

SENATE AGENDA

Friday, May 14, 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

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of April 16, 2021	Approval
3.0	Business Arising from the Minutes	
4.0	Report of the President	Information
	4.1 Strategic Planning	Information
5.0	Consent Agenda	Approval
	5.1 Items from the Operations/Agenda Committee	
	5.1(a) Don Wright Faculty of Music: Amendment of the Faculty Council Constitution	Approval
	5.1(b) Senate Membership – General Community Member	Information
	5.1(c) Appointment of Officers of Convocation	Information
	5.2 Items from the Nominating Committee	
	5.2(a) McIntosh Gallery Committee	Approval
	5.3 Items from the Senate Committee on Academic Policy and Awards	
	5.3(a) School of Graduate and Postdoctoral Studies:	
	5.3(a)(i) Revisions to the PhD in French Studies	Approval

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| 5.3(a)(ii) | Introduction of a field in “Process Control and Safety” for the Master of Engineering (MEng) in Chemical and Biochemical Engineering | Approval |
| 5.3(a)(iii) | Introduction of a Combined Master of Engineering (MEng) and Graduate Diploma (GDip) in Engineering Leadership and Innovation Option to the Master of Engineering Degree Programs | Approval |
| 5.3(a)(iv) | Introduction of fields in “Sport and Exercise Medicine” and “Upper Extremity Rehabilitation” in the Master of Clinical Science (MCISc) in Advanced Health Care Practice | Approval |
| 5.3(b) | Schulich School of Medicine & Dentistry: | |
| 5.3(b)(i) | Revisions to the Admission Requirements of Modules in the Basic Medical Sciences Departments | Approval |
| 5.3(b)(ii) | Revisions to the Honours Specialization in Interdisciplinary Medical Sciences and the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program Years 3 and 4” Policy | Approval |
| 5.3(b)(iii) | Revisions to the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program Years 3 and 4” Policy (Honours Specialization in Biochemistry and Cell Biology, Honours Specialization in Biochemistry of Infection) | Approval |
| 5.3(c) | Don Wright Faculty of Music: Revisions to the “Admission Requirements After Year II Music” for the Bachelor of Music (Honours) programs | Approval |
| 5.3(d) | Faculty of Science: Introduction of a Subject Area in Numerical and Mathematical Methods | Approval |
| 5.3(e) | Faculty of Social Science: | |
| 5.3(e)(i) | Department of History: Revisions to the Honours Specialization, Specialization, Major and Minor in History, and the Minor in Public History | Approval |
| 5.3(e)(ii) | Revisions to the Progression Requirements (Overlapping Courses between Anthropology and Indigenous Studies Modules) | Approval |
| 5.3(f) | Removed from Consent Agenda | |

5.3(g)	SUPR-G Report: Cyclical Reviews of the Graduate Programs in Political Science and the Collaborative Specialization in Transitional Justice and Post-Conflict Resolution	Information /Approval
5.3(h)	New Scholarships and Awards	Information
5.4	Items from the Senate Committee on University Planning	
5.4(a)	Removed from Consent Agenda	
5.5	Announcements and Communications	
5.5 (a)	Election Results - Selection/Review Committee for the Vice-Provost (School of Graduate and Postdoctoral Studies)- Faculty Representation	Information
5.5 (b)	Academic Administrative Appointments	Information
6.0	Items removed from Consent Agenda	
5.3(f)	Huron University College: Introduction of a Minor in Global Great Books	Approval
5.4(a)	Annual Report of the Working Group on Information Security (WGIS)	Information

AGENDA

7.0	Report of the Operations / Agenda Committee (E. Chamberlain)	
7.1	Nominating Committee Membership	Action
7.2	Amendment of the Adopted Policies and Procedures of Senate	Approval
8.0	Report of the Nominating Committee (K. Yeung)	
8.1	Council of Ontario Universities - Academic Colleague	Action
8.2	Senate Committee on Academic Policy and Awards	Action
8.3	Senate Review Board Academic	Action
8.4	Nominating Subcommittee to Nominate a Senator from the General Community	Action
8.5	Operations/Agenda Committee	Action

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| 8.6 | Selection/Review Committee for the Vice-Provost (School of Graduate and Postdoctoral Studies) | Action |
| 9.0 | Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean) | |
| 9.1 | Introduction of a “General Definition of Western Approved Micro-credentials” Policy and Establishment of the SCAPA Subcommittee for Western Approved Micro-credentials (SWAM) | Approval/
Information |
| 10.0 | Report of the Senate Committee on University Planning (M. Davison) – no report for May 14, 2021 | |
| 11.0 | Report of the University Research Board (L. Rigg) | |
| 11.1 | Update on Western Research Parks Re-visioning | Information |
| 12.0 | Report of the Academic Colleague – no report for May 14, 2021 | |
| 13.0 | Discussion and Question Period | |
| 14.0 | New Business | |
| 15.0 | 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 April 16, 2021

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

Recommended: That the minutes of the meeting held on April 16, 2021 be approved as circulated.

MINUTES OF THE MEETING OF SENATE

April 16, 2021

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

SENATORS:

Z. Al-Asamil	C. Harasym	C. Nolan
L. Archibald	L. Henderson	A. Pahargarh
P. Barmby	R. Heydon	J. Nord
A. Baxter	H. Hill	P. Peddle
J. Baxter	V. Hocke	S. Pitel
G. Belfry	S. Hodgson	S. Powell
L. Briens	D. Jeffrey	S. Prichard
D. Brou	T. Jenkyn	V. Radcliffe
C. Burghardt- Jesson	C. Jensen	L. Rigg
S. Burke	G. Kelly	S. Roland
C. Burucúa	J. Kitz	G. Santos
E. Chamberlain	D. Kotsopoulos	E. Sapuridis
L. Cipriano	K. Lawless	I. Savani
K. Coley	W. Lehmann	A. Shepard
J. Corrigan	L. Lewis	C. Steeves
J. Cuciurean	J. Li	G. Tigert
S. Datars Bere	L. Logan	J. Toswell
M. Davison	C. McLeod	G. West
R. Dekoter	M. McMurrin	S. Whitehead
J. Finegan	L. Melnyk Gribble	J. Wilson
R. Flemming	K. Mequanint	K. Yeung
L. Frederking	A. Meyer	J. Yoo
J. Garland	M. Milde	B.A. Younker
L. Ghattas	L. Miller	
K. Gibbons	K. Miller	
T. Granadillo	J. Minac	
R. Gros	S. Morrison	
	A. Nelson	

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

Land Acknowledgement

S. Roland offered a Land Acknowledgement.

S.21-69 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of March 12, 2021 were approved as circulated.

