.

J. Hutter responded that most of the technology required is web based and does not require software. There may be courses where the entire course is based on a software package that needs to be installed. Presumably, students would be aware prior to starting the course of the software needed and requirements to run it. It is advised that students consult their instructors on these matters.

Winter Break

A Senator submitted the following question in advance:

Will assessments for full-year courses that were originally due during the first week back (Jan 4th) still be due during that week? Or does the extension of the break push all due dates back until classes start on the 11th?

J. Hutter responded that instructors were requested to specify new dates to their courses by December 18 if possible, to give students clarity on what to expect in January.

Strategic Mandate Agreement

A Senator submitted the following question in advance:

The Strategic Mandate Agreement for Western (<https://www.ontario.ca/page/2020-2025-strategic-mandate-agreement-western-university>) states as follows: "Faculty activity - Information regarding Western University faculty activity will be publicly available in Year 3 (2022–23)." What does Western understand is meant by or covered by the term "faculty activity"? What information is going to be made available to the public?

R. Chelladurai, Associate Vice-President (Budgeting, Planning & Information Technology) responded that the Ministry changed the terminology from "faculty workload" to "faculty activity" as they were originally interested in faculty teaching activity. There was discussion between the Ministry and COU to define faculty activity. Due to the pandemic, the Strategic Mandate Agreement discussion has come to a halt, and it is expected to resume sometime in February or March.

ADJOURNMENT

The meeting adjourned at 2:58 p.m.

A. Shepard
Chair

A. Bryson
Acting University Secretary

ITEM 3.0 – Business Arising from the Minutes

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

R. Chelladurai, Associate Vice-President (Planning, Budgeting & Information Technology) will provide an update on enrollment.



REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: January 7, 2021
Re: President's Report to Senate

Dear Senators,

Happy New Year! I hope you enjoyed a wonderful holiday break.

This report highlights some noteworthy developments since my last report to Senate of December 4, 2020.

COVID-19 update: Western continues to operate within the restrictions of the province-wide shut-down that came into effect on Boxing Day. Virtual classes and a limited number of clinical in-person classes supporting health-related programs will begin on Monday, January 11, while in-person instruction for designated courses will resume on January 25. I will provide a further update on our ongoing response to the pandemic in my oral report to Senate. Please watch <https://www.uwo.ca/coronavirus/> for the latest news.

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

- Western community members named to the Mayor's New Year's Honour List:
 - **Abe Oudshoorn**, Nursing (Housing award)
 - **Betty Anne Younker**, Dean, Don Wright Faculty of Music (Arts award)
 - **Mary Alikakos**, BSC'02 (Diversity award)
 - **Mitch Baran**, HBA'52, LLD'11 (Distinguished Londoner, awarded posthumously)
 - **Sylvia Chodas**, BMus'80, BEd'81 (Heritage award)
 - **Wayne Dunn**, BA'80 (Distinguished Londoner award)
 - **Jeremy McCall**, BA'06 (Humanitarianism award)

- Western community members appointed to the Order of Canada:
 - **Howard Alper**, LLD'17
 - **Stan Dragland**, Professor Emeritus, English & Writing Studies
 - **William Fast**, MBA'63
 - **Carol Herbert**, LLD'18 and former Dean of Schulich Medicine & Dentistry
 - **Michele Leering**, BA'80, LLB'83
 - **Elliot Lifson**, MBA'73

- **Vivian McAlister**, Professor, Department of Surgery
- **Scott Moir**, LLD'19
- **John Peller**, LLB'80
- **Mark Tewksbury**, LLD'01
- **Tessa Virtue**, LLD'19

- **Jing Jiang** (Electrical & Computer Engineering), **Marlys Koschinsky** (Robarts Research Institute), and **Allan J. Fox** (Medical Imaging) appointed to the Order of Ontario

- Professors awarded or renewed as Canada Research Chairs:
 - **Kelly Anderson**, Tier 2 in Public Mental Health (Epidemiology & Biostatistics)
 - **Beth Greene**, Tier 2 in Roman Archaeology (Classical Studies)
 - **Yolanda Hedberg**, Tier 2 in Corrosion Science (Chemistry)
 - **Joy MacDermid**, Tier 1 in Musculoskeletal Health Outcomes & Knowledge Translation (Physical Therapy)
 - **Andrew Pruszynski**, Tier 2 in Sensorimotor Neuroscience (Physiology & Pharmacology)

- **Ted Hewitt** (on leave from Sociology) reappointed President of the Social Sciences & Humanities Research Council for a three-year term beginning March 1, 2021

- **Roy Allen** (Economics) awarded the 2020 Polanyi Prize in Economic Science for his scholarship in econometrics

- **Michael Cavanagh** (Music) appointed Artistic Director of the Royal Swedish Opera in Stockholm

- Undergraduate student **Selena Guo** (Media, Information & Technology) named among the Class of 2022 Schwarzman Scholars, enabling her to pursue a master's degree in global affairs at Tsinghua University in Beijing

- Chancellor **Linda Hasenfratz** (BSc'89, EMBA'97, LLD'19) and professor **Maxwell Smith** (Health Ethics, Law, and Policy Lab, Faculty of Health Sciences) appointed members of Ontario's COVID-19 Vaccine Distribution Task Force

- Named among Canada's Most Powerful Women by the Women's Executive Network:
 - **Lisa Saksida** (Director, BrainsCAN & Professor, Physiology & Pharmacology)
 - **Sandra Bosela** (HBA'97), Global Head of Private Equity, OPTrust
 - **Patricia Callong** (BA'84, LLB'87), SVP & General Counsel, Sun Life
 - **Roopa Davé** (HBA'04), Partner, Sustainability & Impact Services, KPMG Canada
 - **Eternity Martis** (BA'14), Journalist/Author
 - **Tracy Moore** (MAJ'00), Television Host, CityTV, Rogers Sports & Media
 - **Vasie Papadopoulos** (EMBA'18), Communications & Outreach Manager, Philip Morris International Canada
 - **Melissa Sariffodeen** (HBA'10), Co-founder & CEO, Canada Learning Code
 - **Krista Scaldwell** (EMBA'08), Vice-President, Communications & Public Affairs, Canada Life

Leadership update: On December 18, **Jayne Garland** was re-appointed Dean of the Faculty of Health Sciences for a second term, beginning July 1, 2021, through June 30, 2026. Jayne has been dean since January 2016 when she returned to Western from the University of British Columbia where she had served for seven years as a professor and head of UBC's Department of Physical Therapy. From 1989 to 2009, she had been a member of Western's faculty, including eight years as Western's Director of the School of Physical Therapy. As dean, Jayne has done a commendable job of leading one of Western's most complex and diverse Faculties. In particular, she has led several initiatives to enhance the Faculty's research culture and productivity, and she has excelled with fundraising and partnership initiatives that have further strengthened the Faculty's teaching and research programs. In 2019, Jayne was also recognized for her research achievements with a fellowship in the Canadian Academy of Health Sciences.

On December 21, **Christy R. Bressette** was named Western's first Vice-Provost & Associate Vice-President (Indigenous Initiatives) to a five-year term beginning March 1, 2021. Christy—whose Anishinabek name is Neeta-Noo-Kee Kwe (Hard-Working Woman)—is currently the National Coordinator for Indigenous Education with the Council of Ministers of Education, Canada, where she has served since 2008. Serving with passion and commitment over the past two decades, Christy has also supported area Anishinabek, Haudenosaunee, and Lenape Nations, as well as Friendship Centres, within work to advance education outcomes for Indigenous learners in the areas of policy, curriculum, and governance.

As one of the first Indigenous women to earn a PhD in Educational Studies from Western, where she also earned her BA (Honours) in History and BEd (with distinction), Christy has strong ties to our university and is uniquely qualified for taking on this important new leadership role. In addition to teaching at the primary and secondary level in Ontario and British Columbia, she has also taught several graduate-level courses related to Indigenous culture and education in our Faculty of Education since 2004. In 2017/18, she co-chaired the *Provost's Task Force on the Implementation of Western's Indigenous Strategic Plan* (2017/18). Throughout her career, Christy has demonstrated an astute ability for bridging cultural differences between people to help ensure inclusive, equitable, and quality education opportunities for all. We look forward to welcoming Christy in March.

Candace Brunette-Debassige's appointment as Acting Vice-Provost & Associate Vice-President (Indigenous Initiatives) has been extended until Christy's arrival in March. At that time, Candace will transition to a new role as Special Advisor to the Provost (Indigenous Initiatives) until June 30, 2021. In her new role, Candace will support the Provost and the new Vice-Provost during the leadership transition period. I want to echo the Provost's comments that for the past two years, Candace has been a strong leader, advancing the area of Indigenous initiatives in many important ways while at the same time completing her doctoral studies in the Faculty of Education. Please join me in thanking Candace for her leadership and ongoing commitment to serving Western.

The work of review/selection committees for the following senior leadership positions remains underway: the Dean of the Don Wright Faculty of Music, the Vice-Provost (Academic Planning, Policy & Faculty), University Secretary, Vice-President (University Advancement), and the Provost & Vice-President (Academic).

ITEM 5.0 – UNANIMOUS CONSENT AGENDA

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

The Senate's parliamentary authority -- *Sturgis Standard Code of Parliamentary Procedure* -- explains the consent agenda:

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

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

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

How it works:

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

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

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

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

ITEM 5.1(a) – Senate Committee Terms of Reference Review

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

The Report of the Senate ad hoc Committee on Renewal, accepted by Senate in June 2016, included a recommendation that all Senate standing committees conduct a review of their terms of reference every three years. In September 2016, the Operations/Agenda Committee invited all Senate standing committees to review their terms of reference. The subsequent reviews were completed in the spring of 2017. The next review of Senate committee terms of reference was initially slated for spring 2020 but was delayed due to the pandemic and changes in leadership in the Secretariat.

In January 2021, the Operations/Agenda Committee will formally request that all standing Senate committees initiate a review of their terms of reference. Committees will be asked to complete the review by May 2021, with the goal that all proposals to revise committee terms of reference be submitted to Senate for approval in June 2021.

ITEM 5.2(a) – Faculty of Arts and Humanities, Department of English and Writing Studies: Renaming of and Revisions to the Certificate in Theatre Arts

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, the “Certificate in Theatre Arts” be renamed as the “Certificate in Theatre Studies” and that the requirements for the Certificate be revised as shown.

EXECUTIVE SUMMARY:

The Certificate in Theatre Arts predates the Program in Theatre Studies and its current requirements are out of date: more than half of the courses required for the existing Certificate are no longer regularly offered. This revision brings the Certificate in line with the Major and Minor in Theatre Studies both in name and in requirements; its “certificate” status is reflected in the lesser graduation requirements (3.5 courses versus 4.0 for the minor), and in the 0.5 credit requiring students to take one of the program’s community-facing / Community Engaged Learning (CEL) classes.

ATTACHMENT(S):

[Revised Calendar Copy – Certificate in Theatre Studies](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20917&SelectedCalendar=Live&ArchiveID=>

CERTIFICATE IN THEATRE STUDIES ~~CERTIFICATE IN THEATRE ARTS~~

The Certificate in Theatre Studies offers students an opportunity to explore theatre and performance in a shorter, flexible module with a focus on Community Engaged Learning (CEL).

~~The Certificate in Theatre Arts provides training in drama and theatrical performance that meets the requirements for Drama as a teachable subject in the Faculty of Education. In addition to 2.0 courses that study drama as a literary genre, the Certificate requires participation as a member of either the cast or crew for the Department of English and Writing Studies' Annual Fall Theatre Production (English 2041F/G), 0.5 course in Canadian drama with an emphasis on performance and pedagogy (English 3776F/G), and two 0.5-credit summer courses offered in partnership with and on the campus of the Stratford Shakespeare Festival (Theatre Studies 3206F/G and Theatre Studies 3207F/G). Students who take this certificate in tandem with a module in English may count 1.0 course toward both.~~

ADMISSION REQUIREMENTS

Completion of first-year requirements, including 1.0 from any 1000-level or above "E" or combination of two 1000-level or above "F/G" courses from any department in the faculties of Arts and Humanities, Information and Media Studies (FIMS), or Music, or from the Department of Anthropology, the Department of History, the Department of Political Science with a mark of at least 60%. Students should consult with the Department prior to admission.

PROGRAM REQUIREMENTS

3.5 courses

1.0 courses: Theatre Studies 2201F/G, Theatre Studies 2202F/G

1.0 courses: Theatre Studies 2204F/G, Theatre Studies 2205F/G (offered in alternating years)

0.5 courses: English 2041F, Arts & Humanities 3000A/B, Theatre Studies 3206G, Theatre Studies 3207G, Theatre Studies 3581F/G; Theatre Studies 3900G

1.0 courses: Theatre Studies 3000-4999, or from the following courses offered outside the Theatre Studies program: English 2041F/G, Arts & Humanities 3000A/B, Art History 2660F/G or Film Studies 3356F/G, English 3330E, English 3331F/G, English 3372F/G, English 3490F/G, English 3776F/G, Classical Studies 3130F/G, Film Studies 3361F/G, Film Studies 3362F/G, Film Studies 3371F/G, Music 2700A/B, Music 2701A/B, Writing 2204F/G, Writing 2224F/G, Writing 2530A/B, Comparative Literature and Culture 3351F/G, Comparative Literature and Culture 3352F/G, Comparative Literature and Culture 3353F/G, Comparative Literature and Culture 3382F/G, Digital Humanities 2303F/G, Italian 3352F/G, the former Visual Arts History 2230F/G. Other appropriate courses may be substituted with the permission of the Theatre Studies program director.

Note: Arts & Humanities 3000A/B is only available to students enrolled in a Major or Specialization in the Faculty of Arts and Humanities. Students meeting the prerequisite who wish to register in AH 3000A/B must arrange their internship in consultation with the Director of Theatre Studies no later than three months prior to the start of classes.

Note: Theatre Studies 3206F/G and Theatre Studies 3207F/G are offered at the Stratford Festival Theatre during Intersession. Interested students are advised to take these courses no later than the end of Year 3 to meet graduation deadlines.

Note: The Certificate in Theatre Studies may not be combined with another module in Theatre Studies.

To qualify for the Certificate in Theatre Arts, students must attain an average of 70% in:
4.0 courses

2.0 courses from: English 2041F/G, English 3776F/G, Theatre Studies 3206F/G, Theatre Studies 3207F/G, the former English 3666F/G.

2.0 courses from: Classical Studies 3100E, English 3556E, the former English 3226E, the former English 3227E.

ITEM 5.2(b) – Ivey Business School: Revisions to the HBA Admission Requirements and the HBA Admission Requirements through the Advanced Entry Opportunity (AEO) Program

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the HBA admission requirements and the HBA admission requirements through the Advanced Entry Opportunity (AEO) program be revised as shown, effective January 1, 2021.

EXECUTIVE SUMMARY:

In order to be eligible for HBA consideration, a student must have earned 10.0 University level credits. This proposal clarifies that pre-university level (0001-0999) introductory courses do not count towards this requirement.

ATTACHMENT(S):

[Revised Calendar Copy – Admission – Business Administration](#)

REVISED CALENDAR COPY

http://www.uwo.ca/univsec/pdf/academic_policies/admission/business.pdf

Admission - Business Administration

The first part of the policy is unchanged

Admission Requirements

The Ivey Honours Business Administration Program requires the successful completion of no fewer than 10.0 courses of university study **(excluding pre-university level (0001-0999) introductory courses)** with a minimum overall average of 70%. All students seeking admission to the Honours Business Administration Program must achieve a minimum 70% in Business Administration 2257 (or an equivalent) and have completed one Grade 12 Mathematics course for university-bound students, or Mathematics 1229A/B, in their prior program of study. In addition, given the participative nature of the HBA program and its case-based learning methodology, students are strongly encouraged to demonstrate a satisfactory level of class contribution in Business Administration 2257.

Students seeking admission into the Honours Business Administration program are expected to have adhered to all student code of conduct regulations at their respective institutions. Violations of such codes will be considered as part of the admissions process.

Candidates from Accredited Degree-Granting Institutions

Candidates with acceptable standing from accredited degree-granting institutions may be considered for admission provided that they have completed the equivalent of 10.0 transferable university credits. All students planning to apply to the Honours Business Administration Program must take the Business 2257 course at Western, or its equivalent from another accredited institution.