S.21-70 **REPORT OF THE PRESIDENT**

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

The President additionally commented on the following items:

- The summer term will be offered entirely on-line. Athletic Camps will be suspended, and some summer camps will be delivered virtually.
- The Federal budget will be announced in the coming days. The University will be monitoring the announcement from a post-secondary education perspective for any funding that may be available for research or infrastructure.
- An outage of the OWL system caused all evening exams on April 15 to be postponed. Affected students will be contacted by their instructors on rescheduling the exam. The President reassured it was not a security breach, but a malfunction in the coding. The President thanked all colleagues and the staff at Western Technology Services for their efforts to ensure the system was functioning.
- The searches for Provost & Vice-President (Academic) and Associate Vice-President (Equity, Diversity & Inclusion) are both underway and moving ahead.

The President concluded his report by addressing the recent news concerning a post-secondary institution in Ontario, that is currently in a state of insolvency and dissolution of the relationship with its affiliates. The President reaffirmed that Western University has a very strong partnership with its affiliates and will continue to uphold it.

S.21-71 **UNANIMOUS CONSENT AGENDA**

It was moved by R. Gros, seconded by S. Roland,

That the items listed in the Consent Agenda, except for ITEM 5.1(b), be approved or received for information by the Senate by unanimous consent.

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.21-72 **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(a) – Senate Membership – Vacancies Filled by Appointment Information

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.21-73 **ITEM 5.2(a) Faculty of Information and Media Studies: Revisions to the Admission Requirements of the Major in Media, Information and Technoculture (MIT) and the Major in Media and the Public Interest (MPI) and Revisions to the “Admission Priority for First Year FIMS Students” Policy**

It was moved by R. Gros, seconded by S. Roland,

That effective September 1, 2021, the admission requirements of the Major in Media, Information and Technoculture (MIT) and the Major in Media and the Public Interest (MPI) be revised as shown, and That the “Admission Priority for First Year FIMS Students” policy be revised.

CARRIED

S.21-74 **ITEM 5.2(b) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program (Dental Aptitude Test)**

It was moved by R. Gros, seconded by S. Roland,

That the admission requirements of the DDS program be revised as shown, effective July 1, 2021 for the 2021-2022 application cycle.

CARRIED

S.21-75 **ITEM 5.2(c)(i) – Faculty of Science, Department of Earth Sciences: Introduction of a Major in Geophysics**

It was moved by R. Gros, seconded by S. Roland,

That effective September 1, 2021, a Major in Geophysics be introduced by the Department of Earth Sciences in the Faculty of Science.

CARRIED

S.21-76 **ITEM 5.2(c)(ii) – Faculty of Science, Department of Earth Sciences: Revisions to the Admission and Program Requirements of the Honours Specialization and Specialization in Geophysics for Professional Registration**

It was moved by R. Gros, seconded by S. Roland,

That effective September 1, 2021, the admission and program requirements of the Honours

Specialization and Specialization in Geophysics for Professional Registration be revised as shown.

CARRIED

S.21-77 **ITEM 5.2(d) – Faculty of Social Science, Department of Geography and Environment: Introduction of a Major in Climate Change and Society**

It was moved by R. Gros, seconded by S. Roland,

That effective September 1, 2021, a Major in Climate Change and Society be introduced by the Department of Geography and Environment in the Faculty of Social Science.

CARRIED

S.21-78 **ITEM 5.2(e) – Faculty of Social Science, Department of Geography and Environment and Ivey Business School: Revisions to the Admission and Program Requirements of the Honours Specialization in Urban Development and the Combined Honours Specialization in Urban Development/HBA**

It was moved by R. Gros, seconded by S. Roland,

That effective September 1, 2021, the admission and program requirements of the Honours Specialization in Urban Development and the Combined Honours Specialization in Urban Development/HBA be revised as shown.

CARRIED

S.21-79 **ITEM 5.2(f)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Executive Healthcare Leadership**

It was moved by R. Gros, seconded by S. Roland,

That effective January 1, 2022, pending Quality Council approval, a Graduate Diploma (GDip) in Executive Healthcare Leadership be introduced by the Ivey Business School and the Schulich School of Medicine & Dentistry.

CARRIED

S.21-80 **ITEM 5.2(f)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Doctor of Musical Arts (DMA)**

It was moved by R. Gros, seconded by S. Roland,

That effective September 1, 2021, the Doctor of Musical Arts (DMA) be revised as shown.

CARRIED

S.21-81 **ITEM 5.2(f)(iii) – School of Graduate and Postdoctoral Studies: Introduction of a new Milestone for the PhD in Music and the Doctor of Musical Arts (DMA)**

It was moved by R. Gros, seconded by S. Roland,

That effective September 1, 2021, a new milestone requiring doctoral students to complete the online TCPS-2 CORE tutorial on research ethics be introduced for the PhD in Music and the Doctor of Musical Arts (DMA).

CARRIED

S.21-82 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

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

- ITEM 5.2(g) – SUPR-U Report: Cyclical Review of the Undergraduate Programs in Chemical and Biochemical Engineering
- ITEM 5.2(h) – New Scholarships and Awards

ITEMS REMOVED FROM CONSENT AGENDA

S.21-83 **ITEM 5.1(b) – Revised Senate Meeting Dates – May and June 2021**

ITEM 5.1(b) was removed from the consent agenda due to a concern raised by a Senator regarding the change of the Senate meeting date. The Senator inquired if more changes are to be expected.

The President responded that this is an exceptional circumstance and he does not foresee other upcoming changes to Senate meeting dates. He clarified the change was to grant the strategic planning committee time to allow them to present the plan to the Board of Governors for approval in a timely manner.

M. Davison noted the strategic planning process is vital to frame the future direction of the University, and it is crucial that Senate is involved in this process as much as possible. The additional weeks are required to provide appropriate time to review and incorporate the feedback received from Senate, prior to bringing it forward to Senate for recommendation to Board.

E. Chamberlain noted this is a historic move as no other Senate dates have ever been moved.

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

SS.21-84 **ITEM 7.1 – Nominating Committee Membership**

The following members were acclaimed to the Nominating Committee:

M. Cleveland (SS), Z. Sinel (Law), L. Stephenson (SS), for a term to June 30, 2023, and A. Schuurman (AH), for a term to December 31, 2021.

REPORT FROM THE NOMINATING COMMITTEE

S.21-85 **ITEM 8.1(a) – Vice-Chair of Senate**

E. Chamberlain (Law) was acclaimed as the Vice-Chair of Senate, for a term to June 30, 2022.

S.21-86 **ITEM 8.1(b) – Operations/Agenda Committee (OAC)**

The following members were acclaimed to the Senate Operations/Agenda Committee:

P. Barmby (Sci), D. Connelly (HSci), D. Laird (Schulich), A. Nelson (SS), V. Radcliffe (Ivey) for a term to June 30, 2023, J. Chazi (UNDG), for a term to June 30, 2022.

S.21-87 **ITEM 8.1(c) – Senate Committee on Academic Policy and Awards (SCAPA)**

The following members were acclaimed to the Senate Committee on Academic Policy and Awards:

J. Cuciurean (Mus), D. Kotsopoulos (Edu), M. Workentin (Sci), K. Yeung (Sci), for a term to June 30, 2023, C. Gallant (UNDG), for a term to June 30, 2022.

A nomination was received from the floor. C.A. Davidson (GRAD) was acclaimed, for a term to June 30, 2022.

S.21-88 **ITEM 8.1(d) – Senate Committee on University Planning (SCUP)**

The following members were acclaimed to the Senate Committee on University Planning:

D. Kibilds (Admin. Staff), D. Brou (SS), S. Burke (HSci), R. Gros (Schulich), S. Pitel (Law), for a term to June 30, 2023.

Additional nominations were received from the floor. M. Estaiteyeh (GRAD) and J. A. Nord (GRAD) were acclaimed, for a term to June 30, 2022.

S.21-89 **ITEM 8.1(e) – University Research Board (URB)**

The following members were acclaimed to the University Research Board:

A. Nelson (SS), O. Branzei (Ivey), J. Nassichuk (AH), J. Lacefield (Engg), L. Misener (Hsci), for a term to June 30, 2023.

Additional nominations were received from the floor. A. Grzyb (FIMS) was acclaimed, for a term to June 30, 2023. C. A. Davidson (GRAD) and C. Keun Sun Park (GRAD) were acclaimed, for a term to June 30, 2022.

S.21-90 **ITEM 8.1(f) – Honorary Degrees Committee**

The following members were acclaimed to the Honorary Degrees Committee:

A. Chant (Admin. Staff), J. Cardy (HSci), B. Garcia (Schulich), D. Keddy (Admin. Staff), for a term to June 30, 2023, I. Berry (UNDG), for a term to June 30, 2022.

S.21-91 **ITEM 8.1(h) – Distinguished University Professor Selection Committee**

The following members were acclaimed to the Distinguished University Professor Selection Committee:

D. Bentley (AH), J. McNeil (Sci), for a term to June 30, 2023.

S.21-92 **ITEM 8.1(i) – Faculty Scholars Selection Committee**

The following members were acclaimed to the Faculty Scholars Selection Committee:

J. Gilroy (Sci), C. Smeenk (AH), for a term to June 30, 2023.

S.21-93 **ITEM 8.1(j) – Nominating Subcommittee to Nominate a Senator from the General Community**

The following members were acclaimed to the Nominating Subcommittee to Nominate a Senator from the General Community:

K. Mooney (Mus), V. Smye (HSci), for a term to June 30, 2023.

S.21-94 **ITEM 8.1(k) – McIntosh Gallery Committee**

The following members were acclaimed to the McIntosh Gallery Committee:

J. De Souza (Mus), for a term to June 30, 2022, and L. Miller (Vice-Provost, SGPS), for a term to June 30, 2023.

S.21-95 **ITEM 8.1(l) – Advisory Committee for the Office of the Ombudsperson**

The following member was acclaimed to the Advisory Committee for the Office of the Ombudsperson:

A. Walsh (SS), for a term to June 30, 2023.

S.21-96 **ITEM 8.2 – Selection/Review Committee for the Vice-Provost (School of Graduate and Postdoctoral Studies)**

An additional nomination was received from the floor. An election was held following the Senate meeting. The Senate representatives on the Selection/Review Committee for the Vice-Provost (School of Graduate and Postdoctoral Studies) are: D. Kotsopoulos (Dean, Faculty of Education), Y. Babenko-Mould (HSci), L. Cipriano (Ivey), Z. Khan (Schulich).

S.21-97 **ITEM 8.3 – Selection/Review Committee for the Vice-Provost (Academic Programs)**

The following members were acclaimed to the Selection/Review Committee for the Vice-Provost

(Academic Programs):

A. Pahargarh (Student), K. Coley (Dean, Faculty of Engineering), T. Isaacs (Associate Dean, Academic, Faculty of Arts & Humanities), Bipasha Baruah (SS), K. Yeung (Sci).

S.21-98 **ITEM 8.4 – Selection/Review Committee for the Dean of the Faculty of Law**

The following members were acclaimed to the Selection/Review Committee for the Dean of the Faculty of Law:

S. Hodgson (Dean, Ivey), P. Barmby (Sci), J. Baxter (SS).

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.21-99 **ITEM 9.1 – Report of the Subcommittee on Teaching Awards (SUTA): Western’s Excellence in Teaching Award Winners for 2020-21**

John Cuciurean presented the recipients of the Western’s Excellence in Teaching Awards for 2020-21.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

SS.21-100 **ITEM 10.1 – 2021-22 University Operating and Capital Budgets**

It was moved by R. Gros, seconded by S. Roland,

That Senate provide advice to the Board of Governors through the President and Vice-Chancellor, recommending the approval of the 2021-22 University Operating and Capital Budgets shown in ITEM 10.1(a).

CARRIED

S. Prichard, Acting Provost & Vice-President (Academic) and R. Chelladurai, Associate Vice-President (Planning, Budgeting & Information Technology) provided Senators with a presentation on the 2021-22 University Operating and Capital Budgets, provided as ITEM 10.1(a). The presentation highlighted the planning and budgetary contexts, impact of COVID-19, new initiatives and priorities, operating reserve forecast, and an overview of the 2021-2022 capital budget.