ADVANCED ENTRY OPPORTUNITY

This part of the policy is unchanged

STEPS FOR ADMISSION TO HBA

To progress to the Ivey HBA Program in third year, Ivey AEO students need to:

- Enroll at Western or one of the Affiliated University Colleges for Years 1 and 2 with a full course load (5.0 credits) during each regular academic year (September – April);
- Achieve an overall two-year average of at least 80.0% in 10.0 university credits (5.0 in each year and excluding pass/fail **and pre-university level (0001-0999) introductory** courses) in any faculty in any program. The required two-year average for AEO students registered in the Faculty of Engineering is 78.0%;
- Pass all courses in the first two years;
- In year 2, enroll in a module (i.e., Major, Honours Specialization, etc.) and take a minimum of 2.0 of the required courses for that module plus Business 2257; students may not be ‘undeclared’; consult with your faculty as some modules may require more than 2.0 courses in year 2 for progression within that faculty;
- Take all senior level courses (numbered 2000 and higher) in Year 2 including Business 2257. Permission to register for a first-year course in Year 2 will be granted by the HBA Program Services

Office only under special circumstances;

- Take Business 2257 between September and April of year 2, achieving no less than 70.0%; Given the participative nature of the HBA program and its case-based learning methodology, students are strongly encouraged to demonstrate a satisfactory level of class contribution in Business Administration 2257; Feedback from instructors may also be taken into account;
- The courses MOS 2310A/B and 2320A/B will not count towards the 10.0 credits required for admission into the HBA program.
- Complete the equivalent of a Grade 12 U-level mathematics course (such as Mathematics 1229A/B), if not previously taken during secondary school;
- Continue involvement, achievement, and leadership in extracurricular activities in Years 1 and 2;
- Adhere to all student code of conduct regulations at their respective institutions. Violations of such codes will be considered as part of the admissions process;
- Complete an Ivey AEO Activity Report at the end of year 1 so that Ivey can provide feedback on progression to date; and,
- Complete the Ivey AEO2 Intent to Register application in Year 2 to confirm intention to join the Ivey HBA Program in Year 3.
- Participate in an online video interview as part of your Ivey AEO2 Intent to Register application, if requested.

Please refer to the AEO Handbook for further details:

<https://www.ivey.uwo.ca/hba/admission/high-school-students/#aao>

<https://www.ivey.uwo.ca/hba>

ITEM 5.2(c)(i) – Brescia University College: Revisions to the Admission and Program Requirements of the Major and Minor in Political Science

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the admission and program requirements of the Major and Minor in Political Science at Brescia University College be revised as shown, effective September 1, 2021.

EXECUTIVE SUMMARY:

The admission requirements of the Major and Minor in Political Science at Brescia University College will be revised to include the addition of two new half courses: Political Science 1021F/G and 1022F/G. The program requirements of the Major in Political Science will also be revised to increase the range of choice for 3000-level courses.

ATTACHMENT(S):

[Revised Calendar Copy – Major in Political Science, Brescia University College](#)
[Revised Calendar Copy – Minor in Political Science, Brescia University College](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20871>

MAJOR IN POLITICAL SCIENCE

Admission Requirements

Completion of first-year requirements, including Political Science 1020E **or Political Science 1021F/G and Political Science 1022F/G** with a mark of at least 60%.

Module

6.0 courses

3.0 courses from: Political Science 2230E, Political Science 2231E, Political Science 2237E, Political Science 2244E, Political Science 2245E.

2.0 additional courses in Political Science at the 2200 level or above.

1.0 course in Political Science at the ~~3300 level~~ **3200 level or above**.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20872>

MINOR IN POLITICAL SCIENCE

Admission Requirements

Completion of first-year requirements, including Political Science 1020E **or Political Science 1021F/G and Political Science 1022F/G** with a mark of at least 60%.

ITEM 5.2(c)(ii) – Brescia University College: Revisions to the Admission and Program Requirements of the Major in Power in History and Politics

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the admission and program requirements of the Major in Power in History and Politics at Brescia University College be revised as shown, effective September 1, 2021.

EXECUTIVE SUMMARY:

The admission requirements of the Major in Power in History and Politics at Brescia University College will be revised to include the addition of two new half courses: Political Science 1021F/G and Political Science 1022F/G. The program requirements will also be revised to include additional 2000-level Political Science course options.

ATTACHMENT(S):

[Revised Calendar Copy – Major in Power in History and Politics](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21585>

MAJOR IN POWER IN HISTORY AND POLITICS

Admission Requirements

Completion of first year requirements, including 1.0 course from History 1201E, History 1401E, History 1404E, History 1601E, History 1801E, or History 1805E, with a minimum mark of 60%, or Political Science 1020E **or Political Science 1021F/G and Political Science 1022F/G** with a minimum mark of 60%. A course at the 1000 level in both History and Political Science is recommended to satisfy prerequisites for the module's core courses.

Module

6.0 courses:

3.0 courses from: History 2103 or History 2403E, History 2202 or History 2205E, History 2201E or History 2206, Political Science 2131 or Political Science 2231E.

1.0 course(s) from: History 2108F/G or History 2408F/G, History 2126A/B, History 2159A/B or History 2459F/G, History 2170A/B, Political Science 2290E, the former Political Science 2287A/B, **Political Science 2292F/G, Political Science 2289F/G**.

1.5 courses from: History 3205E, History 3440E, History 3411E, History 4423E, History 4704E, Political Science 3338F/G, Philosophy 3025F/G, English 3351F/G.

0.5 course from: History 4808A/B, Political Science 4428A/B.

ITEM 5.2(c)(iii) – Brescia University College: Withdrawal of the Minor in Public Administration

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the Minor in Public Administration at Brescia University College be withdrawn, effective September 1, 2021.

The Minor in Public Administration at Brescia University College has been without enrollment for the last four years. Withdrawing the Minor will aid in streamlining the offering of modules in Political Science at Brescia University College, as recommended in the last Undergraduate Program Review.

ITEM 5.2(c)(iv) – Brescia University College: Withdrawal of the Minor in Community Development

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the Minor in Community Development at Brescia University College be withdrawn, effective September 1, 2021.

There are currently no students enrolled in this Minor. Brescia University College offers several modules in Community Development: a Major, a Minor, and a Certificate. One of the major attractions to Community Development for students is the practicum course (SOC3334B). While the Major and the Certificate both include the practicum course, the Minor does not. The Minor without the practicum does not attract students.

ITEM 5.2(d) – King’s University College: Revisions to the Admission and Program Requirements of the Certificate in Critical Security Studies and Introduction of Sociology 2108F/G (Decolonizing Social Science)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, the admission and program requirements of the Certificate in Critical Security Studies at King’s University College be revised as shown, and

That effective September 1, 2021, Sociology 2108F/G: Decolonizing Social Science be introduced at King’s University College.

EXECUTIVE SUMMARY:

King’s University College is opening enrolment in the Certificate in Critical Security Studies in second year (and restricting enrolment in fourth year) in order to facilitate student completion of the Certificate. Several courses towards the Certificate are available in second year and encouraging students to enroll earlier in their academic program will provide greater flexibility to complete the Certificate’s requirements. King’s University College is restricting registration in fourth year as it is extremely difficult to schedule courses for students who join in fourth year without having already completed sufficient elements. Fourth year students who have completed sufficient coursework towards the Certificate will be admitted via Departmental Permission.

Sociology 2108F/G: *Decolonizing Social Science* is a new course proposal which is well situated in the Certificate in Critical Security Studies on the topic of decolonization. The introduction of Sociology 2108F/G is a response to the Truth and Reconciliation Commission of Canada’s calls to action.

Note: Senate is being asked to approve the introduction of Sociology 2108F/G, rather than the typical DAP process, as the course is being introduced to support the proposed changes to the Certificate in Critical Security Studies. The standard consultation process has been followed.

ATTACHMENT(S):

[New Calendar Copy – Sociology 2108F/G: Decolonizing Social Science](#)
[Revised Calendar Copy – Certificate in Critical Security Studies](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21629&SelectedCalendar=Live&ArchiveID=>

CERTIFICATE IN CRITICAL SECURITY STUDIES

Admission Requirements

Enrolment in **second or** third ~~or fourth~~ year of an Honours Program, or a minimum modular average of 70% in a Major module. **Enrolment in fourth year by departmental permission**. This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.

Module/Program Information

To qualify for the Certificate in Critical Security Studies, students must achieve an overall average of 65% in the following 5.0 courses:

2.0 courses from: Sociology 3342F/G or Political Science 3342F/G; Sociology 3387F/G or Political Science 3387F/G; Sociology 4480E or Political Science 4480E.

1.0 course from: Disability Studies 2214A/B, **Disability Studies 2272F/G**, English 2071F/G, English 2073F/G, History 2133, Philosophy 2268F/G, **Philosophy 2272F/G**, Psychology 2031A/B, Social Justice and Peace Studies 2302A/B, Social Justice and Peace Studies 3360F/G or Religious Studies 3360F/G, Social Justice and Peace Studies 3361F/G, Social Justice and Peace Studies 3367F/G.

2.0 courses from: Sociology 2200E, **Sociology 2108F/G** (*concurrent DAP*), Sociology 2239, Sociology 3318F/G, Sociology 3337F/G, Sociology 3354F/G, Sociology 3355F/G, Sociology 3363F/G, Sociology 3371F/G, **Sociology 3378F/G, Sociology 3382F/G, Sociology 3390F/G, Sociology 3391F/G**, Political Science 3301F/G, Political Science 3361F/G or Sociology 3351F/G, Political Science 4407F/G, Political Science 4432F/G, ~~Political Science 4450E~~.

NEW CALENDAR COPY

Sociology 2108F/G: Decolonizing Social Science

The social sciences are complicit in the oppression long experienced by Indigenous communities. This course situates universities, including the social sciences, as sites of colonization and seeks to disrupt this role through the introduction of Indigenous frameworks for understanding the social world.

Antirequisites: Sociology 2190F/G

Extra Information: 3 hours, 0.5 Course

(King's)

ITEM 5.3(a) – Western Office of the Ombudsperson Annual Report 2019/20

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

The MOU governing the Office of the Ombudsperson states that the Ombudsperson shall make an annual report to the campus community by January 1 of the following year. The report provides a statistical summary of the caseload and summary account of cases.

Between August 1, 2019 and July 31, 2020 Ombuds Office staff met with 814 students regarding 875 concerns. This number is similar to the number of visitors and cases during 2018/19. The Ombudsperson only intervened in two percent of cases. Most cases, 69 percent, required the Ombudsperson to provide advice on issues such as appeals or how to effectively manage a conflict with a professor, supervisor, or peer. The remaining two percent of student visitors required simple answers to questions such as the name of an undergraduate chair or the office responsible for a process. Three percent of student visitors between August 1, 2019 and March 18, 2020 identified as international students. Thirty percent of students visiting the office between August 1, 2019 and March 18, 2020 were referred to the Office by academic counsellors, faculty members, administrators, and peers. (Because of technical issues, the latter two data points were not tracked during the period staff worked remotely.)

Fifty-two concerns were identified strictly as COVID related, although there were many students who raised the pandemic as an issue impacting their grades. Primary issues raised between March 18 and July 31 were:

- Students who were not allowed to write make-up exams in April because of the change in course syllabi due to COVID. Decisions pertaining to graduating students who would be unable to write an exam at a subsequent offering of the course were made on a case-by-case basis.
- Students were unhappy with how the policies brought in impacted their grades.
- Proctortrack privacy and technical issues.

During the 2019/20 year the Ombudsperson continued to play a significant role in educating students how to effectively manage conflict, including presentations on managing conflict in a remote environment.

ATTACHMENTS:

[Western Office of the Ombudsperson Annual Report 2019/20](#)

2019/2020

Annual Report



Western's Office of the Ombudsperson

Preparing students to
prevent, manage and
resolve difficult situations.

To the University Community:

I am happy to present the 2019-20 Office of the Ombudsperson Annual Report. The Annual Report provides a statistical summary of the caseload and a summary account of cases.

Between August 1, 2019 and July 31, 2020, Office staff met with 814 students regarding 875 concerns. During the previous year, Office staff guided the same number of students through 879 concerns. Two percent of all students at Western visited the Office of the Ombudsperson. The majority of these students (69 percent) visited the Office for *Advice*. Ombuds staff *Intervened* in only two percent of cases, and only with the student's permission. The remaining students (29 percent) needed *Information* such as to whom they should appeal or where to locate a policy.

The Ombuds Office also met with 76 non-students, including faculty, staff, parents and alumni.

In addition to guiding students through policies and procedures, Ombuds staff led conflict management workshops for graduate students as part of the School of Graduate and Postdoctoral Studies' Own Your Future program and also spoke to groups of postdoctoral scholars about best practices for handling conflict. Activities such as these are critical to helping students proactively manage conflict and other situations they encounter.

Ombuds staff transitioned easily to working remotely at the beginning of March and were able to seamlessly provide assistance to students via email, phone and Zoom™. The University Students' Council helped reach out to students by posting infographics advertising our services. Throughout the Spring, we held on-line conflict management workshops through the Graduate Student Life portfolio in Student Experience.

In June, Western's Associate Ombudsperson Anita Pouliot retired after 30 years. Anita guided thousands of students and worked with three Ombudspeople – Frances Bauer, Adrienne Clarke and myself. Anita also volunteered extensively with the Association of Canadian College and University Ombudspeople, most recently serving as Treasurer.

Whitney Barrett joined the Office in July, coming from the Faculty of Engineering where she was the Graduate Officer. Whitney's experience with the complex issues faced by graduate students is a welcome addition.

A major initiative during 2019/20 was the review of the Memorandum of Understanding. The Memorandum of Understanding sets forth the conditions for the operations of the Ombuds Office. The first Memorandum was signed in 1987 and the document has been revised and updated periodically since, most recently in 2009. The 2020 version updated language to be more inclusive and clarified who the Memorandum was among. A sub-committee of the Ombuds Advisory Committee, chaired by Dr John Mitchell of Brescia, met through the Fall and Winter and the final, revised version was distributed to signatories in August. The next review of the Memorandum will be in 2025.

I hope you find this glance at our operations interesting and encourage you to contact me should you have questions or concerns.



Jennifer Meister,
Ombudsperson, Western University

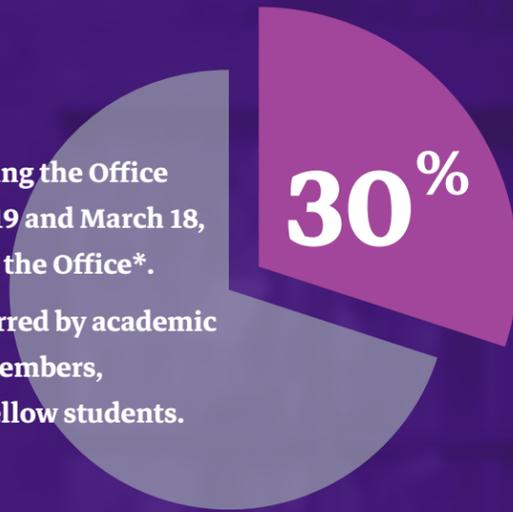
814
STUDENTS

875
CONCERNS

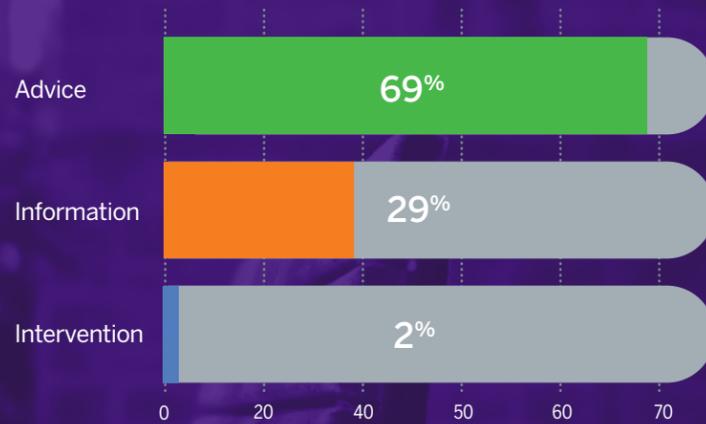


30% of students visiting the Office between August 1, 2019 and March 18, 2020 were referred to the Office*.

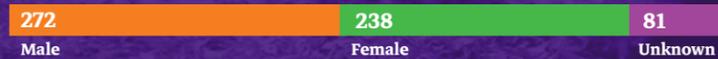
Individuals were referred by academic counselors, faculty members, administrators and fellow students.



Reason student approached office:



1 out of every 49 students contacted us in 2019/20



(*This data was not tracked while working remotely.)

Visitor Overview

The following pages paint a picture of who came to the Ombuds Office in 2019/20 and why.

Student visitors over time

(Note: Some students come to the Ombuds Office for more than one concern. The number of concerns brought to the Office was 875.)