The presentation also highlighted the following items:

- Enrolments exceeded projected figures
- Impact of COVID-19 on Ancillary Units
- No update received on the Province’s tuition framework rates for 2021-22. Revenue forecasts are based on a “no change” assumption to domestic tuition rates
- Updates on priorities and initiatives from last year’s budget

- In response to the pandemic, significant additional one-time costs (totaling \$18.2 million) in the following areas: on-line course development, I.T. infrastructure expansion, pandemic supplies, facilities planning and modifications to ensure a safe campus, virtual student services, and health and safety initiatives
- Total operating revenue is projected to be \$833.1 million, an increase of 3.2% over 2020-21
- Total expenditures are projected to be \$829.2 million, a decrease of 1.6% over 2020-21

As the strategic plan is underway, six themes have emerged to represent the University's priorities for the next year. S. Prichard highlighted the budget response to the six priority themes:

- 1. Faculty and Staff Renewal:** Plans for 94 proposed new faculty positions and 42 new staff positions within the faculties and an additional 100 new proposed staff positions. This is the largest increase in faculty and staff positions proposed and for which the budget accounts in many years.
- 2. Enhancing Student Experience:** A recent external review identified 48 recommendations highlighting the need to support accessibility to ensure the full engagement and success of all students. A student advisory committee and a working group with campus-wide representation are being established to guide the development of the action plan to implement the recommendations. In support of this priority, a sum of \$1 million in one-time funding in 2021-22 is being allocated.
- 3. Support for Scholarship/Research Initiatives:** Expansion of investments in the Vice-President (Research) Portfolio. A proposed new unit will be led by a new Associate Vice-President (Innovation & Strategic Partnerships), who will assume oversight responsibility for WORLDdiscoveries and the Western Research Parks. S. Prichard discussed additional investments to the Postdoctoral Fellowships Program, funding support for the development of a Clinical Research Platform that will focus on clinical studies, support of University-level Research Institutes, and the construction of Interdisciplinary Research Facilities.
- 4. Investments in Curriculum Enhancement:** As a complement to the Interdisciplinary Research Initiatives Program (IDRIs), one-time \$2 million funding will be allocated for the development of interdisciplinary courses/programs. Also, a sum of \$1 million in one-time funding is being recommended to support Equity, Diversity, and Inclusion (EDI) curriculum development, and \$1 million in one-time funding in support of Indigenizing University curriculum.
- 5. A Safe and Sustainable Campus Physical Infrastructure that Supports our Academic Needs:** The University signed the Paris Pledge for Action to significantly reduce Green House Gas Emissions. In order to meet these commitments, Western has made significant investments (over \$35 million over the last 4 years). In this budget, an additional \$10 million in one-time funding to support our campus-wide sustainability initiatives will be provided. Also, a one-time \$10 million in funding is proposed to support the Open Space Strategy, an initiative that involves projects aimed at the transformation to a more pedestrian friendly campus.
- 6. Preparing for our Next Strategic Plan:** The next Strategic Plan is expected to be presented for approval in June 2021. In anticipation of the goals and directions of the Strategic Plan, the following are being recommended for the 2021-22 budget:
 - A sum of \$20 million in one-time funding to support the implementation of priorities recommended in the new Strategic Plan.

- A sum of \$2.5 million in one-time funding to the Vice-President (Advancement) Portfolio – in order to begin pre-planning for the necessary staff resources to support the next fundraising campaign.
- A sum of \$1 million in base funding for Western Communications to enhance the central communications infrastructure which plays an increasingly critical role in all aspects of promoting and communicating priorities.

A Senator submitted the following questions in advance, relating to the University Operating and Capital Budgets:

a). Budget page 2 states “We had set aside \$13.5 million in special one-time funding to support students impacted by COVID-19 and who are faced with financial pressures. From this, a sum of \$3 million was used to support our students through various programs which left about \$10.5 million unspent.” Were all student requests for student support related to the pandemic met, either from these or other available funds?

R. Chelladurai advised that in response to the pandemic, a number of programs were launched successfully in April, through which students received financial support. In addition to the funding from the central budget, the faculties also provided funding in various ways, and Advancement Operations launched the Student Relief Fund. The combined funding was approximately \$100 million in student financial aid. Through the combination of the funding, student requests and needs that came forward in terms of financial support were met.

A Senator inquired if the unspent \$10 million funding to support students impacted by COVID-19 will be carried over to continue to supplement bursaries and additional financial support, particularly at the graduate level.

R. Chelladurai advised that the remaining unspent \$10 million will not be carried over to a specific target; the funds will be built into the budget plan for next year. The University is aware of the financial challenges faced by graduate students during the pandemic. A needs assessment is currently underway to highlight the specific needs of graduate students. R. Chelladurai advised that graduate students are able to approach the Graduate Bursary Assistance office to seek financial support.

b). Budget page 8 states: “Faculties with substantial carryforward funds (which are one-time in nature) were provided with the option of exchanging carryforward funds for base funding at the rate of \$1 million carryforward for \$150,000 base budget. This option was made available in-year in the current year (2020-21).” Will this option be made available in 2021-22 and indeed in a subsequent year when it could be used effectively by a faculty?

S. Prichard responded that no decision has been reached on whether an option to exchange carryforward funds to base funds will be made available in the upcoming years. She noted the exchange option was in response to faculties looking to make further investments and increasing their base budget, particularly around faculty recruitment. S. Prichard advised a decision will be based on the carryforward funds and a discussion amongst the Deans, the Provost and the President.

c). Budget page 35 line 2 addresses spending \$15.5M on the Fieldhouse. Should this be being treated as an operating expense rather than as a capital project (and so left to the capital budget)?

L. Logan, Vice-President (Operations & Finance) responded that the University does not have a regular source of funding for capital projects. Funds are borrowed for some of the University's capital needs, in balance with other sources of funding within the capital structure of the University. L. Logan advised the Fieldhouse expense is appropriately defined in the budget to move the project forward.

A Senator inquired if there are ongoing discussions regarding altering the model that shapes the faculty renewal process. The Senator noted the current model does not allow for any significant renewal in the faculty of Arts and Humanities, which is continually losing faculty, meanwhile facing an increase in student enrolments.

S. Prichard responded that there are ongoing discussions in regards to budget models to support interdisciplinary work and faculty renewal. She noted that for the first time this year, the faculty of Arts and Humanities received a transfer of budget due to the large number of students from other disciplines who enrolled in classes in the faculty of Arts and Humanities.

An Observer submitted the following question in advance, relating to the University Operating and Capital Budgets:

I want to start by commending Western's 2021-2022 Capital and Operating Budget. In several areas, the USC has found many of the investments to be extremely student-centric, particularly those towards the creation of the Office of an AVP EDI, Indigenous and EDI-focused curriculum improvements, as well as continued commitment to sustainability and improving our campus' environmental impact. I did, however, want to address the planned increase in international tuition. Following the initial impacts of the pandemic, students heavily voiced their opposition to the increases in international tuition that took place this past year. As a result, the USC called on the University to limit future tuition increases to 5% and 3% for incoming and returning international students respectively. In seeing increases of 8% and 4% for incoming and returning international students respectively in this year's budget, in the midst of a third wave where students continue to be heavily financially impacted by the pandemic, I on behalf of the USC wish to ask about the plans for these increases. Specifically, how much longer will increases continue at this rate? And in the name of predictability for students' financial needs, would the university agree to formally announce its plan for international tuition increases and the rates of increase each year?

R. Chelladurai responded that 85% of the University's operating budget is derived from tuition revenue and grants. The government has halted its grants to post-secondary institutions for over four years, and the budget assumes no increase in domestic tuition rates. In order to enable the academic endeavors and aspirations of the University, resources and funds must be made available through tuition. R. Chelladurai noted that international student tuition is in fact increasing, but at benchmark with the Ontario U6. Two new initiatives were launched in support of international students. The first initiative is the introduction of a pilot scholarship program to offer financial support for international students, under the direction of Western International. Furthermore, Western will announce a commitment to new and incoming international students; upon their enrolment, tuition rates will not increase by more than 4% per year in future years of study.

An observer inquired how the increases in tuition will be communicated to international students. The President responded that the Board of Governors is the formal authority to set tuition, therefore changes cannot be communicated until the Board approves the budget. The President noted changes are posted on the web, and ensured they will be communicated in a timely manner.

SS.21-101 **ITEM 10.2 – Strategic Planning Update**

M. Davison, Chair of SCUP, provided an oral update on the Strategic plan. The Strategic Plan Steering committee has been engaged in consultations by faculty and theme, and is in the process of integrating information into the initial draft.

T. Rice (Executive Director, Marketing Communications) provided Senators with a presentation on the process and phases of the Strategic Planning consultations.

The President thanked the Western community, including faculty, staff, and members of the Strategic Planning Steering committee for their efforts and collaboration to preserve and enhance Western's strengths. The President advised a draft of the Strategic Planning framework will be presented to Senate in May, with an opportunity for a large-scale discussion. A final draft will be presented in June.

A Senator inquired if members of Senate will be able to view an initial draft of the document to offer comments prior to the May Senate meeting.

The President responded that Senators will be presented with a draft prior to the upcoming Senate meeting in May, for an opportunity to provide comments and feedback. The delay to the June Senate meeting is intended to provide additional time to review and incorporate all of the feedback received at Senate, prior to bringing it forward in June.

SS.21-102 **ITEM 12.0 – Report of the Academic Colleague**

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

S.21-103 **DISCUSSION AND QUESTION PERIOD**

An Observer submitted the following question in advance:

Follow-up Regarding Senate Elections

I would like an update on the matter of Lecturers' right to vote in Senate elections. Western is the outlier among Ontario universities in forbidding Lecturers to vote or to stand for Senate election. Denying Lecturers the ability to participate in collegial governance is an equity issue, as this group is disproportionately female and precariously employed. The prospect of a non-voting observer seat at Page 182 Senate is not an advance, as meetings are already open and members of the audience can already request permission to speak.

The President advised there is no update on the matter of Lecturers' right to vote at Senate. The University is seeking legal advice on the proposal received.

A Senator expressed concerns regarding the University's financial state and the relationship with its affiliates, taking into consideration the recent news of insolvency of a post-secondary institution in Ontario.

The President reassured that Western University is in a highly-solvent financial state, through the efforts of its colleagues, faculty, staff members and students. The President advised that Western values its relationship with its affiliates, and is continually striving to strengthen the partnerships.

A Senator requested updates on class sizes in September. The President advised that Western plans to offer in-person classes in September, as vaccinations are becoming more available. Plans for class sizes must follow the government's guidelines, which have not been established. Information regarding class size and other safety protocols will be announced once the guidelines are definitive.

A Senator requested updates on the search for the Provost & Vice-President (Academic). The President noted the search is underway; the selection committee is currently working on consultations and profile building. The President thanked S. Prichard for her outstanding work in the Acting Provost & Vice-President (Academic) role.

ADJOURNMENT

The meeting adjourned at 3:16 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

ITEM 3.0 – Business Arising from the Minutes

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

There is no business arising at this time.



President & Vice-Chancellor

REPORT OF THE PRESIDENT

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

Dear Senators,

This report highlights some noteworthy developments since my last report to Senate of April 16, 2021.

COVID-19 update: With the academic year now behind us, residences have been largely vacated except for a select few that will remain open May 6 to August 22 for Western main campus students who cannot return home due to travel restrictions, health reasons, or personal circumstances. I remain deeply grateful for the resiliency and hard work of our community throughout the year, and am hopeful that with the ongoing vaccine roll-out we can all look forward to brighter days ahead. Please continue to watch <https://www.uwo.ca/coronavirus/> for the latest news. I will provide a further update on our pandemic response in my oral report.

Morrisette gift expands access to entrepreneurship opportunities: On May 6, Western announced a \$5.5M gift from alumnus **Pierre Morrisette** (MBA'72, LLD'10) that builds on the success of Ivey's Morrisette Institute for Entrepreneurship to provide more opportunities for students across all academic disciplines to participate in entrepreneurial initiatives. With a contribution of \$2.5M from the university, the combined investment will support the Morrisette Chair in Entrepreneurship while also creating a single ecosystem, leadership structure and brand across campus, under the guidance of a consolidated advisory board. We are deeply grateful to Pierre for his vision and his generous philanthropy which now exceeds \$10M in support of entrepreneurial education at Ivey and Western.

Corporate donation supports public policy research and diversity: On April 28, Ivey announced a \$1.75M donation from Power Corporation of Canada, Canada Life, and IGM Financial that will support three initiatives at the business school: new public policy research and programming at the Lawrence National Centre for Policy & Management, internships for students self-identifying as women or members of equity-seeking groups, and scholarships for self-identifying women interested in finance. We are deeply grateful to each of these corporations for their generosity and investment in diversity.

Western in top 5% in global sustainability impact ranking: on April 22, *The Times Higher Education* published its third annual *Impact Ranking*, placing Western 52nd in the world and eighth in Canada for its performance against the United Nations' Sustainable Development Goals. More than 1,100 universities from 94 countries participated in this year's survey, which ranks each institution on the basis of research, stewardship, outreach, and teaching on global issues such as sustainable communities, responsible consumption, equity, peace, and justice.