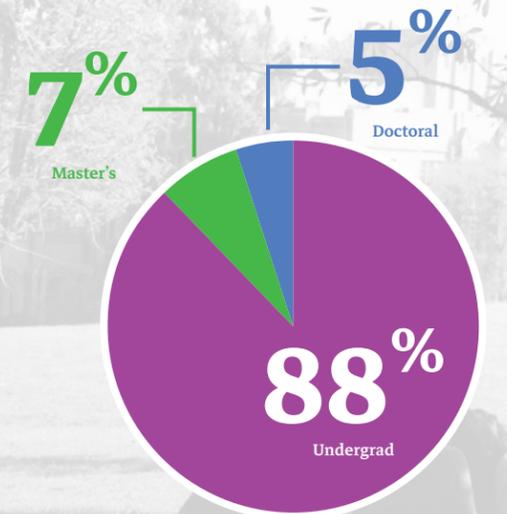


*Enrolment numbers are taken from Western's Institutional Planning and Budgeting Five-Year Enrolment Comparison located at https://www.ipb.uwo.ca/documents/2020_five_year_enrolment_comparison.pdf

890
TOTAL VISITORS

91% student visitors (814)
9% Non-student visitors (76)

DEGREE LEVEL OF STUDENT VISITORS

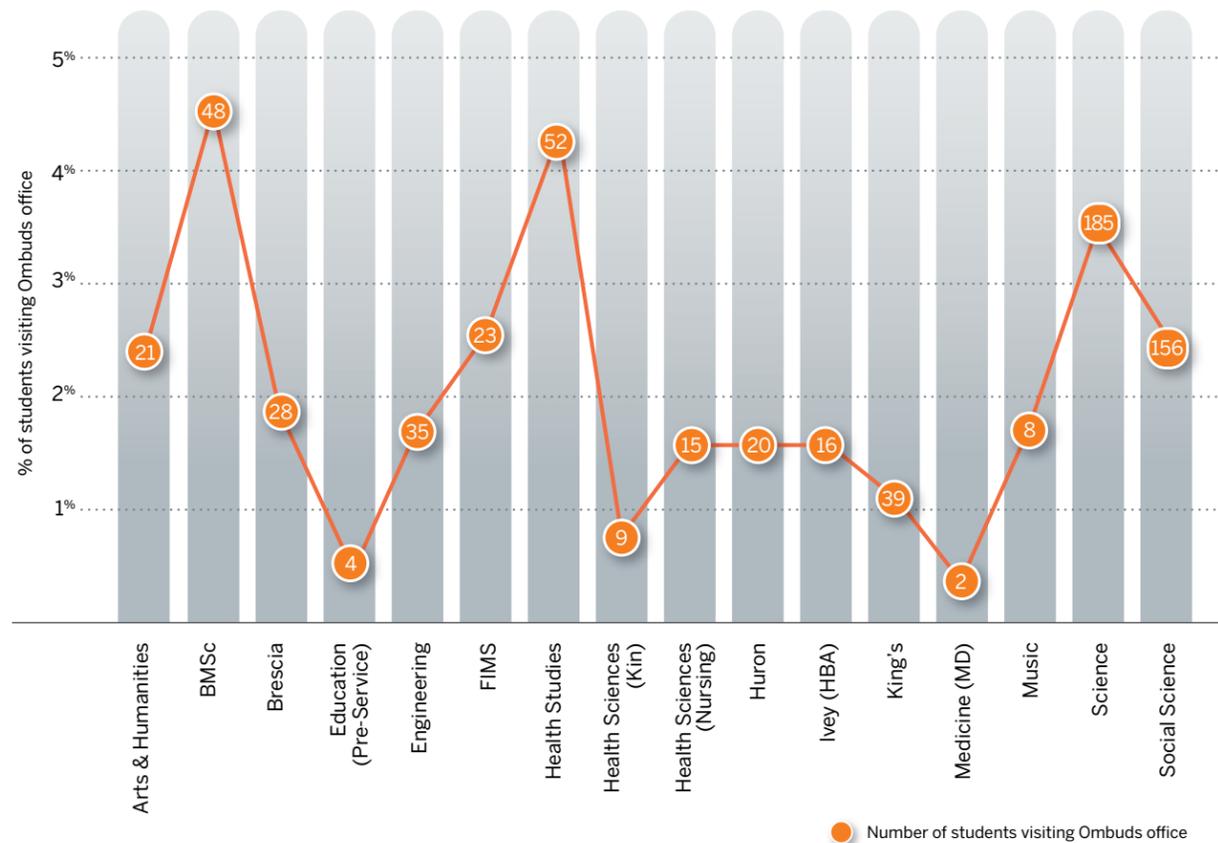


Undergraduate Student Visitors

Undergraduate students take courses across Western faculties and the affiliates. For that reason, we track a student's home faculty or affiliate as well as the faculty or affiliate in which their concern resides. By tracking how many students come from each faculty or affiliate we can see where we might need more outreach. By tracking the faculty or affiliate of concern, we can see where there may be a systemic issue.

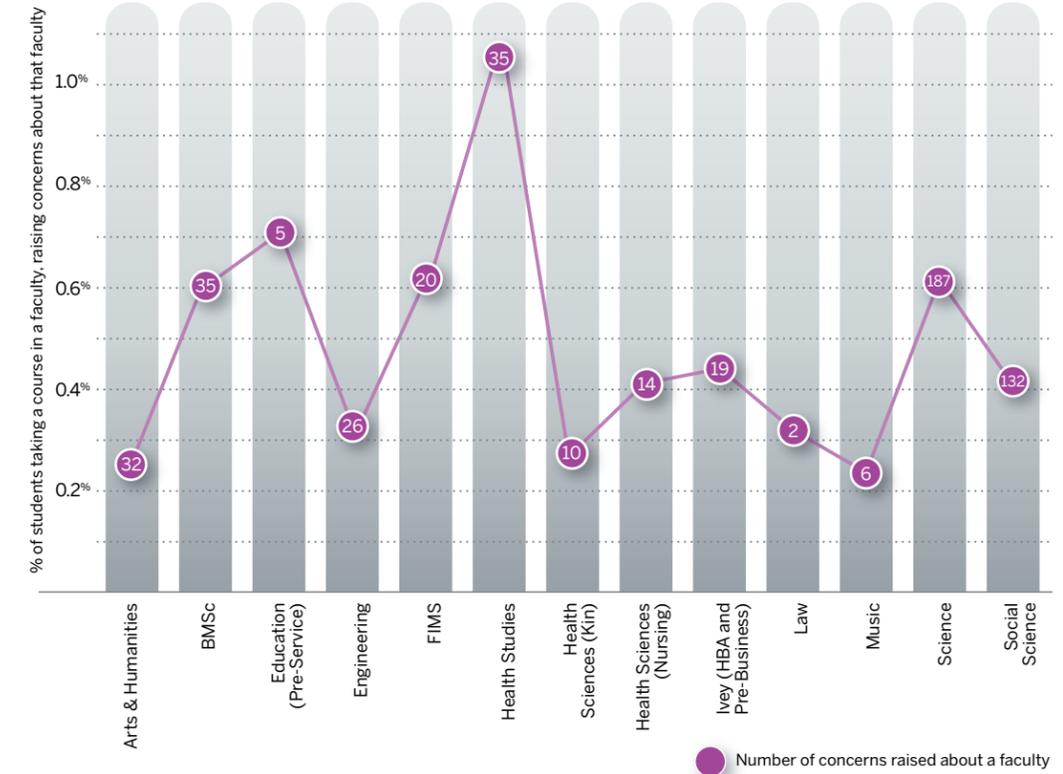
Undergraduate student visits by home faculty

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



Undergraduate students by faculty of concern

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

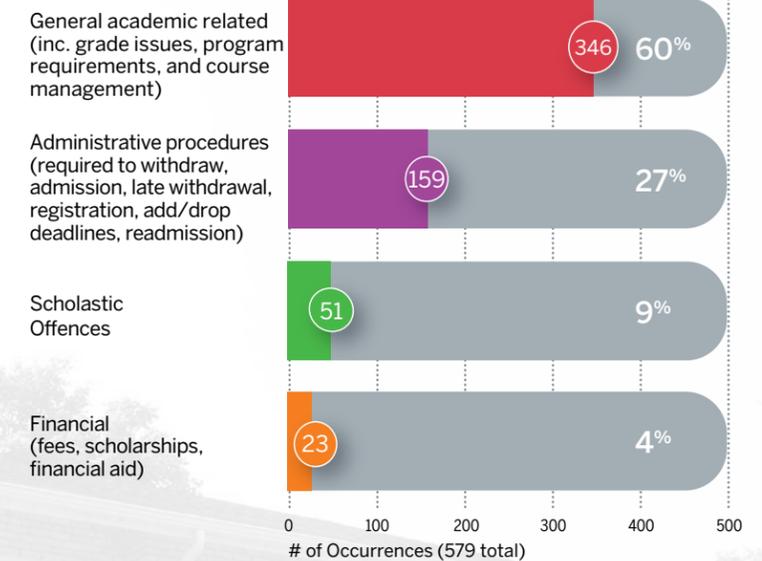


*Brescia (20 concerns), Huron (20 concerns), and King's (37 concerns) are not included in this graph because the teaching activity at the colleges is not publicly available.

Undergraduate concern breakdown

The chart to the right illustrates the academic and financial concerns raised by undergraduate students who visited the Office of the Ombudsperson. In addition, there were students who raised concerns specific to policies surrounding COVID. These included postponement of make-up exams due to syllabus changes, access to technology for remote learning, and use of Proctortrack for invigilation. These concerns are addressed in the second chart (next page).

Category of concern



COVID-related concerns

COVID-19 presented a unique challenge for students, staff, faculty and administrators. There were students who raised concerns while discussing other topics, such as grade appeals or being required to withdraw, and scholastic offences that occurred once courses went online. Those concerns are recorded as part of the overall data on page five.

The 52 concerns tracked below are from students who contacted the Ombuds Office specifically because of a COVID-19 situation.

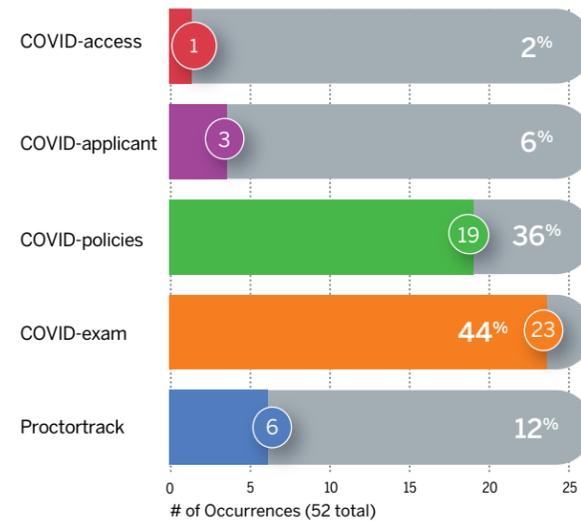
COVID-access refers to a student who had difficulty completing course work in March due to poor internet access. The Faculty was able to accommodate the student with alternate assignments and the problem was alleviated.

COVID-exam refers primarily to students who had their plans for make-up exams stymied because of COVID-19. Some students had the weight of a pre-COVID mid-term exam transferred to the final exam in a course because of either a self-declared or accommodated absence. Changes to course syllabi meant that many final exams were simplified or done away with completely. For this reason, some departments and/or faculties stated that the student could not receive a numerical grade for a course. They were only eligible for a Pass/Fail grade. Students who wished a numerical grade were given an incomplete (INC) in the course and permitted to write the exam the next time the course is offered (December 2020 or April 2021). Decisions pertaining to graduating students who would be unable to write at a subsequent offering were made on a case-by-case basis, usually under appeal to the Associate Dean.

COVID-applicant refers to applicants to Schulich's MD program and to the Internationally Trained Dentist Program. In both cases, significant changes were made because of COVID and applicants felt they were disadvantaged.

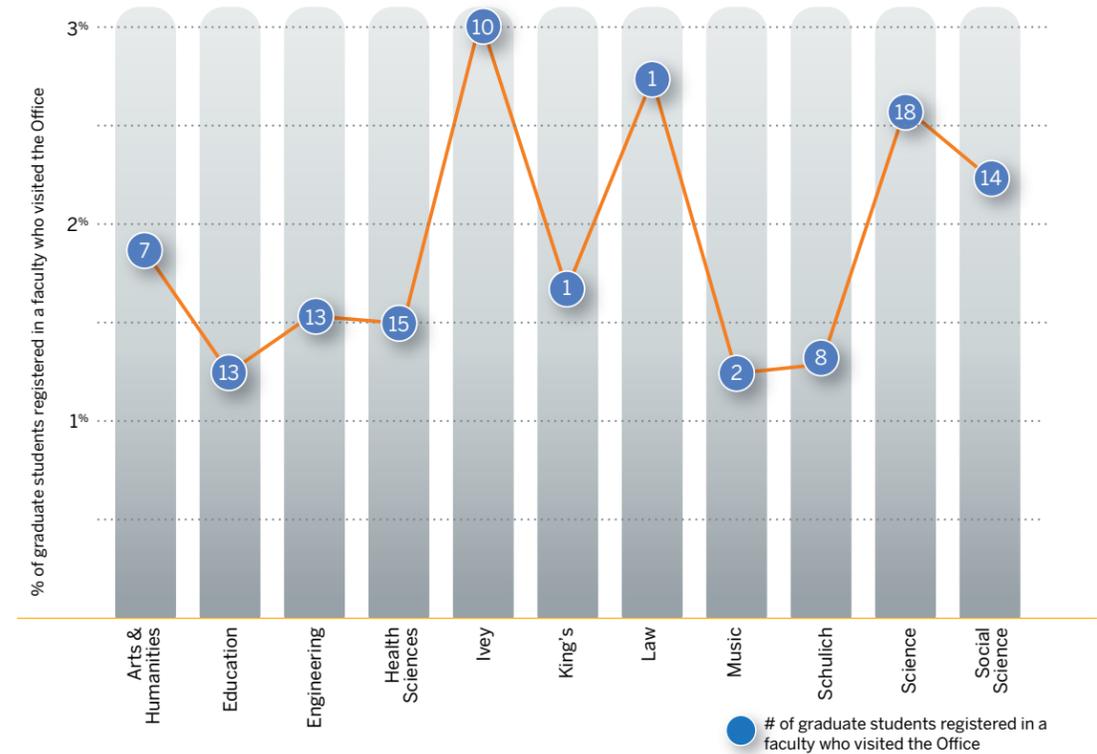
COVID-policies refers to general concerns related to policies the University brought in as the result of COVID-19. Examples include students unhappy with reweighting of assignments and removal of final exams upon which students were depending to increase their grades.

Proctortack refers to technical issues encountered when using Proctortrack for April exams or questions regarding privacy. Western's Information and Privacy Office and Office of the Registrar created a Frequently Asked Questions document that addressed many of the concerns we were hearing.



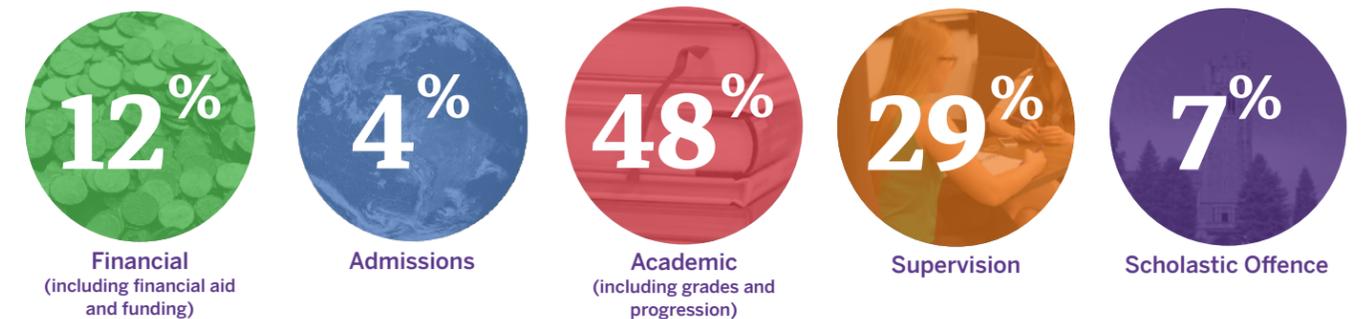
Graduate Student Visitors

Although graduate students register in the School of Graduate and Postdoctoral Studies, when they visit the Office of the Ombudsperson, we record the faculty hosting their program. The graph below shows the number and percentage of master's and doctoral students visiting the Office from various disciplinary faculties. Note: Not all students identified their discipline, so they are not included below but they are considered in the overall count of student visitors earlier in this report.



Graduate concerns – academic and financial

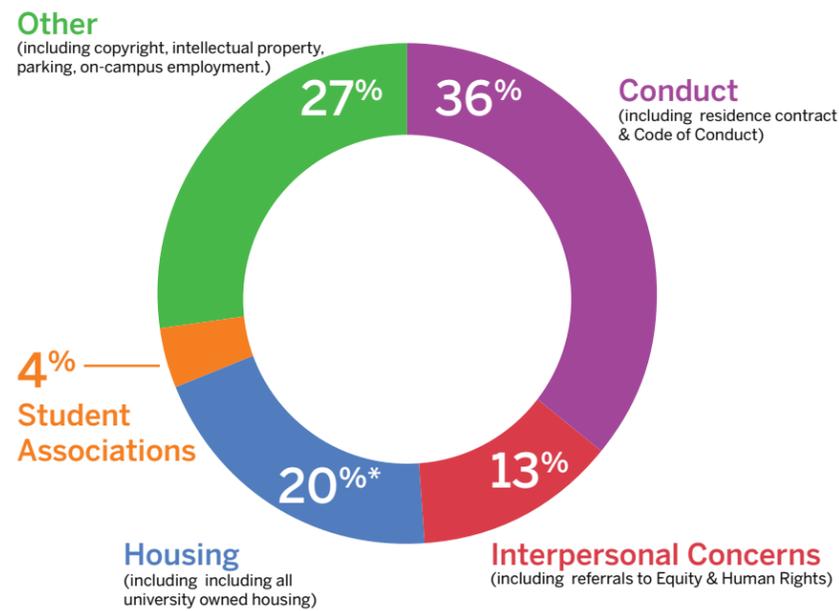
84 concerns raised by graduate students dealt with academic or financial issues.