Indigenous Graduation Ceremony: I am delighted to be celebrating the graduation of more than 60 Indigenous undergraduate and graduate students in a special online ceremony later today (May 7) organized by the Indigenous Student Centre. Together with Provost **Sarah Prichard** and Vice-Provost & AVP Indigenous Initiatives **Christy Bressette**, I look forward to recognizing the academic achievements of these students along with keynote speaker and Western alumna **Prof. Bimadoshka Pucan** (BA'13, MPH'14, PhD'19), who is the Canada Research Chair in Indigenous Oral Tradition & Oral History at Concordia University.

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

- Though announced in the SCAPA oral report April 16, I want to formally congratulate in my report recipients of the *2021 Western Awards of Excellence in Teaching*:
 - Professors **Kim Solga** (English & Writing Studies) and **Michele Weir** (Pathology & Laboratory Medicine), Edward G. Pleva Award for Excellence in Teaching
 - Professors **Amy Horton** (Nursing) and **Paul Mensink** (Biology), Marilyn Robinson Award for Excellence in Teaching
 - Professors **Anna Madelska** (Visual Arts) and **Niki Sharan** (Biology), Angela Armit Award for Excellence in Teaching by Part-time Faculty
 - **William Turkel** (History), Western Award for Innovations in Technology-Enhanced Teaching
 - The team of **Tom Stavrakys**, **Angela Beye**, **Anita Woods**, **Christie Vanderboor**, **Boun Thai**, and **Temitope Akintola** (Physiology & Pharmacology), Vice-Provost (Academic Programs) Award for Excellence in Online Teaching & Learning
- *Named Western's 2021 Distinguished University Professors:* **Kim Baines** (Chemistry), **Glenn Bauman** (Oncology), and **Deborah Laliberte-Rudman** (Occupational Therapy)
- *Named Western's 2021 Faculty Scholars:* Professors **Elizabeth Greene** (Classical Studies), **Rachel Heydon** (Education), **Richard Booth** (Nursing), **John McCormick**, (Microbiology & Immunology), **Brad Urquhart** (Physiology & Pharmacology), **Francois Lagugne-Labarthe** (Chemistry), **Danielle (Dani) Way** (Biology), **Juan Carlos Hatchondo** (Economics), **Lisa Hodgetts** (Anthropology), and **Anna Zajacova** (Sociology)
- Master of Media in Journalism & Communication student **Jessica Singer** named one of twelve national recipients of the Joan Donaldson CBC News Scholarship,
- *Named winners of the Western Green Awards:* Students **Anandita Heer** and **Julia Martins**, along with *EnviroWestern First-Year Committee* members **Jasmine Wu**, **Zoe Trottier**, **Keelin Bridge**, **Lauren Kotush**, **Alex Hauser**, **Caitlin Oh**, **Caroline Wang**, **Lydia Jocius**, **Michael Yang**, and **Sarah Mills**—each for their strong advocacy of sustainability efforts on campus
- *Named winners of Western's Ideas for Sustainability & the Environment (WISE) competition:* Students **Aranyah Shanker**, **Grace Tse**, and **Samantha Tse** for their use of online tools and apps to promote recycling and other environmental impact mitigation strategies.

Leadership update: On April 21, **Lauretta Frederking** was named as Brescia University College's new President, effective August 1. Professor Frederking is a political economist who has served as Brescia's Vice-Principal & Academic Dean since 2018. We congratulate Lauretta on her new role, and also thank **Cheryl Jensen** for her leadership and contributions as Brescia's Interim Principal since last October.

On April 22, **Michael Kim** was named the next Dean of the Don Wright Faculty of Music, effective August 1. Professor Kim joins us from the University of Minnesota, Twin Cities, where he is currently a professor and director of the School of Music. Prior to his role at the University of Minnesota, Michael held several academic and administrative leadership appointments at Brandon University and Lawrence University. In addition to his scholarship, Michael is a veteran of the concert circuit, performing globally as a soloist with numerous orchestras, as a solo recitalist, and chamber musician. He earned a BMus with distinction in piano studies from the University of Calgary before earning his Master of Music and Doctor of Musical Arts from The Juilliard School in New York. We look forward to welcoming Michael in August, and thank Dean **Betty Anne Younker** for her ongoing leadership and contributions.

The work of review/selection committees for the following senior leadership positions remains underway: Provost & Vice-President (Academic), Associate Vice-President (EDI), Dean of the Faculty of Law, Vice-Provost (Academic Programs), and Vice-Provost (School of Graduate & Postdoctoral Studies).

ITEM 4.1 – Draft Strategic Planning

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

Please find attached a DRAFT copy of the University's next strategic plan for discussion.

It has emerged from the work of the strategic plan steering committee (SPSC), and following extensive consultations.

It will be discussed at Senate on May 14, 2021 and at the Board of Governors retreat on Sunday, May 16, 2021. After that, it will undergo any further necessary modifications, then be returned in May to the SPSC, then to SCUP (the Senate Committee on University Planning), and then again to Senate and the Board in June.

ATTACHMENT:

[Draft Strategic Plan](#)

TOWARDS WESTERN AT 150

DRAFT Strategic Plan for Review

Strategic Plan Steering Committee

Draft 22A – May 10, 2021

LAND ACKNOWLEDGEMENT

Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnocton (Neutral) peoples. The Huron-Wendat peoples also have a history of living in this territory. In the London area, there were Treaty 6 London Township, Treaty 7 Sombra Township, and Treaty 21 Longwoods. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors to our society. By recognizing First Nations peoples' relationships to land, we make explicit Indigenous Peoples' presence and rights to self-determination.

INTRODUCTION

Today as the world pivots from pandemic to recovery, it is demanding that its leaders take a fresh look at longstanding challenges. Western University is ready to take on this obligation with determination and creativity, to build on our successes, and to work toward a more prosperous and a more just and inclusive world.

Western has a distinguished history, marked by the discoveries and achievements of individual scholars and teachers over the past 140-odd years, as well as our collective successes in advancing knowledge and building a thriving community. The result is a strong academic and research environment with world-class faculty and programs and a university that has long provided an unmatched student experience. These strengths have allowed us to attract top students, build state-of-the-art facilities, and raise the resources to support them.

We are now ready to move beyond that, to build a university ready to mark its sesquicentennial stronger, more energized, more influential, more inclusive than ever before in its history.

Our commitments, our energy, our plans

We accept, first, the challenge to lead in building a more inclusive world, and we understand that the work we do together toward greater equity and diversity will make Western better and stronger, more fit for the twenty-first century. These are important commitments on which Western is making progress, and there is energy in our community to do more.

We also recognize the potential energy of our academic community for the greater impact of our research, teaching and community engagement, and we seek to unleash that energy—on campus, in London, in Ontario, in Canada, and around the world.

This plan is designed to channel our community’s commitments, our energy, our aspirations as we approach a milestone anniversary for the university and think creatively, ambitiously, and strategically about Western’s future.

Launched in Fall 2020, the process, led by the Strategic Plan Steering Committee (SPSC), has widely engaged students, faculty, and staff individually and in academic departments and administrative units, our alumni, members of the Senate and the Board of Governors, as well as members of the public. The plan results from an extensive consultation exercise involving all elements of the Western community.

These consultations showed the Committee broad eagerness to advance Western in numerous directions, and the Committee urges that this plan give us all “permission” to go for it: To embrace the multiple and varied ambitions that were raised during our consultations as well as other ambitions that haven’t yet been voiced. To embrace bold action, to experiment, to reach for our aspirations. To take more risks and to pursue achievement even when it seems beyond our grasp.

Out of these consultations, and having considered Western data and other evidence about the post-secondary education environment, the Strategic Plan Steering Committee has identified three overarching themes:

- **THEME 1 - GREATER IMPACT**
 - Grow well
 - Stimulate our research, scholarship, and creative activity
 - Promote teaching and learning for the future
 - Enrich the student experience

- **THEME 2 - PEOPLE, COMMUNITY, AND CULTURE**
 - Advance reconciliation with Indigenous communities
 - Create a more equitable and inclusive Western
 - Thrive through belonging

- **THEME 3 - WESTERN’S PLACE IN THE WORLD**
 - Concentrate on place, and ...
 - ... Engage the world
 - Sustainability, an imperative

This plan charts the direction the Western community will pursue to reach its aspirations. Detailed work on reaching these goals will come later this year, and in the years ahead, in response to and with ongoing reference to this plan.

This plan expresses great confidence in the energy of the Western community—of *ourselves*, as we chart an innovative and deeply *Western* path toward our next hundred and fifty years.

THEME 1 - GREATER IMPACT

Impact emerged as a key word in our planning.

Universities by their nature are constantly transforming themselves, bringing on new academic programs, pursuing new avenues of research, welcoming new students, staff and faculty—in short, always changing.

The question for universities is not “should we change” but rather “how should we change?”

There’s a strong desire at Western to pursue significant change in key areas of our work: in our research impact, and in our community-engaged research; in our work with London and Southwestern Ontario; in deepening the student experience; in working more closely with our affiliate university colleges; in making more of our relationships with the hospitals and the health-care community; in pursuing partnerships that will allow us to achieve greater impact.

GROW WELL

We concluded it will be difficult for Western to achieve much greater impact without growth in its resources.

Growth is not an end in itself, and is not reductively or simply an increase in enrolment.

Our community wants intentional, strategic, and ethical growth aimed at helping us deepen our ability to deliver on our mission. If we want to increase our impact relative to other U15 Canadian universities that are research-intensive and globally recognized, we must grow smartly, as they have done, in order to transform the opportunities we have to carry out our mission with greater effect.

Western is ready to be more and do more

The clear signals to increase the impact of our collective efforts will require several kinds of coordinated growth, which must also be deliberate and strategic.

To reach our goals, Western’s entire ecosystem must grow as one, even if for planning purposes, we divide that growth into three interrelated domains:

- **Increase the faculty and staff complements:** To reach our potential we will need to increase the number of our faculty and staff complements. We need more exceptional colleagues to drive our research enterprise, offer innovative academic programs, secure new partnerships, and engage our students.
- **Expand student enrolment:** We will also gradually increase enrolment, as we have been doing for the past three decades, at all levels of study. Over time, we would expect to reach 50,000 students and learners, including undergraduate, graduate, postdoctoral, and lifelong learners. Students are essential to the effort to deepen Western’s engagement in the world, and they are integral to our efforts to create more impact. As a part of this growth, we will deepen the diversity of our student body and create recruitment programs as well as student-support programs to sustain that more diverse student body.

- **Secure resources and building infrastructure:** As we grow in people and activity, we must also ensure our physical spaces and human and material supports are adequate to support our educational and research missions, including the missions that we can't yet imagine or those that bridge disciplines in ways that we can't even begin to predict.

Such investments in recruiting top faculty and students, and building an impact strategy around talent that is broadly supported by physical and financial resources, reveal our commitment to viewing growth as a long-term prospect. For lasting impact, we need to do growth well, rather than quickly.

STIMULATE RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Research, scholarship and creative activity (RSCA) are at the heart of all great universities. They have been a hallmark of Western's achievements right back to the origins of the university, and we have a proud legacy of "firsts" as well as a long roster of intellectual achievements that have changed the world.

Western is motivated to serve not only individual disciplines but also the public good—by advancing knowledge and sharing it, with traditional methodologies and interdisciplinary ones and through emerging inventions of new methodologies to meet unforeseen challenges. Some of our research will respond to the issues of the day; other forms of research will be devoted to fundamental efforts for which there may be no immediately obvious applications. But all the work contributes to the sum of human knowledge; and some of it will make the world more beautiful or our lives more fully examined.

To support these core motivations, we will take a number of steps to expand support for research, scholarship, and creative activity. Adding to our faculty, staff, and student complements will be one important first step, as discussed above.

Tackling the grand challenges of our time

While individual, curiosity-driven fundamental research and creative practice across the academic disciplines remain a cornerstone of Western, we will also pursue models of collaborative interdisciplinary research that address the most pressing challenges of our time. Among these are the challenges of sustainability, climate change, systemic racism, threats to democracy, socioeconomic inequality.

We will build on Western's institutes-model by seeking additional ways to organize our collective research efforts. One such will be the Western Academy for Advanced Research (WAFAR), to be launched in Fall 2021. WAFAR will create substantial new opportunities to attract distinguished academics to join our community as visiting researchers to work with our faculty and students on pressing challenges from multidisciplinary perspectives.

To support our RSCA stimulation, we will strengthen core facilities and invest in common resources such as laboratories, libraries, studios and technological infrastructure. We will expand our Western research chairs program and find new ways to recognize and promote the achievements of our academic community. We will also continue to invest in our libraries as foundational for all of Western's research, scholarship and creative activities.

We will seek out new partnerships both internally and externally.

Internally, we will be more deliberate in connecting expertise from different parts of our community to pursue common projects. We will facilitate that by shifting internal research-organization and budget models to achieve greater plasticity in collaborations across boundaries at all levels.