Undergraduate and Graduate non-academic concerns

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

As a % of total non-academic and non-financial occurrences (105)



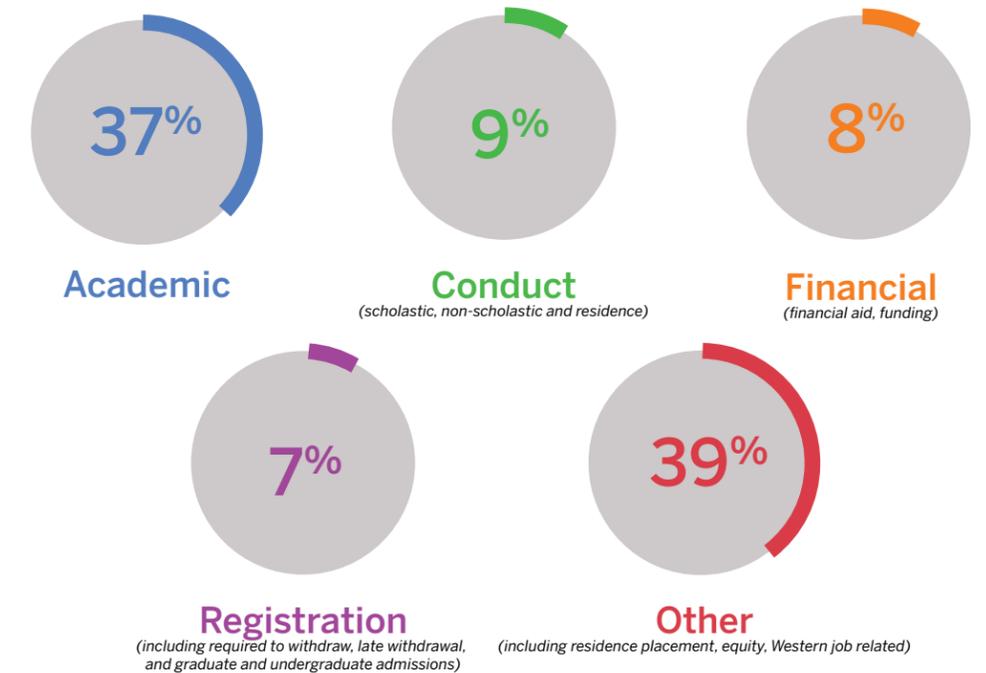
*Housing contacts were significantly higher than 2018/19 because Residence was oversubscribed and students whose deposit was not received by the deadline lost their spot.



Non-Student Data

In 2019/20 we heard from 76 administrators, staff, family members of students, and members of the public. These individuals had concerns such as accommodation for their family member who was attending the University, use of Campus Recreation, and a family member's academic progression. Ombuds staff also responded to academic administrators regarding grade appeals and scholastic offence accusations.

As a % of total non-student occurrences (76)



Case Examples 2019-2020

As mentioned earlier, 69 percent of students visiting the Ombuds Office came for Advice, 29 percent needed Information and in only two percent of cases did we Intervene. Following are three scenarios we encountered this past year.

Appeals past the deadline

- » A fourth-year student felt their first- and second-year grades were impacting their ability to access further education. The student was tested for a learning disability between second and third year and found to have attention deficit hyperactivity disorder. The student was treated for the condition and their grades improved dramatically. Personnel from Accessible Education referred the student to the Ombuds office to discuss options for appealing their first- and second-year grades. Ombuds staff discussed with the student what they wanted, i.e. late course withdrawals or some kind of grade reweighting. This student envisioned a combination of outcomes. We then explained there were appeal deadlines and no formal policy mechanism for appealing past deadlines; however, we did say that the Associate Deans were very empathetic and open to reviewing appeals on grounds such as this student had. Ombuds staff then reviewed the student's appeal to the Associate Dean. The appeal was denied at the Associate Dean level and the student appealed further to the Senate Review Board Academic (SRBA). Again, Ombuds staff guided the student through the SRBA process and reviewed their appeal.
- » Similarly, a student who attended Western in 2016/17 was referred to the Office of the Ombudsperson by one of the academic counseling offices. The student suffered from a mental health condition and wanted to appeal to have their grades changed to passes, rather than having a numerical grade. Ombuds staff guided the student through an appeal to the Associate Dean. The Associate Dean denied the appeal and the student did not appeal further.

Upset student

- » A Master's student dropped into the Ombuds Office one morning at 8:15. They were in tears and looked as though they had not slept. The student had received a scathing email from their supervisor, which the student showed Ombuds staff. After assuring the student that the language used was not appropriate, Ombuds staff suggested the student meet with their graduate chair. The student was not comfortable doing that, but they were comfortable meeting with the Associate Dean of Graduate Studies in their faculty. The student was eventually given a co-supervisor so that they could finish their program with minimal contact with the supervisor.

Course access disagreements

- » An undergraduate chair sent a fourth-year student to the Ombuds Office. The student had asked and received special permission to take a course even though they had failed the prerequisite. The undergraduate and department chairs had both given the student permission to take the course, but the professor was saying the student could not enroll. Ombuds staff recommended the student speak to the professor to see what their reservation was and to explain other courses with similar content that the student had taken. This approach was not successful so Ombuds staff suggested the student seek advice from the department chair. The department chair ended up intervening and the professor allowed the student to enter the class.

The case of the delayed visa

- » An international applicant to a graduate program was on a work visa and experienced delays in getting the visa converted to a study visa. The individual had applied for the permit in plenty of time, and in fact had done everything possible. The program admitted the student but said that if they did not have their permit by a specific date they would have to reapply for another term. Western International, the School of Graduate and Postdoctoral Studies and the Ombuds Office worked extensively with the program to either extend the date they would accept the visa or to defer admission to the next term – rather than making the student reapply. The student eventually received their visa before the extended deadline and was able to start the program.



Jennifer Meister
Ombudsperson



Whitney Barrett
Associate Ombudsperson

Who We Are

Jennifer Meister, Ombudsperson, and Whitney Barrett, Associate Ombudsperson, are the faces of the Ombuds Office.

Spreading the Word

Outreach

- » SOGS Amazing Race, stop on the race
- » SOGS Welcome to your Grade Club, booth
- » SGPS Fall graduate student orientation, booth
- » Conflict Management workshops, SGPS Own Your Future
- » Student Experience/Graduate Student Life graduate student orientation, presentation
- » USC Peer Support Training, presentation
- » SOGS International Student Orientation, booth
- » USC Orientation Week Services Fair, booth
- » Postdoc Conflict Management Workshop

Committee Participation

- » Graduate Student Life Advisory Group
- » Task Force on Undergraduate Scholastic Offences

Conference Attendance

- » Association of Canadian College and University Ombudspersons mid-year meeting

Advisory Committee

The Office of the Ombudsperson Advisory Committee is a sounding board and advisor to the Ombuds Office on issues such as outreach, budget and the annual report. The composition of the Advisory Committee is set out in the Memorandum of Agreement.

Thank you to the 2019/20 Advisory Committee:

- Mr Pranjan Ghandi, University Students' Council
- Ms Jina Kum, Society of Graduate Students
- Dr Angela Mandich, Senate Representative
- Dr Ken Meadows, President's Representative
- Dr John Mitchell, Brescia, Affiliate Faculty representative
- Mr Emmanuel Ukposidolo, Master of Business Administration
- Ms Hailley White, King's, Affiliate Students' Council representative



Office of the Ombudsperson

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

ITEM 5.3(b) - Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2020 by the Senate Committee on University Planning

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

EXECUTIVE SUMMARY:

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

ATTACHMENTS:

Name	Year Established	Faculty/School
L. H. Gray Research Chair in Mobility and Activity	2020	Health Sciences
William and Lynne Gray Research Chair in Mobility & Activity: Name Change	2020	Health Sciences
Arthur Labatt Family Chair in Nursing Leadership in Health Equity	2020	Health Sciences
Arthur Labatt Family Fellowships in Health Equity	2020	Health Sciences
Chair in Orthopedic Spine & Trauma Biomechanics	2020	Engineering and Schulich School of Medicine & Dentistry
Ting-Yim Lee Chair in Cardiac Computed Tomography (CT) Imaging Research	2020	Schulich School of Medicine & Dentistry
Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars (2 nd)	2020	All

ITEM 5.4(a) Election Results – Selection Committee for the Provost & Vice-President (Academic)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

EXECUTIVE SUMMARY:

At the December 4, 2020 Senate meeting an additional nomination was received for a position on the selection committee. An electronic vote was subsequently held on December 7-9, 2020. The Senate representatives on the Selection Committee for the Provost & Vice-President (Academic) are: C. Steeves, E. MacDougall-Shackleton, J. Burkell and J. Garland.

The results certified by Simply Voting are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

Dec 8, 2020

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - Selection Committee for the Provost & Vice-President (Academic)

Start: 2020-12-07 09:30:00 America/Toronto

End: 2020-12-08 16:00:00 America/Toronto

Turnout: 64 (64.6%) of 99 electors voted in this ballot.

Selection Committee for the Provost & Vice-President (Academic)

Option	Votes
STEEVES, CATHERINE - Vice-Provost & Chief Librarian	52 (21.9%)
MACDOUGALL-SHACKLETON, ELIZABETH - Faculty of Science	51 (21.5%)
BURKELL, JACQUELYN - Faculty of Information and Media Studies	50 (21.1%)
GARLAND, JAYNE - Faculty of Health Sciences	47 (19.8%)
SANTOS, GILDO - Schulich School of Medicine & Dentistry	37 (15.6%)

VOTER SUMMARY

Total	64
Abstain	0 (0.0%)



Academic Administrative Appointments

Information for Senate – January 2021				
Start Date	End Date	Name	Department	Admin Appointment
1/1/2021	6/30/2021	Campbell,Craig	Interim Co-Chair/Co-Chief Clinical Department	Paediatrics
1/1/2021	6/30/2023	Hibbert,Kathryn	Associate Dean (Ugrd Program)	Education - Office of the Dean
1/1/2021	6/30/2023	Hutter,Jeffrey	Associate Dean (Acad Programs)	Science - Office of the Dean
1/1/2021	12/31/2021	Joanisse,Marc	Associate Dean (Research)	Soc Science - Office of Dean
1/1/2021	12/31/2025	Kotsopoulos,Donna	Dean	Education - Office of the Dean
1/1/2021	12/31/2021	Prichard,Sarah	Acting Provost and VP (Academic)	Provost & VP Acad Office
1/1/2021	6/30/2021	Singh,Ram	Interim Co-Chair/Co-Chief Clinical Department	Paediatrics
1/1/2021	6/30/2021	Yeung,Ken	Assistant Dean	Science - Office of the Dean

ITEM 8.1 – Faculty of Engineering: Revisions to the Progression Requirements (Weighted Mark)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the progression requirements for the Faculty of Engineering be revised as shown, effective September 1, 2020.

EXECUTIVE SUMMARY:

The Faculty of Engineering is proposing that the weighted mark in Engineering courses be calculated in a manner consistent with the rest of the University, such that grades below 40% be included in average calculations as 40% rather than the actual grade.

Analysis of prior years' adjudication data suggests that this change will have only a minor impact on student progression decisions. Reports from Engineering student counsellors, however, suggest that the current policy can have a detrimental effect on student anxiety leading into final examination periods. Together, these observations have led the Faculty of Engineering to bring their policy in line with the rest of campus with respect to the calculation of weighted averages.

The effective date of September 1, 2020 is being requested in light of the academic challenges faced by students during the COVID-19 pandemic.

ATTACHMENT(S):

[Revised Calendar Copy – Progression Requirements – Engineering](#)

REVISED CALENDAR COPY

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

Progression Requirements - Engineering

This part of the policy is unchanged

Definition of Terms

Course Weight: Each course has been assigned a weight of 0.5 (half-course) or 1.0 (full course). All A, B, F, G, and Y courses are half-courses. Courses with the suffix E or without a suffix are full courses. The weights for courses offered by other faculties are usually either 1.0 (full course) or 0.5 (half-course).

Weighted Mark: The weighted mark for a course is the product of the weight for the course and the mark obtained by the student.

For the purpose of calculating weighted average marks the following applies: **Courses offered by the Faculty of Engineering – grades will be recorded as the actual grade reported (i.e., from 01% to 100%);** ~~Courses offered by a Faculty other than Engineering – grades below 40% will be included in average calculations as 40%; grades from 40% to 100% will be included as the actual grade reported.~~

Weighted Average: The weighted average for an evaluation period is the total of the weighted marks obtained by the student during the evaluation period divided by the sum of the weights for the corresponding courses.

The rest of the policy is unchanged

ITEM 8.2 – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Engineering Leadership and Innovation

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That a Graduate Diploma (GDip) in Engineering Leadership and Innovation be introduced, effective January 1, 2021.

EXECUTIVE SUMMARY:

The Graduate Diploma (GDip) in Engineering Leadership and Innovation will be a course-based graduate diploma offered by the John M. Thompson Centre for Engineering Leadership and Innovation in the Faculty of Engineering. This diploma will be open to students who have completed a bachelor's or graduate degree in engineering (or their equivalents) from accredited institutions.

The purpose of this diploma is to provide an opportunity for engineering graduates to further develop professional skills in the areas of Engineering Leadership, in the context of engineering practice, and to enhance the employability of graduates. It is anticipated that students will develop an entrepreneurial mindset along with leadership skills that can be applied within start-ups, established firms, NGOs, or the public sector.

ATTACHMENT(S):

[Proposal for a Graduate Diploma in Engineering Leadership and Innovation](#)

Proposal for a Graduate Diploma Program in Engineering Leadership and Innovation

Diploma Rationale

The proposed Diploma program is aimed at training Engineering graduates in order to enhance their skillset for better professional interactions with business personnel and more broadly within organizations. It provides content and application knowledge to position Engineers to be more effective business partners. While complimentary to the field of engineering, it is the ability to cross boundaries towards business and organizational leadership that is often seen as helping to accelerate an engineer's career.

At times these skills – communication, creativity, interpersonal, professionalism, teamwork, leadership – are referred to as “soft skills”. Engineering programs generally focus on hard skills with an element of soft skills. While the profession has long recognized the increasing importance of professional skills, increasing technological complexity has meant that there are more hard skills to teach than ever. Therefore, the proportion of an Engineering program focussed on soft skills has not materially changed in decades. The outreach team in the Faculty of Engineering conducts routine visits to industries where students conduct internships and collect feedback from employers and students. The feedback from both the employers and students has identified the significance of enhanced skills in communication, work organization, project management and business acumen. This Diploma provides an opportunity for an engineering graduate to develop those skills.

Today's graduates of engineering degree programs seek additional post-secondary education in leadership and innovation in order to maximize their capacity to subsequently “learn on the job”. The proposed Graduate Diploma will appeal to recent graduates of Bachelor's and Master's programs, as well as to working professionals. This program option would develop a student's technical expertise as well as a broader set of leadership and innovation skills.

The program will have both full-time and part-time registration options. Students who start with a full-time option will have the flexibility to switch to the part-time option after one term and vice versa. By offering both full-time and part-time options, the Diploma will address a critical demand for engineers pursuing a range of Engineering careers.

Delivery Method of the Program

Students may complete the program through full-time or part-time studies. Full-time students will normally complete the program in two consecutive terms. Part-time students will be expected to complete the program within 3 years. Courses will be offered initially through an in-person format. However, if the COVID situation does not allow in-person classes, the courses will be offered in the online format temporarily to comply with the COVID restrictions. Once the COVID situation is resolved, the courses will be resumed in the in-person format. The long-term goal is to include the online distance delivery format (to target working professionals) in parallel to the in-person format, but it will be considered once the diploma program has been fully established and delivered in the in-person format.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student

Courses in the Diploma will be highly interactive with a significant emphasis placed on group projects. A great emphasis will be placed on providing similar educational experiences to students in both in-class and online program delivery options. For this purpose, more enhanced interactive aspects will be introduced in the online option to ensure that students experience similar real-life interactions with the instructor and fellow students as in an in-person class, as well as in other group activities.

Due to the unique nature of the proposed diploma, it is anticipated that the program will attract a diverse cohort from different engineering disciplines and regions. Class groups will be structured to facilitate working across these boundaries.

Courses in the Diploma will extensively use the case method, as in the undergraduate Certificate program and in line with the methods used at the Ivey Business School. A distinguishing feature of courses in the Centre is the discussion orientation of the courses. Through these discussions, students develop not only content knowledge about a subject but also the ability to listen to those with different opinions and to construct arguments to advance one's own opinion.

Admission Requirements

Applicants must possess a four-year bachelor's degree or equivalent in Engineering or related discipline from an accredited university. In some cases, students with a similar degree from another discipline may be admitted, with the approval of the Director of the Thompson Centre, who will also serve in the role of the Chair of the Graduate Program. The School of Graduate and Postdoctoral Studies requires at least a 70% average (North American equivalent) across courses taken in the last two full-time years of the latest degree. Equivalent qualifications may be considered based on the standards of the discipline or profession.

English Language Proficiency

Applicants whose first language is not English or have not completed a post-secondary degree from a native-English speaking country, must furnish evidence of their proficiency in the use of the English language by a satisfactory achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is 0984].
- The International English Language Testing Service (IELTS) of the British Council. Effective to new applications started on or after July 1, 2020, the minimum acceptable score is 6 out of 9 in the individual bands, with an overall score of 6.5 or higher. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- Western English Language Centre. Successful completion of the High-Advanced level.
- CultureWorks. The requirement is successful completion of the High-Advanced level.
- Fanshawe College's ESL Program. The requirement is graduation from Level 10, English for Academic Purposes, with a minimum 80% in all components.

- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Cultureworks or Fanshawe College ESL Program must provide official proof of graduation.

Exemptions

No waivers will be granted from the English Language Proficiency requirements.

Degree Requirements

Graduate Diploma, Engineering Leadership and Innovation

The Graduate Diploma in Engineering Leadership and Innovation is a two term (eight month) program (for full-time students).

Students will be required to complete six half-courses; three courses are core (or required courses) and another three courses are electives. Students have the flexibility to pick three courses from the entire list of elective courses or they may choose to focus in one area, thereby tailoring depth and breadth to meet their individual learning goals through elective courses. The program structure is provided below:

- **Core Courses (required):**
 - ELI 9300 Design Driven Innovation (New course)
 - ELI 9400 Engineering Leadership (New course)
 - ELI 9600 Engineering Communications (Existing)
- **Elective Courses (3 courses to choose):**
 - Group A – Leadership Focused
 - ELI 9110 Risk Assessment & Management (Existing)
 - ELI 9001 Business and Management: A Global Perspective (Existing)
 - ELI 9200 Project Management (Existing)
 - Group B – Innovation Focused
 - ELI 9100 Intellectual Property for Engineers (Existing)
 - ELI 9105 Commercializing Innovation (Existing)
 - ELI 9310 New Venture Creation (New course)

Progression requirements

Progression will be monitored by the Chair of the Graduate Program at the end of each academic term. Students are required to maintain an average of 70% at the end of each academic term with no failures in order to continue registration. Students not achieving this standard would normally be asked to withdraw.

Part-time Studies

Part-time study is available for this program. Admission and progression requirements would be the same as Full-Time studies. A part-time student would be expected to complete the Diploma within three years of starting the program and to register for at least one course every two academic terms, unless permission by the Graduate Chair has been granted. Failure to meet the progression requirements may result in withdrawal from the program.

Distance Delivery

Initially, all courses in the program will be offered in the in-person format. The long-term goal is to include the online distance delivery format (to target working professionals) in parallel to the in-person format, but it will be considered once the diploma program has been fully established and delivered in the in-person format.

ITEM 8.3 – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program (Kuwait Pathway)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the admission requirements of the Doctor of Dental Surgery (DDS) program be revised as shown, effective December 1, 2020 for the 2020-21 application cycle.

EXECUTIVE SUMMARY:

The Schulich School of Medicine & Dentistry is proposing an admissions pathway to allow for undergraduate dental training of qualified Kuwait students as future dentists through the allocation of supernumerary seats within the currently existing four seats available in the International pathway for the Doctor of Dental Surgery (DDS) program. This pathway will be limited to those Kuwait students who are not Canadian citizens or permanent residents of Canada. The Kuwait pathway is a competitive process that includes evaluation of grade point average (GPA), Dental Aptitude Test (DAT) scores, autobiographical sketch, and interviews. Applicants to the Kuwait pathway must meet the same Admissions requirements as general stream applicants. Senate approved a similar Kuwait Pathway for the MD Program on May 8, 2020.

ATTACHMENT(S):

[Revised Calendar Copy – Admission – Dentistry Background](#)

REVISED CALENDARY COPY

https://www.uwo.ca/univsec/pdf/academic_policies/admission/dentistry.pdf

ADMISSION – DENTISTRY

ADMISSION REQUIREMENTS

The first part of the policy is unchanged

Competitiveness

In order to be considered, candidates must have achieved at least 80% or higher in each of the two best undergraduate years with a full course load of 5.0 full or equivalent courses (30 credit hours) taken between September and April. Each of the two best years used for GPA consideration must also have at least 3.0 full course equivalents whose published level is at or above the year level of study. Past class statistics have indicated that most successful applicants have a mid to high 80s average over their two most competitive years. Consideration will be given to the most competitive two academic years, DAT scores and supplemental requirements. Overall academic performance (consistency, trend) and graduate education can also be used as selection criteria.

Consideration of the 2019-2020 Academic Year Affected by the Covid-19 Pandemic:

If you are presenting two undergraduate years for GPA consideration that do not include the 2019-2020 academic year affected by the COVID-19 pandemic, all of the following must be met:

- You must meet or exceed the minimum GPA in each of your two best undergraduate years of full-time study (one of which may be the current year). Full-time study is defined as five full or equivalent courses (30 credit hours), taken between September and April.
- Each of the two years must contain at least three full-course equivalents (18 credit hours) whose published academic level is at, or above, the year of study.
- Only one full or equivalent pass/fail course (6 credit hours) will be permissible in each of the two years being considered for the GPA.

If you are presenting the 2019-2020 academic year affected by the COVID-19 pandemic as one of your academic years for GPA consideration, all of the following must be met:

- During the 2019-2020 academic year, you must have completed 5 full or equivalent courses (minimum 30 credit hours) taken from September to April of which 3 full-course equivalents (18 credit hours) must have a published academic level at, or above, the year of study.
- The GPA will be calculated on grades from the fall 2019 semester only. Due to the transition of many universities to pass/fail or credit/no credit, grades from the winter 2020 semester and full-year courses from the 2019-20 academic term will not be used in the calculation of GPA in order to ensure a fair assessment for all candidates.
- Only 1.0 equivalent pass/fail course(s) (6 credit hours) will be permissible in the fall 2019 term (September-December). The pass/fail course(s) must be passed. Discovery Credits (Western students) will be considered within, not in addition to, the 1.0 course pass/fail allowance.

For applicants who have completed an undergraduate degree and who are in the final year of (or who have recently completed) a subsequent undergraduate degree, grades earned during the previous degree(s) will not be considered. The most recent degree must be equivalent to a four-year degree. Courses taken during the application cycle are not considered towards GPA.

Applicants are ranked on a compiled score. For more information about the elements in ranking please refer to the Admissions webpage. The quality of the applicant pool in which one is considered for entry could raise the minimum academic competitive level, and will determine the minimum thresholds.

A limited number of positions are available for international students who maintain their international status at graduation. **Up to 4 of these positions within the International pathway may be allocated to International applicants of Kuwait citizenship funded by the Kuwait Cultural Bureau.**

To be eligible for the Kuwait Pathway, you must:

- **Have Kuwait citizenship**
- **Not be a Canadian citizen or permanent resident of Canada**
- **Be eligible and approved to receive funding of your dental school tuition by the Kuwait Cultural Bureau. If you are not approved for funding by the Kuwait Cultural Bureau, your application may still be considered within any remaining seats within the International Pathway and you will be responsible for financing your own tuition.**
- **Be in the final year of, or successfully completed a four-year undergraduate degree from an accredited North American university, where the transcript clearly outlines course load and course levelling.**

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

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

Applicants through the Kuwait pathway must meet all other Admission requirements. Applying through this pathway does not automatically guarantee admission.

Please see the [International Applicants webpage](#) for further details.

Special consideration will be given to applicants self-identify as Indigenous. Two positions are set aside each year for competitive applicants with official documentation of indigenous status or ancestral Indigenous origin. For more information, please visit the [Indigenous Applicants](#) webpage.

The rest of the policy is unchanged

Background:

The Schulich School of Medicine & Dentistry recognizes that Western is encouraging the development of international connections and training of international students across Faculties. To address this vision, the Schulich School of Medicine & Dentistry has started international discussions with countries where the School already has partnerships. One such partnership is with Kuwait. The School has therefore negotiated a Kuwait pathway to allow for undergraduate dental training of their qualified students as future dentists through the allocation of supernumerary seats within the currently existing four seats available in the International pathway for the Doctor of Dental Surgery (DDS) program.

This pathway will be limited to those Kuwait students who are not Canadian citizens or permanent residents of Canada. The Kuwait pathway is a competitive process that includes evaluation of grade point average (GPA), Dental Aptitude Test (DAT) scores, autobiographical sketch, and interviews. GPA and DAT criteria for admission to Schulich Dentistry are re-set annually based on the competitiveness of the applicant pool. Applicants to the Kuwait pathway must meet the same Admissions requirements as general stream applicants. To ensure this, especially since all applicants must demonstrate academic rigor within an English-learning environment with specific course load and course-leveling requirements, applicants to the Kuwait stream must specifically complete their undergraduate degree within a North American university.

Given their International applicant status, these students would not be competing for seats allocated for Canadian citizens or permanent residents of Canada for entry into dental school. Eligibility to be considered through the Kuwait pathway for admittance into Schulich Dentistry must also meet concurrent approval by the Kuwait Cultural Bureau since these limited supernumerary seats would be funded entirely by the Kuwait Cultural Bureau and require a return of service agreement. Those candidates who do not meet approval by the Kuwait Cultural Bureau are ineligible for a seat through this pathway but are still eligible for any remaining seats within the International pathway where they would be responsible for funding their own tuition.

Applicants through this stream will be competing for up to four seats within the already existing International pathway. Admission to the DDS Program is not guaranteed.

ITEM 8.4 – Revisions to the “Academic Records and Student Transcripts” Policy

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective January 1, 2021, the “Academic Records and Student Transcripts” policy be revised as shown.

EXECUTIVE SUMMARY:

The proposed change to the “Academic Records and Student Transcripts” policy reflects the Office of the Registrar’s intention to offer electronic transcripts.

The Association of the Registrars of the Universities and Colleges of Canada (ARUCC) has entered into an agreement with Digitary to create a "Made for Canada National Network", titled MyCreds, that, once fully operational, will enable learners across the country to access and share their official digitized post-secondary transcripts and credentials online.

Features of the Canadian National Network with the support of Digitary:

- 24/7 access by learners
- Ability for learners to access, view, and share their verified and official transcripts, credentials, and documents in a digitized format
- Ability for Canadian post-secondary institutions, application centres, and hubs to work in partnership with the National Network to exchange official documents with permission of the learner and support their needs
- Password-encrypted environments for all users including the automatic recovery of passwords for learners
- Bilingual service and support (French and English)
- Canadian storage of student data

Western is working with the MyCreds group to securely provide electronic PDF transcripts to Western students and alumni. Students/alumni have been asking for years to be able to obtain their transcripts electronically. With COVID, the demand for electronic transcripts has increased as many institutions and other organizations that students/alumni need to send their transcripts to are only accepting electronic transcripts. The proposed change to the policy reflects the addition of an electronic PDF transcript delivery method. We will continue to provide students and alumni with the option for a paper transcript.

ATTACHMENT(S):

[Revised Calendar Copy – Academic Records and Student Transcripts](#)

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/general/records.pdf

ACADEMIC RECORDS AND STUDENT TRANSCRIPTS

The first part of the policy is unchanged

ACADEMIC TRANSCRIPTS

A transcript is a copy of a student's permanent academic record at this University, duly certified by the Registrar. **If in paper format, the transcript will bear and bearing the embossed seal of the University. If in electronic format, the transcript will be certified with a cryptographic signature.** A transcript is privileged information and is available only upon the written or online request and payment of the fee by the student. (For current fees and processing time check the Web site of the Office of the Registrar: <http://www.registrar.uwo.ca/>).

A transcript is required as one of the supporting documents for application to another university, graduate school, fellowship and scholarship applications, and is commonly required by prospective employers.

The transcript is a record of a student's academic progress. It contains the following information:

1. A listing of all courses attempted and the grades achieved, including courses from which a student has withdrawn without academic penalty.
2. A statement of the degree attained, including the area of concentration or Honours discipline and date of graduation.
3. Comments relating to a student's academic progress. These may include statements about a student's standing in a program, or that the student was required to withdraw from the University or was placed on academic probation (e.g. for failing to meet progression requirements).
4. A listing of all undergraduate scholarships, awards, prizes, fellowships and medals awarded by the University to the student during the student's academic career at the University. *[Note: This information is only available from May 1, 2000.]*
5. A listing of selected National and Provincial graduate scholarships awarded to the student during the student's graduate career at the University. The listing of scholarships that are eligible to appear on transcripts is determined by the School of Graduate and Postdoctoral Studies. *[Note: This scholarship information is available only for graduate students from September 1, 2008.]*
6. A listing of selected honours (i.e. Dean's Honour List, Global and Intercultural Engagement Honour - see <http://international.uwo.ca/>).

Note that a transcript reflects the current status of a student's record at the time it is issued. Students should ensure that any changes to the transcript (e.g., from an INC to a final grade) are recorded before ordering a transcript.

Students who have pursued more than one academic career (e.g., Graduate, Undergraduate, Professional, Education) at Western may request, in writing, a partial transcript. The partial transcript will display only those grades obtained during the specified academic career and will be identified as the transcript for that academic career (e.g., Graduate Transcript).

Transcripts can be ordered online through the Student Centre (student.uwo.ca) or by using the order form available from Student Central, RM 1120 Western Student Services building or from http://www.registrar.uwo.ca/student_records/transcripts/ordering_options.html. Official transcripts are mailed by the Registrar's Office to institutions designated by the student. The cost for transcripts can be found at www.registrar.uwo.ca/student_records/transcripts/index.html

* All transcript transactions in Student Central require valid identification.

The remainder of the policy is unchanged

ITEM 9.1 – Closure of the Department of Applied Mathematics in the Faculty of Science

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

Recommended: That Senate approve that the Department of Applied Mathematics (AM) be dissolved and its members welcomed into the departments of Mathematics and Physics & Astronomy (P&A) effective July 1, 2021,

And,

That following Senate and Board approval, the Faculty of Science Constitution be amended to remove the Department of Applied Mathematics.

EXECUTIVE SUMMARY:

For what were then excellent academic reasons, Western’s Department of Applied Mathematics (AM) was created in 1968 by faculty members then in the departments of Mathematics and Physics. AM has had an illustrious history and continues to be home to outstanding researchers and teachers. However, we believe that it is now unhelpful for the distinctions between Applied Mathematics and Mathematics, and between Applied Mathematics and Physics, to continue to be enshrined in departmental structures. The lines between the disciplines have both blurred and moved. Indeed, in recent years AM and Mathematics have collaborated in the teaching of first year Calculus, and the new School of Mathematical and Statistical Sciences has provided a mechanism to share staff resources among the departments of Applied Mathematics, Mathematics, and Statistical & Actuarial Sciences and to mount common activities in outreach and research. At the same time, many of the Physics PhD-holding faculty in AM have, in recent years, been jointly appointed to the Department of Physics & Astronomy (P&A).

Over the past decade or so AM has shrunk in numbers of faculty and become very heavily oriented to service teaching, despite continuing to mount small high-quality graduate and undergraduate programs. The result has been a department in which filling all leadership positions and collective agreement mandated committees, as well as doing immense amounts of service teaching, left little room for much else within the Teaching and Service slice of faculty workload.

The solution we propose is to dissolve AM with all faculty (tenured, tenure track, LT, or standing appointment LD) moving either to Mathematics or to P&A; joint appointments outside the two units would remain. AM appointed staff would continue to support the School of Mathematical and Statistical Sciences. Service teaching will be divided across Mathematics and P&A in roughly equal quantities, with AM engineering service teaching going to the P&A department where Engineering Mathematics courses will be distinguished from Physics or Astronomy Courses by a unique prefix.

Undergraduate opportunities currently offered by AM will continue to be offered by Mathematics or P&A. The Major in Theoretical Physics program currently offered through AM will be available through existing programs in Physics. Non-service undergraduate courses will be divided as academically sensible. Students currently enrolled in AM modules will be able to complete their degrees, and intake into the undergraduate program will continue. Reform of undergraduate curricula have begun in both Mathematics and P&A to capture the academic goals of this reorganization.

Most graduate students in AM would follow their advisors to their new department and all will be able to complete their current degree program with their current advisor. Applied Mathematics would

become a graduate field within the Department of Mathematics, while leadership of the Graduate Program in Scientific Computing would move to P&A. Graduate students interested in Applied Mathematics, Theoretical Physics, and Scientific Computing would continue to be recruited to Western Science.

The proposal to dissolve AM into the two other departments was made at a special meeting of the three departments of Applied Mathematics, Mathematics, and P&A on May 1, 2020. A detailed brief describing all aspects of the reorganization has since been drafted by the chairs of the three departments with input from all interested colleagues; a public version of this brief is available as [ITEM 9.1\(a\)](#).

ATTACHMENT(S):

[ITEM 9.1\(a\) – Dissolution of the Department of Applied Mathematics Brief](#)

Proposal to Close the Department of Applied Mathematics

Graham Denham (Mathematics), Robert Sica (Physics & Astronomy), Geoff Wild (Applied Mathematics)

In consultation with Matt Davison, Dean of Science

December 2020

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1. Executive Summary

- This document describes a proposal for the closure of the Department of Applied Mathematics in the Faculty of Science, as of July 1, 2021.
- This document is intended to fulfill requirements set out by the “Closure and Reorganization of an Academic Unit” Article of the 2018-2022 UWOFA Collective Agreement (Clause 2).
- While closure is a response to workload challenges faced by Applied Mathematics, it does open the door to new academic opportunities for faculty and students.
- No staff, Limited-Term faculty, Probationary or Tenured faculty positions will be eliminated as a necessary consequence of the proposed closure. Current Standing Appointments held by Limited-Duties colleagues will be honoured in new units. Staff members that currently support Applied Mathematics will continue to support faculty and students in the School of Mathematical and Statistical Sciences. Applied-Math faculty will be reassigned within Science, primarily to the Department of Mathematics and the Department of Physics & Astronomy, but with potential joint appointments to other Science units as appropriate. Future activities governed by the UWOFA Collective Agreement (especially APE) can be modified via Letters of Understanding.
- Responsibility for undergraduate programs and courses currently administered by the Department of Applied Mathematics will be divided between the Department of Mathematics and the Department of Physics & Astronomy. Proposed reassignment of faculty to new units will compensate for additional teaching responsibilities and will improve metrics by bringing the Department Physics & Astronomy nearer the Faculty-of-Science Weighted-Teaching-Unit (WTU) average.
- The academic requirements of the Applied Mathematics Graduate Program will be unchanged. The program, itself, will be administered in the Department of Mathematics and its Graduate Affairs Committee. Current students, including those supervised by colleagues being re-assigned to Physics & Astronomy, can choose to finish their degrees in Applied Math. Responsibility for the Collaborative Specialization in Scientific Computing will transfer from Applied Mathematics to Physics & Astronomy.
- As will be demonstrated in the following, program changes and reassignment of faculty members makes good academic sense and will strengthen the Faculty of Science.
- Extensive consultation with Applied Math faculty members has occurred, as has consultation with members of the Department of Mathematics and the Department of Physics & Astronomy; this consultation began in May 2020.
- Closure of Applied Mathematics fits with a longer-term vision for the Mathematical and Physical Sciences in the Faculty of Science.

2. Environmental Scan

The Department of Applied Mathematics is an academic unit within the Faculty of Science. It was founded in 1968 after a series of developments allowed members of the former Department of Mathematics & Astronomy to focus on areas of greatest interest to them at the time. Current research and teaching commitments in the Department of Applied Mathematics emphasize applications of mathematics and computation to the natural sciences, computational sciences, and engineering. Teaching commitments in Applied Mathematics are skewed heavily in favour of service courses, with about two dozen students finding their way to the department’s undergraduate modules each year.

Applied Mathematics has, for nearly two decades, worked closely with the Department of Mathematics to deliver undergraduate Calculus. Applied Mathematics also works closely with both the Department of Mathematics and the Department of Statistical & Actuarial Sciences by sharing staff resources and research facilities, under the umbrella of the School of Mathematical and Statistical Sciences. Applied Mathematics personnel have established formal connections with other units across campus, including the Brain & Mind Institute, the Department of Chemistry, the Department of Philosophy, the Rotman Institute, and the Department of Physics & Astronomy. Applied Mathematics personnel have also helped advance the teaching mission of the Faculty of Engineering for many years.

Over the past decade, the Department of Applied Mathematics has faced significant challenges, mainly related to workload. Undergraduate enrolments in the Faculty of Science and the Faculty of Engineering have increased, which in turn has led to greatly expanded enrolments in Applied Math courses. At the same time, the faculty complement in Applied Mathematics has been reduced markedly, exacerbating the impact of increased demand for teaching, on a per-person basis. To their credit, members of the Department of Applied Mathematics have continued to conduct top-quality research despite the challenges they face, but their pace is not sustainable.

Our ability to address the obvious challenges faced by the Department of Applied Mathematics is constrained by the current fiscal climate. Although the Faculty of Science has invested in new hires for the department, it cannot make the kind of targeted, sustained investment in the unit that the department requires. Alternative solutions to the challenges are needed. The alternative presented in this document involves the closure of the department with a reassignment of all staff and faculty personnel to new academic units within the Faculty of Science.

3. Vision and Opportunities

Our proposed vision for the Mathematical Sciences at Western is the following:

The Mathematical Sciences at Western will be a diverse and vibrant community of researchers, staff, students, and teachers. It will generate impact outside of mathematics proper, while remaining firmly rooted in the rigorous intellectual traditions of the discipline. It will be recognized as a leader on the international academic stage and will demonstrate that leadership locally by advancing the interests of Western.

Our vision for the Physics & Astronomy at Western is the following.

As physics becomes more highly interdisciplinary in the coming decades it is critical to bring together the physicists at Western, both theoretical and applied, together into a single collaborative hub. In addition to benefiting the research mission of the Faculty of Science, it will improve the student experience by giving students a broader exposure to the subject.

The closure of the Department of Applied Mathematics offers a new path toward achieving this vision. Applied-Mathematics faculty members have wide-ranging expertise in Biology, Chemistry, Computer Science, Engineering, and Physics. Departmental closure will afford these individuals time to share their perspectives with students and colleagues in units outside of mathematics. In some cases, this will be made even easier as new departmental affiliations become formally established. It also recognizes the fact that about half the current Department members hold PhDs in the field of physics.

At the same time, the lines between mathematics and its applications have shifted with time. New applications to the study of networks, data, and communication are of increasing interest. A departmental structure that unifies mathematics with its applications (outside of the physical sciences) will put Western in a strong position to continue internationally recognized research in a way that also supports future initiatives.

From an administrative perspective, departmental closure would allow staff roles to be streamlined. Team members no longer would be required to support program chairs in Applied Mathematics, as responsibility for Applied-Math programs will be subsumed by other units. At the very least, this will create space for even more effective delivery of services in the Mathematical Sciences and will create a more consistent experience for both students and faculty.

4. Undergraduate Programs & Courses

4.1 Overview of Applied-Math Undergraduate Responsibilities

Applied Mathematics is solely responsible for eight undergraduate modules. Applied Mathematics delivers a ninth module (Specialization in the Mathematical Sciences) jointly with the Department of Mathematics. The names and recent enrolments of all modules are presented in the table below. According to the Western Databook, in FW 2019-20 total undergraduate-program enrolment in Applied Math was 69 students, with 21, 25, and 23 students in Years 2, 3, and 4, respectively.

Table 4.1 Enrolments in undergraduate modules delivered by Applied Mathematics (IPB).

	2016-17				2017-18				2018-19			
	Year 2	Year 3	Year 4	Total	Year 2	Year 3	Year 4	Total	Year 2	Year 3	Year 4	Total
Major in Applied Mathematical Methods	1	2	2	5	0	5	2	7	0	2	1	3
Major in Applied Mathematics	5	12	4	21	7	16	7	30	4	12	13	29
Minor in Applied Mathematics	2	5	1	8	3	1	3	7	3	1	0	4
Specialization and Honours Specialization in Applied Mathematics	5	3	3	11	5	4	4	13	6	5	7	18
Minor Math & Numerical Methods	0	0	0	0	0	0	0	0	0	0	1	1
Honours Specialization Mathematical and Statistical Sciences*	0	0	2	2	0	1	2	3	0	0	2	2
Major in Scientific Comp & Numeric Methods	0	0	0	0	1	0	0	1	0	1	0	1
Major in Theoretical Physics	3	2	1	6	1	1	0	2	0	1	1	2
Total	16	24	13	53	17	28	18	63	13	22	25	60

*delivered jointly with the Department of Mathematics

4.2 Undergraduate Modules Transferred to Mathematics

The Department of Mathematics will assume responsibility for all Applied Mathematics modules (Minor, Major, and Specialization), the Major in Applied Mathematical Methods, and the Minor in Mathematical & Numerical Methods. The Department of Mathematics will also take full – rather than shared – responsibility for the Honours Specialization in Mathematical and Statistical Sciences (these are the first several modules listed in Table 4.1). Proposed changes would take effect on July 1, 2021.

One course cancellation is being proposed, and so impact on undergraduate students will be minimal. Where a course cancellation does occur due to currently unforeseen operational reasons, students can be accommodated with special permission to take suitable alternatives, as has been done this year in response to COVID-related changes to Applied-Math course offerings.

The one planned course cancellation is AM 3611F. There are only two modules that require this course: Honours Specialization in Applied Mathematics, and Honours Specialization in Financial Modelling. In the former case, the Department of Mathematics (the new home for Hon Spec in AM, see below) has identified suitable alternatives that can replace the AM 3611F. Mathematics will grant students in the Hon Spec AM module permission to substitute certain senior-undergraduate courses for AM 3611F in the event that their degrees need to be adjudicated before DAP approvals are complete. In the latter case, consultation with the Chair of the Department of Statistical & Actuarial Sciences (the home for Hon Spec in FM) has revealed that suitable alternatives to AM 3611F have already been identified; in fact, removal of AM 3611F is consistent with their future plans for this module.

4.3 Undergraduate Modules Transferred to Physics & Astronomy

Under this proposal, the Department of Physics & Astronomy will assume responsibility for the Major in Theoretical Physics and the Major in Scientific Computing and Numerical Methods following the closure of Applied Mathematics (the bottom rows in Table 4.1.). This transfer of responsibilities reflects the academic interests of the faculty members who will be reassigned to Physics & Astronomy. The transfer is also in keeping with the undergraduate training opportunities available in similar departments across Canada.

The impact on students is expected to be minimal for a few reasons. First, the enrolment in the modules in question is low (Table 4.1). Second, the Theoretical Physics module is sufficiently like ones already offered by Physics & Astronomy that any student hoping to pursue theoretical topics could do so through existing Physics modules; the Major in Theoretical Physics will be discontinued. The Scientific Computing and Numerical Methods module will be redesigned to include a broader range of courses in Mathematics, Physics & Astronomy, and Chemistry.

4.4 Redistribution of Undergraduate Courses

In a typical year, the Department of Applied Mathematics delivers about 45-50 separate undergraduate classes (FW and Summer combined), though some of these classes are different sections of the same half-course equivalent (HCE). Besides teaching its own program students, Applied Mathematics offers service courses for the Faculty of Engineering and the Faculty of Science.

In rough terms, this proposal will see service teaching for the Faculty of Science transferred to the Department of Mathematics, and service teaching for Faculty of Engineering transferred to the

Department of Physics & Astronomy. Most program courses currently offered by Applied Mathematics will transfer to Mathematics. Exceptions, here, include a small number of senior undergraduate courses with outcomes that emphasize Scientific Computing and Physics. These courses will go to Physics & Astronomy.

Overall, teaching in Applied Mathematics amounts to approximately 1300-1400 Weighted Teaching Units (WTUs), or more than 100 WTUs per full-time faculty member. This estimate is among the highest in the Faculty of Science, and similar in Mathematics. By way of comparison, a similar estimate in Physics & Astronomy is about 60 WTUs per full-time faculty member. Of course, WTU totals do not indicate the value of the teaching contribution made by any given unit. Large WTU gaps within a given Faculty, however, do suggest some rebalancing of responsibilities is needed. Moreover, given the desire to rationalize departmental growth, in part, using WTUs it seems clear that gaps like those seen above should be reduced, if not closed completely.

Details of the proposed transfer of undergraduate-teaching duties are provided in Tables 4.4.1 and 4.4.2. Table 4.4.1 shows 25.5 HCEs will be transferred to Mathematics, bringing an additional 743.5 WTUs to that unit. In many cases, responsibility for courses with a “Calc” code is either currently shared or has been shared in the past. In all cases, the transfer makes good academic sense. Table 4.4.2 shows that 25.5 sections HCEs will be transferred to Physics & Astronomy, along with 694 WTUs. In several cases, the transfer has no impact on workload as Physics equivalents of mothballed Applied Math courses exist. In all cases, the transfer of courses makes good academic sense.

Table 4.4.1 Undergraduate-teaching duties to be transferred to Mathematics

	Title	HCE (Sections)	Projected WTUs	Comment
AM 1201B	Calculus and Probability for Biology	4	200	
AM 2402A	Ordinary Differential Equations	1	20	
AM 2811B	Applied Linear Algebra	1	17	
AM 2814G	Numerical Analysis	1	17	
AM 3615A	Mathematical Biology	0.5	1.5	Can alternate with Applied Computer Algebra, so cell weighted by 0.5
AM 3811A	Applied Complex Variables	1	5	
AM 3813B	Nonlinear ODEs and Chaos	1	5	
AM 3815A	PDE 1	1	14	
AM 4615A	Applied Computer Algebra	0.5	1.5	Can alternate with Mathematical Biology, so cell weighted by 0.5
AM 4624B	Introduction to Neural Networks	1	1.5	

AM 4815B	PDEs II	0.5	2	Alternates with AM 4817B, so weighted by 0.5 in cells
AM 4999Z	Honours Thesis Project	1	1	
Calc 1000A	Calculus I	6	250	Currently taught in partnership with Math
Calc 1301B	Calculus II	4	150	Summer offerings as well (significant)
Calc 2402A	Calculus for Statistics	1	38	
Calc 2503B	Advanced Calculus II	1	20	
Total		25.5	743.5	

Table 4.4.2. Undergraduate-teaching duties to be transferred to Physics & Astronomy.

	Title	HCE (Sections)	Projected WTUs	Comment
AM 1411A	Linear Algebra for Engineering	2	140	Engineering enrolments grew to ca 700 in FW 2020-21
AM 1412A	Applied Math for Engineering I	5	145	Engineering enrolments grew to ca 700 in FW 2020-21
AM 1414B	Applied Math for Engineering II	5	145	Engineering enrolments grew to ca 700 in FW 2020-21
AM 2270A	Applied Math for Engineering II	4	110	
AM 2276B	Applied Math for Engineering III (Mech/Elec)	4	85	
AM 2277B	Applied Math for Engineering III (Chem/Civ)	1	25	
AM 3413B	Advanced Applied Mathematics for Mech Engineering	1	20	
AM 3415B	Advanced Applied Mathematics for Elec Engineering	1	20	
AM 3151A/B	Classical Mechanics I	0	0	Equivalent to Physics 3151A/B
AM 3911G	Modelling and Simulation	1	3	Antirequisite is Physics 3926F (due to similarities)
AM 4251A/B	Quantum Mechanics II	0	0	Equivalent to Physics 4251A/B

AM 4351A/B	Electromagnetic Theory II	0	0	Equivalent to Physics 4351A/B
AM 4551A/B	Introduction to Elementary Particles	0	0	Has not been offered recently
AM 4613B	Finite Element Methods	0.5	2	Alternates with AM 4617B, so weighted by 0.5 in cells
AM 4617B	Numerical Solutions of PDEs	0.5	2	Alternates with AM 4613B, so weighted by 0.5 in cells
AM 4817B	Methods of Applied Mathematics	0.5	2	Alternates with AM 4815B, so weighted by 0.5 in cells
Total		25.5	694	

5 Graduate Programs & Courses

5.1 Overview of the Applied-Mathematics Graduate Program

The Applied-Mathematics Graduate Program offers three degrees: a course-based MSc, a thesis-based MSc, and a PhD. To support these programs, Applied Mathematics offers a variable number of graduate-level courses. In recent years, the number of dedicated graduate-level courses has been between 2 and 4 HCEs. There are 2 core HCEs in the PhD program.

There are currently 32 students enrolled in the Applied Mathematics Graduate Program:

- 1 Domestic MSc
- 10 International MSc
- 6 Domestic PhD
- 15 International PhD

An Applied-Mathematics Faculty Member also coordinates a Collaborative Specialization in Scientific Computing, and occasionally staffs a graduate-level course for students enrolled in this program.

5.2 Transfer of Applied-Mathematics Programs to Mathematics

As of July 1, 2021, the Applied-Mathematics Graduate Program will be managed by the Department of Mathematics alongside the current Mathematics Graduate Program. Importantly, two different administrative-team members support the Applied-Math and Math graduate programs, respectively. Moreover, total program support for both programs does not exceed 1.0 FTE. Following the closure of Applied Mathematics, one administrative-team member and one Graduate Chair will manage both programs.

All but one student currently enrolled in the Applied-Mathematics Graduate Program will remain in the program and be relocated to the Department of Mathematics. The lone student not relocating to Mathematics plans to transfer to the Physics Graduate Program, and this plan has been reviewed by Physics & Astronomy leadership.

From consultations involving the Graduate Chairs of Mathematics and Applied Mathematics (July 21, Oct 6), it is evident that graduate students in Applied Mathematics are funded in a way (and at a level) that

agrees closely with the funding schemes in Mathematics (Table 8.2.1). One potential consequence of transferring some of the Applied-Math undergraduate-teaching responsibilities to Physics & Astronomy is the loss of GTA funding support. At present the Department of Applied Mathematics must hire about 10.0 GTAs from outside the program in order to meet its staffing needs. Thus, any reduction in overall funding to Applied-Math graduate students, as a group, is projected to be minimal and could be compensated by increased contributions supervisor research grants, or other temporary sources (see Section 7.2). A larger consultation involving Applied-Mathematics faculty interested in being reassigned to Mathematics and Mathematics faculty (Oct 15) reinforced the idea that programs are sufficiently similar that they can be managed harmoniously.

Not all Applied-Mathematics faculty members plan on being reassigned to Mathematics. Those individuals will still be able to shepherd their current graduate students through to completion. It is the understanding of leadership in Mathematics and Faculty of Science that individuals not seeking reassignment to Mathematics would eventually focus their supervisory efforts primarily on the graduate program of the departments where their primary appointment(s) lies.

Consultation with the Department of Physics & Astronomy has identified a potential funding gap for that subset of the Applied-Math faculty who plan on relocating to Physics & Astronomy. Minimum funding for graduate students in that department is \$28 000 per year, whereas Applied-Math faculty members need only commit to providing \$25 000 per year at present. This may impact a handful of research groups negatively in the short term, as faculty PIs transition from supervising in the SMSS to supervising in Physics & Astronomy¹. As noted below (Section 7.2), carry-forward funds can be disbursed to Physics & Astronomy to cover any gaps that come to be realized in practice.

Current graduate students and alumni are concerned about visibility of the program that awarded them (or will award them) their degrees. Specifically, these stakeholders are concerned that their credentials will be called into question following the closure of the Department of Applied Mathematics. Concerns like these are not unheard of, as other academic units at Western have closed in the past. With that in mind, it is not surprising that Western has experience addressing these concerns. In the event that this proposal is accepted, alumni will be provided with official letters attesting to the validity of their degree, and an explanation of the history of the Applied-Mathematics Graduate Program will be posted on the webpage of the School of Mathematical and Statistical Sciences.

5.3 Transfer of Responsibility for Collaborative Specialization to Physics & Astronomy

The Department of Physics & Astronomy will be responsible for administering the Collaborative Program in Scientific Computing as of July 1, 2021. This includes providing a faculty member to serve as Program Coordinator and providing staff support.

This proposal is consistent with the academic expertise and research interests of Applied-Math faculty members who plan to seek reassignment to Physics & Astronomy. It is also consistent with the proposed transfer of undergraduate courses: senior-undergraduate courses being transferred to Physics & Astronomy are cross-listed with graduate courses relevant to progress in the Collaborative Specialization.

¹ It should be noted that two faculty members who have proposed a move to Physics & Astronomy already have joint appointments to that unit, and three others do not maintain a research group.

6 Reassignment of Staff and Faculty

No staff or faculty positions will be eliminated as a necessary consequence of the closure of Applied Mathematics.

Currently, staff supporting Applied Mathematics work with the School of Mathematical & Statistical Sciences (SMSS) as part of a larger administrative team. These staff members will continue to work in the SMSS, but the specifics of their roles may change slightly in recognition of the fact that Applied Mathematics would no longer be a unit within the SMSS.

In consultation with Applied-Mathematics faculty members, the reassignments outlined in Table 6.1 and Table 6.2 have been proposed. Alongside potential reassignments, those tables explain how the workload of each faculty member would be distributed following closure of Applied Math. For context, a regular 40/40/20 probationary or tenured appointment Applied-Math requires a faculty member to teach 4 HCEs or 3HCEs with significant graduate-thesis supervision. Not included in either Table 6.1 or 6.2 is Prof. D. Goldman, whose current appointment with Applied Mathematics (joint with Medical Biophysics, Schulich; 20% AM/ 80% MBP) expires on June 30, 2021. We will address the potential for continuing the joint appointment in the event that this proposal is accepted.

Reassignment will provide personnel needed to cover the HCEs transferred to Mathematics and Physics & Astronomy, respectively (Tables 6.1 and 6.2). Key advantages that will result from reassignment include eliminating the need for teaching relief for the Applied-Math Chair and Associate Chairs, and reduced reliance on LD instructors.

Note that 741 WTUs will follow eleven faculty members to Mathematics. Since this amounts to $741/11 = 67$, the transfer will lower the current WTU-per-faculty rate in Mathematics. Note also that 693 WTUs will follow seven faculty members to Physics & Astronomy. Since this is $693/7 = 99$ WTUs per faculty member, the transfer will raise the current WTU-per-faculty rate in that unit, helping to correct the imbalances previously discussed.

There are two Part-Time faculty members associated with Applied Mathematics. Natalia Kiriushcheva has a Standing Appointment connected to Calculus 1000A and we propose that this appointment follow Calculus 1000A to the Mathematics Department. Zinovi Krougly has a Standing Appointment in Calculus 1301B and AM 3611F, and we propose that the former follow Calc 1301B to the Mathematics Department. As mentioned above, we are proposing the cancellation of AM 3611F along with the closure of Applied Mathematics. Should this proposal be accepted, then, appropriate arrangements will be made for Krougly.

Outstanding issues related to Workload or Annual Performance Evaluation of UWOFA Members can be addressed through Letters of Understanding, if closure is approved.

Emeritus Professors will continue to have access to shared office space through the School of Mathematical & Statistical Sciences. Staff in the School of Mathematical & Statistical Sciences will also continue to administer grants for retired faculty members, with approvals via Mathematics.

Table 6.1 Full-time Applied-Math faculty members to be reassigned to Mathematics

Name	Area of Expertise	Rank	Workload Following Closure (T/R/S)	Comment	Additional HCEs covered in new unit following closure
Davison	Quantitative Finance, Risk Management	Professor	40/40/20	Joint with DSAS, currently Dean of Science	1.5
Essex	Thermodynamics, and Dynamical Systems	Professor	40/40/20	Joint with P&A	2
Ghorbanpour	Geometry, Mathematical Physics	Assistant Professor	80/0/20	Limited Term	4
Jeffrey	Computer Algebra	Professor	40/40/20		2
Muller	Computational Neuroscience, Math Biology	Assistant Professor	40/40/20	Joint with BrainsCan, 40/40/20 after 2023	3
Nguyen	Theoretical Physics	Assistant Professor	72/0/8	Limited Term, not 100% FT	7
Reid	Computer Algebra, PDEs	Professor	40/40/20		4
Wahl	Math Biology	Professor	40/40/20		3
Wild	Math Biology	Professor	40/40/20		3
Zou	Dynamical Systems, Math Biology	Professor	40/40/20		3
Yu	Dynamical Systems, Mathematical Biology	Professor	40/40/20		3
Unknown	Math Biology	Assistant Professor	40/40/20	Job Advertised, Joint position with Math	3

Total: 38.5

Table 6.2. Full-time Applied-Math faculty members to be reassigned to Physics & Astronomy

Name	Area of Expertise	Rank	Workload Following Closure (T/R/S)	Comment	Additional HCEs covered in new unit following closure
Buchel	Theoretical Physics	Professor	40/40/20	Currently, Joint Appointment with Physics & Astronomy	2
Denniston	Condensed Matter Physics, Scientific Computing	Professor	40/40/20	Currently, Joint Appointment with Physics & Astronomy	1.5

Essex	Thermodynamics, and Dynamical Systems	Professor	40/40/20	Joint with P&A	2
Karttunen	Soft Condensed Matter Physics, Scientific Computing	Professor and Tier I CRC	20/60/20	Currently, Joint Appointment with Chemistry	1
MacIsaac	Condensed Matter Physics, Scientific Computing	Assistant Professor	80/0/20	Limited-Term, no end date	8
Tudose	Quantum Mechanics	Assistant Professor	80/0/20	Limited-Term, no end date	8
Vidotto	Foundations of Physics	Assistant Professor	20/60/20	Currently, Joint Appointment with Philosophy; Tier II CRC Candidate	1

Total: 23.5

7 Reallocation of Other Resources

7.1 Space and Furniture

Space will remain under the control of SMSS and office furniture will remain in place. **Physics and Astronomy will work with Applied-Math faculty who want to relocate to PAB to find appropriate space for themselves and their students.** Math and Applied Math are already collocated in Middlesex College.

7.2 Carry-forward Funds

Science Dean's office will control the balance of carry-forward funds currently controlled by Applied Mathematics. This office will distribute the funds pro rata.

7.3 Computing Resources

Workstations used to support research, locally, in Applied Math will remain accessible to current Applied-Math Faculty for the duration of the equipment's life. Teaching-related computing resources can be divided in a rational way between departments.

8 Consultations

8.1 Applied Mathematics

The Science Dean's intention to develop a proposal for the closure of Applied Mathematics was announced to staff and faculty by the Chair of that unit in a series of small-group meetings. These meetings were held on April 23-24 of 2020. One week later, on May 1, the Science Dean hosted a town-hall style meeting for members of Applied Mathematics, Mathematics, and Physics & Astronomy. At that meeting, the challenges facing Applied Mathematics were acknowledged, and possible forms that a proposal for closure could take were presented.

Following the town-hall meeting, the Science Dean welcomed the receipt of email feedback from Applied-Mathematics faculty members. In addition, the Chair of Applied Mathematics hosted two one-

hour input meetings for Applied Math faculty (May 6, May 12)². At the meetings Applied-Math faculty members asked to create a grass-roots document outlining concerns. Two faculty members outside of the departmental leadership team volunteered to create a consultation document. The result of the consultation has been appended.

Key interests raised by the grass roots Applied-Mathematics consultation include:

- Support for undergraduate and graduate students currently enrolled in AM programs.
- A desire for teaching assignments to be made for a multi-year period.
- Subsidized financial support for graduate students supervised by Applied-Math faculty and targeted support for research programs of Applied-Math faculty members.
- A desire for multiple opportunities for input into the plan for Applied-Math closure.

Some of the points raised are clearly reflected in this plan; others involve arrangements that have been collectively bargained and measures to address these will not be taken. While some recommendations arising from points above have been adopted, not all recommendations have been. It must be emphasized that no plan for departmental closure can guarantee zero impact.

Based on a subsequent consultation (Dec 11, 2021) key recommendations adopted include:

- The creation of a list of potential instructors in each department who would be capable of teaching each Applied-Math course transferred to the unit. Where appropriate, the list produced for one department may include former members of Applied Math not in said unit. Such cross-over is meant to be an indication of the flexibility that can be achieved through inter-departmental collaboration.
- The Graduate Chair in Applied Math will produce estimates of potential shortfalls in financial support for each current graduate student in Applied Math. The aim of such a list would be to guide the distribution of funds (e.g. current AM carry-forward funds), and/or the assignment of GTA positions until said students have completed their degrees.
- Consultations with donor families connected to "Fund 4" accounts in Applied Math (Mignerone Travel Fund, Rasmussen Award) to determine the appropriate procedure for disbursement of funds going forward.

8.2 Mathematics Undergraduate Chair (David Riley³)

Housing the undergraduate programmes from both Mathematics and Applied Mathematics in a single department (namely, the Department of Mathematics) presents us with various challenges and opportunities.

First of all, I believe this change will naturally foster a much greater sense of community within the mathematical sciences, something that has already begun to develop within our new School of Mathematical and Statistical Sciences. Sharing physical space and a single departmental webpage should only accelerate this process.

² Applied-Math faculty members who will be reassigned to Physics & Astronomy have been kept abreast of activities in that department via emails and have been invited to attend (and are attending) regular departmental meeting.

³ Chair of an ad hoc committee with representation from Applied Mathematics (Wahl and Reid) reporting on consensus achieved by this committee.

More importantly, the Joint Curriculum Committee has been tasked with developing a proposal that embraces this unusual academic opportunity. The primary objective of this proposal is to enhance the cross-disciplinary training of all undergraduate students enrolled in the Mathematics and Applied Mathematics programmes.

Between the two departments, we currently offer 15 modules (six in Mathematics and nine in Applied Mathematics). The total enrolment in these modules is heavily concentrated in only a few from each department. Therefore, the Committee is developing a DAP proposal to replace the existing collection of modules with a simplified set of six harmonized modules; namely, a Major and Honours Specialization in each of Applied Mathematics and Mathematics and a Minor and Specialization in Mathematical Sciences. The Honours Specialization modules are viewed as the normal pathway to graduate studies for students in the respective programme. Practically speaking, the Specialization in Mathematical Science is meant as a joint “fall back” module for any students who are unable to meet the standards of one of our two newly defined Honours Specialization modules.

After first year calculus and linear algebra, students who enroll in the current Mathematics and Applied Mathematics modules generally share only second year calculus. We would like to change this because we believe strongly that Mathematics students would benefit greatly from more exposure to the concrete applications of mathematical theory, while Applied Mathematics students would benefit greatly through more experience with rigorous axiomatic mathematics. To this end, we intend to require all Mathematics students to take some applied courses and all Applied Mathematics students take some theoretically based courses, the minimum number of these crossover courses depending on the module in question. Furthermore, the Committee views some of our current modules as overly prescriptive in that they do not always permit students the academic freedom to count relevant courses that interest them simply because they happen to lie outside their particular programme of study. So, we propose to make it possible for all Applied Mathematics students to count more Mathematics courses towards their module, and vice versa.

We believe these simple practical changes will improve the overall academic training of all programme students in the mathematical sciences.

8.3 Mathematics and Applied-Math Graduate Programs (Chris Kapulkin, Xingfu Zou)

Table 8.2.1 Summarizes the discussions involving Graduate Chairs of Applied Mathematics and Mathematics, respectively. Meetings were held on July 21 and Oct 6. Table 8.2.1 was shared with Applied Mathematics faculty interested in being reassigned to Mathematics at a meeting held on Oct 16. At that meeting, the table was also shared with Mathematics faculty and attendees had a chance to discuss its contents. There was a consensus expression of support for the proposal at the meeting.

Table 8.2.1 Comparison of Graduate programs offered by Applied Mathematics and Mathematics.

Applied Mathematics	Mathematics
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<p>Admission</p> <ol style="list-style-type: none"> 1. A supervisor is needed to care academic and financial responsibility (for minimum of two years for MSc, and four years for PhD). 2. Supervisor's minimum financial commitment: \$6k for PhD; \$5.5k for domestic MSc; \$7k for international MSc. 3. Procedure: in general, faculty identify potential students first and then graduate affair committee (GAC) discusses these recommended students; occasionally, GAC recommend exceptional strong students to related supervisors. 	<p>Admission</p> <p>Program-based admissions:</p> <ol style="list-style-type: none"> 1. Applications are screened by the Grad Affairs Committee. 2. Selected applications are distributed to potential supervisors. 3. Offers are made based on supervisors' preferences and the evaluation of the Grad Affairs Committee. <p>Supervisors need to commit 7k/year for a Ph.D. student (4 years) and 3k/year for an M.Sc. student (1 year). Note M.Sc. students in Math are not thesis students.</p>
<p>Course Requirements</p> <ol style="list-style-type: none"> 1. Thesis based MSc: 4 courses (plus a thesis) 2. Course Based MSc: 8 courses including one project course (AM9999). 3. PhD: 4 courses including the two mandatory core courses: (A) PDEs; (B) Advanced Numeric Methods. 4. Minimum average of 78% and no course has below 60% are required. 	<p>Course Requirements</p> <p>The M.Sc. program is one-year course-based – students complete 8 half-courses, including 5 designated core half-courses, including at least one course in each: Algebra, Analysis, Geometry/Topology. Core courses have regular homework and exams.</p> <p>Ph.D. students are required to take a total of 6 courses, including at least three at level 9100+.</p> <p>The average of 70+ with no grade below 60 is required.</p>
<p>PhD comprehensive exam</p> <ol style="list-style-type: none"> 1. A PhD student must pass the comprehensive exam by the end of first year. 2. Once a year, typically in later May or early June. If failed the first time, a second sitting (make-up) is allowed by the end of August. 3. Consisting of two parts: (I) undergraduate level courses (calculus, linear algebra, differential equations, numeric methods); (II) contents at graduate level, including the two core courses, plus research area related questions. 	<p>Ph.D. comprehensive exam</p> <p>Part 1: Exams in abstract algebra and analysis to be passed by the beginning of the 2nd year. These exams are offered twice a year (May and October), and a student is allowed 2 attempts at each exam.</p> <p>Part 2: To be completed within 8 months of Part 1, it consists of a written document (10-15 pages), one-hour presentation, and one-hour examination by the supervisory committee.</p> <p>Internal defense: 2 weeks before submitting draft dissertation to SGPS.</p>
<p>Progress track of PhD students</p> <ol style="list-style-type: none"> 1. A supervision committee of three (supervisor and other two faculty) is needed 2. Annual PhD talk: each PhD student is required to give a presentation in late August or early September to report his/her progress in the past year 	<p>Progress track of Ph.D. students</p> <ol style="list-style-type: none"> 1. Supervisory committee of 1-2 faculty members in addition to the supervisor. 2. Annual reports, now moving to Pathfinder.

Potential future of the programs:

1. One program with one Graduate Chair, but different degrees (Ph.D. Applied Math, Ph.D. Math, etc.).
2. Unified admissions, recognizing different character of different degrees. Funding commitments would stay at their current levels.
3. Course requirements for Ph.D. programs would remain different. M.Sc. programs are already very similar.
4. Ph.D. Comprehensive Exams would remain different. Potential for improving efficiency in the future.
5. Methods of tracking progress of Ph.D. students could be unified.

8.4 Physics & Astronomy Chair (Bob Sica)

The creation of an Applied Mathematics Department at Western in the early 1970s was a bold experiment that reflected a more siloed approach to theory versus experiment which was appropriate at the time. However, two major paradigm shifts have occurred in the last 50 years. First is the explosion of computational science, expanding the world of physics beyond just theory and experiment. Second is the now highly interdisciplinary nature of physics. Currently almost every member of the Physics and

Astronomy Department works primarily in an interdisciplinary area where one or more of biology, chemistry, earth science, computer science, engineering, etc. converge with physics. This interdisciplinary trend is the result of the fundamentally reductionist approach physics takes to problem solving, which has broad applicability to many problems.

This broad applicability is also true for applied mathematics. At Western this breadth has resulted in an Applied Mathematics Department where about half of the research-active faculty identify as mathematicians, while the other half identify as theoretical physicists. There is nothing subtle in regard to this fit; the Applied Mathematics members who would potentially join the Physics Department *all* have PhDs from Physics Departments. They are able to teach any of the foundational physics courses in our Department, as we would expect of any Department member. Several of them already collaborate with current Department members. Two members currently hold Joint Appointments between Applied Mathematics and Physics, and another holds a CRC Tier II Chair in the “Foundations of Physics.”

In conclusion, bringing these members into Physics & Astronomy from Applied Mathematics has no element of trying to fit a round peg into a square hole. It is a natural fit that reflects the evolution of research in the two Departments over the last half century.

8.5 Physics & Astronomy Undergraduate Program (Pauline Barmby)

Two modules offered by Applied Mathematics are closely aligned with Physics & Astronomy:

Theoretical Physics Major

- No students are currently enrolled in this module.
- This major requires students to also complete a major or minor in applied math. The combination of theoretical physics and applied math modules is very similar to Physics modules offered by Physics & Astronomy, such that a student who had been planning to enrol in theoretical physics could be accommodated by switching to a Physics specialization or honours specialization.
- Admission to this module will be discontinued.
- The existing Advanced Physics minor module will be adapted to emphasize theoretical physics in the future; we have a team in the Department currently developing this pathway.

Scientific Computing & Numerical Methods Major

- Six students are currently enrolled in this module: 3/2/1 in years 4/3/2, respectively.
- Students already in the module will be supported in completing their programs; this is already happening with special permissions for such students to take relevant physics courses.
- This module is being redesigned to include a broader range of courses in Mathematics, Physics & Astronomy, and Chemistry.
- Complementary “computational physics” modules are also being developed with planning for this is already underway involving members of both Applied Mathematics and Physics & Astronomy.

Two Applied Mathematics courses (AM2402A, AM 3815A) are required for students in Physics & Astronomy (and other) modules. These have some overlap in content with Applied Mathematics courses required by upper-level engineering students (AM2270A, 2276B, 2277B, 3413A, 3415A) that are also planned to move to Physics & Astronomy. Discussions on possible rationalization of these courses are underway between both Departments and Engineering.

8.6 Physics & Astronomy Graduate Program (Aaron Sigut)

Consultation: The Applied Mathematics (AM) faculty members (potentially) joining the Physics and Astronomy (P&A) Department have been invited to P&A Faculty Meetings since the announcement of the dissolution of the AM Department at our May 1, 2020, faculty retreat. This includes faculty meetings on May 29, June 24, July 24, September 17, and October 15. A significant portion each of these meetings was devoted to discussing the graduate issues connected with dissolution of the AM Department. At the meeting on June 24, Colin Denniston (Applied Math/Physics) gave a presentation on the workings of the Applied Mathematics graduate program and highlighted several concerns the transferring faculty have with supervising students in the Physics graduate program. This presentation informed much of the subsequent discussion.

Physics Graduate Program Review Timeline: The Physics (and Astronomy) graduate programs were scheduled for periodic review in 2021, with the written brief due in June, 2021. We have secured permission from SGPS (Linda Miller) and the Provost (Andy Hrymak) to delay the periodic review for one year until 2022. This delay allows the new Departmental members from AM (both faculty and graduate students) to be fully involved in the planning and preparations for the graduate review (i.e., consultation; brief development; planning for/participation in the site visit).

Transferring Graduate Students: P&A has identified those students who wish to transfer to the Physics graduate program by July 1, 2021. We have been in contact with them and their supervisors about course requirements, timelines, and the PhD comprehensive exam.

Graduate Students Remaining in the Applied Math Program: It is the understanding of P&A that AM graduate students can opt to finish their Applied Mathematics degrees, instead of transferring to another graduate program, and that the Applied Mathematics graduate degree will now be administered by the Mathematics Department. The only issue we can see is that of the total GTA allotments in the 2021/22 academic year: with some AM undergraduate courses moving to Physics and others to Mathematics, the total number of GTA units formally available to continuing AM students *may* be insufficient, but this is difficult to quantify without information from the Faculty of Science about the GTA allotments for the 2021 academic year.

Admissions: Admissions in P&A are governed by a vetting committee of three faculty members that reviews all applications via a rubric and decides on admissibility. Once a student is deemed admissible, the application is opened up to potential supervisors. We plan to appoint one additional member to the physics vetting committee, chosen from among the transferring AM faculty. This member will broaden the expertise of the committee and help with the workload arising from increased applications.

Funding: The graduate funding model in P&A is similar, but not identical, to that used in AM: the P&A minimum stipend is somewhat larger (\$28,000 v. \$25,000) and the program funding (WGRS) is distributed somewhat differently. The new members from AM will bring a larger number of international graduate students to the Physics program. In addition, the undergraduate teaching reassignments resulting from the dissolution of AM will likely lead to a larger number of GTA appointments in the P&A Department. As the number of GTA appointments has been an important limitation on the growth of the Physics program, this change will be very positive.

Student Advisory Committees: All P&A graduate students have a three-faculty-member advisory committee (AC) that meets twice yearly with the student (October/April) to offer advice and assess

progress. This is different from the practice in AM, where advisory committees meet only if there is a problem with student progress. P&A plans to continue with twice-yearly, required AC Meetings.

Course Requirements: Both the MSc and PhD Physics degrees have a 3.0 half-course equivalent (HCE) course requirement. Transferring AM faculty felt the requirement of completing all three “core physics” half-course courses (Electrodynamics, Quantum Mechanics, and Statistical Mechanics) as part of this requirement was too restrictive for their students, a feeling echoed by some current P&A members. Following discussion at several faculty meetings, it was decided at the July 24th meeting, that the Physics MSc and PhD requirements would be changed to “3.0 HCE with at least 2.0 HCE chosen from the offerings of the P&A Department, approved by the student’s Advisory Committee.” A major program modification request has been made to SGPS and is in the approval process. These changes considerably increase the flexibility of course requirements in the Physics graduate programs.

Course Offerings: Development of a new Physics course catalogue was initiated at the October 15th faculty meeting, modelled on the successful revision of the Astronomy graduate courses in 2019. This revision will examine the role of our “core” courses (see above), introduce new courses, consolidate our current offerings, and explore the potential of using more quarter-courses (0.5 HCE). Transferring AM faculty will be fully involved in this process, and we expect new courses to be introduced, with some AM graduate courses transferred to the Physics program. This process will be complete by the end of January 2021, with the new curriculum in place for September 2021.

Comprehensive Exam: The Physics PhD requires the completion of a comprehensive exam, given in two parts and usually completed within the first year of study. Part 1 is a series of written tests (covering classical mechanics, electrodynamics, quantum mechanics, and statistical mechanics) completed as part of a graduate half-course Physics 9610 “Fundamentals of Physics.” Transferring AM faculty expressed reservations on the narrow focus of the exam topics, similar to the course requirement concerns outlined above. To address this, the P&A Department approved a motion at the September 17th faculty meeting to expand Physics 9610 to a full year (blended) course with eight topic areas, i.e. four new topics will be added to the four listed previously, of which a student must complete four of their choice. The topics for these four new modules will be developed with the input of the transferring AM faculty, and the new Physics 9610 will be in place for September 2021. Part 2 of the comprehensive exam, an orally defended research report, will remain, as this report is tailored directly to the student’s research area.

The Collaborative Specialization in Scientific Computing: It is the understanding of P&A that the administrative home of the Scientific Computing collaborative specialization program will move to the P&A Department as of July 1, 2021. Both Astronomy and Physics MSc and PhD degrees have been long-standing participating degrees in this program, and we expect participation to deepen with the transfer of some AM faculty to our Department. Note that this collaborative program is separately accredited and reviewed, and changes need to be initiated by the director in consultation with all participating Departments.

Implications for the Astronomy Graduate Program: The P&A Department is also the home of MSc and PhD degrees in Astronomy. We do not anticipate any impact on the Astronomy graduate degrees from the dissolution of the AM department.

ITEM 10.1 – Update from the Vice-President (Research)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

L. Rigg, Vice-President (Research) will provide an oral update on the Associate Vice-President (Research) Portfolio Structure.

Report of the COU Academic Colleague, Professor Erika Chamberlain January 2021

The COU Academic Colleagues met via Zoom on 8-9 December 2020. The following discussion items may be of interest to Senators.

Indigenous Faculty Survey: on December 14, COU released *Lighting the Fire: Experiences of Indigenous Faculty in Ontario Universities*. This survey, believed to be the first of its kind in Canada, had 86 participants from across the province, of all academic ranks. Participants were surveyed about their experiences in research, teaching, service, and leadership.

Among the primary findings were the significant service activities of Indigenous faculty, especially a perceived obligation to represent Indigenous perspectives in a range of committees and initiatives on campus. Participants described the supports offered by their institutions with respect to teaching and research, as well as their experiences of racism (subtle or overt), tokenism, and challenges to their credentials by both faculty and students. The report concludes with Calls to Action for university leaders, including measures related to research ethics boards, support for Indigenous pedagogies, practices and spaces, mentorship for Indigenous faculty, and a review of policies relating to Indigenous community engagement.

The report can be accessed here: <https://ontariosuniversities.ca/indigenous-faculty-ontario-universities>

Financial Sustainability Advocacy: in the context of COVID-19, COU has been advocating for adequate revenue for universities, as well as affordability and access for students. COVID-related costs and lost revenues are estimated to be more than \$1B across the sector for this fiscal year. Most of the costs are for upgrades to remote learning infrastructures, student supports, and health and safety. The lost revenue is mainly on the ancillary services side (parking, residences, conference services).

SMA3: the Strategic Management Agreements are now publicly posted. The government has agreed to de-couple funding from performance for the first two years of SMA3 because of the de-stabilizing effects of COVID-19. Generally speaking, the framework is not expected to cause financial instability for Ontario universities.

Universities' Role in Combating Misinformation: The Academic Colleagues hosted Dr. Scott Henderson from Trent University to lead this discussion, which was inspired by but not limited to the pandemic. Dr. Henderson noted that the increasing volume and rapid spread of information can weaken an individual's ability to discern good information from misinformation. These factors also create challenges for academics, who validate their work through a lengthy and rigorous peer-review process. Often, individuals have already made up their minds about an issue by the time research is made public.

Colleagues noted that one of the most important ways in which universities can contribute to combating misinformation is to provide a high standard of education that enables students to critically evaluate information. Colleagues also stressed the importance of being transparent about what we know and what we don't yet know, stressing that scientific knowledge is still evolving.

ITEM 12.0 – Discussion and Question Period

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

Navitas

J. Toswell, Senator

A year ago at this time Senate for the first time learned that a private for-profit firm was in consideration to recruit international students and deliver the university's first-year programs to those students in an on-campus facility and in some level of collaboration with the university's faculties. The students, if successful in their first-year studies, would receive automatic entrance into second-year programs at Western. The firm in question, Navitas, would be recruiting students from a broader range of countries than current recruitment of international students was reaching, and would bring students into a broader range of on-campus programs than was currently the case (international students were concentrated in two or three programs, notably BMOS, Engineering, and Science). The initial discussion at Senate was not positive, and the issue remained in contention through the first eight months of 2020, eventually resulting in votes against Navitas in the following faculties. Here, for reference, is the motion as it was put at the Faculty of Arts & Humanities Faculty Council, and the results from all the other Faculty Councils:

The Faculty of Arts and Humanities Council does not support the outsourcing of the crucial work of teaching first-year international undergraduates at Western to a private, for profit international 'pathway' college such as Navitas.

Music: 52 for, 1 against, 5 abstain
Science: 99 for, 14 against, 9 abstain
Social Science: 155 for, 6 against, 11 abstain
Arts and Humanities: 88 for, 6 against, 8 abstain
FIMS: all for - none against, none abstain
Education: approx 40 for, 1 against, a few abstain

When this question was raised at Senate in the fall, the then-provost said that progress on the initiative now involved determining which faculties would accept engagement with Navitas. Given that a majority of Western's Faculty Councils, which are decision-making bodies whose constitutions are approved by Senate and whose decisions are binding, have now rejected any connection with Navitas, can we please confirm that the university's negotiations with this firm and others with its method of approach are at an end?

Affiliated University Colleges

J. Toswell, Senator

The relationship between Western (Main Campus) and its three affiliated colleges (Brescia, Huron, King's) is governed by the Affiliation Agreement, which was most recently approved in 2019. The previous iteration was dated 10 June 2013. These agreements are approved by Senate and recommended to the Board of Governors of Western; the signatories to the 2019 document, on 28 November 2019, were Dr. Andrew Hrymak, Provost and Vice-President (Academic) on behalf of the University of Western Ontario, Dr. Susan Mumm (Principal, Brescia University College), Dr. Barry Craig (Principal, Huron University College), and Dr David Malloy (Principal, King's University College). As many Senators will recall, it covers many issues, including academic quality and excellence since the undergraduate degrees granted to students of the Affiliated University Colleges are University of Western Ontario degrees. The affiliation agreement provides for which programs are offered only on Main Campus and which at individual affiliates, parity in quality of teaching and learning, use of facilities including various services for students, the library, technological services, and more. It enjoins the affiliates from concluding academic partnerships, or articulation agreements without permission and a signature from the University. Appendices cover entrance averages and the need to reduce the gap between entrance averages at the affiliates and Main campus over the next several years, summer course offerings, and the fee agreement, which requires an Affiliation Fee paid to Western "at a rate of 12% of the individual Affiliate's undergraduate and graduate enrolment-related grants and tuition revenues." For purposes of the Strategic Mandate Agreements with the provincial government, the affiliates are part of Western, and their enrolments are Western enrolments.

Both Brescia and King's have bylaws governing their internal functions, and they have their own boards and structures; in both cases they are also responsive to the *Ex Corde Ecclesiae*, the ordinances issued by the Canadian Conference of Catholic Bishops. Brescia was founded in 1919 as a women's college, and King's in 1954 as a men's college, both affiliated to Western from the beginning. Huron has a distinct history, having been founded by the Anglican bishop of the Diocese of Huron as a divinity school in 1863, with its first class taught by the newly-hired Isaac Hellmuth. Hellmuth later became Bishop of Huron and asked the province for a charter to found a university in London, succeeding in 1878. Huron's degree-granting powers were placed in abeyance, except for divinity degrees (also granted by St Peter's Seminary through King's), and it also became an affiliate of Western.

The issue I would like to discuss at Senate is this: about ten months ago, the *London Free Press* carried an advertisement about a name change for Huron, and in fall 2020 the Legislative Assembly of Ontario approved Bill Pr28, "An Act respecting Huron University College." The act received royal assent on December 9, 2020. It establishes an Academic Council and Board at Huron not unlike those at Brescia and King's, although the Board proposes to have at least ten and perhaps as many as twenty-five external members along with the Bishop of Huron, one student president, four university leaders, and two faculty members (one each from Arts & Social Sciences, and from Theology). The membership on the Huron Board is not our business at Senate but two issues interest me. First, towards the end of the act occurs the following clause: "Financial Report (2) The Board shall submit an annual financial report to the Minister of Colleges and Universities in the form and containing the information that may be required by the Minister." I did not find similar clauses in the documents available on the Brescia and King's websites. Does this mean that Huron will report independently to the province, and will not be subject to the SMA? If so, does this affect Huron's involvement in the 2019 affiliation agreement. Second, the Huron website heavily advertises its links to Ivey and the business acumen of its graduates. Last week I noticed at the front

of the website that a link to Harvard Business School was particularly notable. Tonight that material seems to have disappeared, but the recruitment video I watched explicitly described the "academic partnership" Huron has with the Harvard Business School (with pictures provided in the video). Was this partnership completed with the approval of the University?

To conclude, I notice that the Principal of Huron who signed the affiliation agreement in 2019 is, according to the new Act, formally a "President." In the last year or two the academic leader of Brescia was also a President for a while, but now seems to be a Principal again (though a different person). For clarity, are the leaders of the affiliates principals or presidents, or both, depending on which affiliate we are considering? The affiliated colleges acquired six members on Senate as a result of a review committee of both Senate and Board in fall 1996, so it seems appropriate twenty-five years later to ask a few questions about the relationship between Western and the affiliated university colleges.