Working together inside and outside the university

We will also sustain a number of extant programs to support research across all of our faculties, and annually we will review how best to support these programs for the future. These would include our new or renewed programs in interdisciplinary research, post-doctoral fellowships, programs to support Indigenous research, and programs to support research in the areas of equity, diversity, and inclusion as well as research into the pedagogy of learning.

Externally, we have special opportunities and responsibilities in our partnerships with nearby hospitals and regional health partners, and we aim to revitalize those relationships. The hospitals and health partners and the university have had a longtime synergy that needs to be renewed in terms of research and community service. We believe the time is ripe for that renewal. As health care undergoes significant transformation as a result of the pandemic-induced changes, new and important opportunities will emerge.

We will continue to intensify our engagement with industry and step up our outreach to not-for-profit organizations, charitable foundations, municipalities, and other universities to expand opportunities for researchers and students. One goal will be to address community-based challenges and create opportunities for tangible research impact and service, locally and globally. We will create the infrastructure necessary to turn partnership ideas into actions that bring mutual benefits.

Our goal is to stimulate Western’s research output and its impact and to ensure the recognition of Western’s work—locally, nationally, and globally.

PROMOTE TEACHING AND LEARNING FOR THE FUTURE

Teaching and learning are ancient practices to be celebrated, and adapted for each century. The brilliant ways Western’s faculty, staff, and students have risen to the new demands of online learning and teaching during the COVID-19 pandemic remind us that these activities are always changing. Our experiences with distance and hybrid education have shown us some of the techniques developed over the last year may well be worth regularizing even as the university community—as the SPSC heard often—strongly reaffirms its belief in the virtues of hands-on, face-to-face education as the primary locus for our pedagogical efforts.

Western is already a destination university for high-performing students, and our retention and graduation rates show we are meeting or exceeding the expectations of our students. We want to sustain an environment of learning and teaching that celebrates intellectual curiosity and that sets the highest standards of creativity and analytic rigour.

Culture of continuous innovation

We already focus on active learning initiatives such as research opportunities, peer learning, co-curricular activities, work-integrated learning, experiential learning and capstone projects to allow students to engage in their own learning. We have created faculty communities of practice to foster pedagogical

innovation, and we have increased our support for international experiences to enrich learning. These activities will continue, and new opportunities will arise, and must be supported.

Western currently invests in the scholarship of teaching and learning, provides opportunities for faculty mentoring, and ensures that these “learning ideals” are shared across the ecosystem. All of this will continue, with renewed vigour and commitment.

In collaboration with Western’s Centre for Teaching and Learning, faculty, staff, and academic units will innovate in curriculum design, instructional strategies, and learner assessment; and we will disseminate our innovation and research work in order to solidify our place as leaders in the realm of renewing post-secondary education.

As digital advances accelerate over the next years, it will be essential for the University’s leaders to be open to and supportive of new pedagogical technologies and techniques as they are proposed and developed by faculty, staff, and academic units.

Recognizing the synergy of teaching, learning, and research, we will intensify our efforts and deepen the integration of research into the academic programs we offer. We will create space for a “grand challenges” approach to teaching and research for those who would like to organize their efforts in this way.

Personalizing the learning experience

Western offers an unusually flexible set of curricular arrangements that allows students to build their own pathways through their education, especially at the undergraduate level.

We will keep that flexibility. It provides differentiation in our degree programs and makes it possible for Western students to personalize their journey through their programs. Their journeys often require an extensive engagement with technology, and we will ensure they have the technological tools they will need (and expect) to have both during their studies and beyond the borders of Western.

We will launch new curriculum projects such as the Interdisciplinary Curriculum Initiatives, to ensure our program offerings continue to respond effectively to the current needs of our students. We will invest new resources to strengthen our academic advising program and we will work jointly with our students to create Canada’s best program in career preparation.

Recent experience with the Undergraduate Summer Student Internship program has shown the value of student participation in course and program development. We will expand the opportunities for students to partner with faculty in this work.

We will continue to build out our data strategy initiative, recognizing that teaching and learning will always be engaged in the digital world going forward, almost regardless of discipline. Students from across campus must have access to new developments in data analytics, and our data strategy initiative will provide significant opportunities for learning complementary new skills.

Lifelong learning will also accelerate in the coming years, and creates a major opportunity for Western.

At present we serve those learners who want to return to school primarily through the Ivey Academy and our Continuing Studies unit, which offers only courses that bear no academic credit. We will revisit our model for lifelong learning, working with the faculties, in order to better meet the needs of contemporary adult learners seeking to expand their knowledge and skills for professional or personal aspirations with degree-granting credits.

Western’s graduates have long been a reason for the University’s external reputation. We must continue to ensure that our students are brilliantly prepared for their futures. Our impact depends on their impact.

ENRICH THE STUDENT EXPERIENCE

The Western student experience is robust, and a source of great pride. Western graduates are highly sought-after throughout their careers. In part they are in demand because they have acquired exceptional skills as leaders during the course of their studies. These skills are built in our classrooms, libraries, studios and labs, to be sure, but also in our student clubs, on our sports teams, during intramurals, through the arts, within student government, and across the whole student experience.

The large majority of our students come from outside of London, and our first-year residence experience is highly valued. We have invested significantly not only in the facilities used by students but also in the programs that promote the wellness of students, including in mental health services. We will continue to build on our model of “thriving” that is at the heart of our student experience. It is a community of care.

The university hosts hundreds of meaningful co-curricular experiences, student clubs, intramural and varsity sports, music and theatre and other creative efforts. As we move forward, we will continue to invest in these opportunities. They contribute greatly to student life.

To sustain this core strength and make it even stronger, we want to integrate more fully the transformative social experiences of our students with other kinds of opportunities—such as the experiential opportunities of work-integrated learning, research with a professor, engagement in entrepreneurship and professional preparation. All of that engages students in the central work of the university.

We challenge ourselves to understand what it means to complete an academic program in this century, and what social and physical elements play in that education, and how the digital revolution will alter the opportunities open to our graduates, and how our community may best support our students and prepare them for lives as productive citizens.

We serve multiple populations of students, and their needs may differ depending on their circumstances and aspirations, and we want to revisit how we can best serve our students, whether they are traditional-aged undergraduates, mature students, graduate students or professional students.

Learning by doing

Western will put a new focus on multiplying the avenues students have to pursue a broad array of experiential learning opportunities that contribute to their holistic development and that dovetail with their academic programs. We will:

- Invest in more hands-on applications including more work-integrated learning;
- Fund summer research opportunities for undergraduates; and,
- Extend our current offerings in entrepreneurship to students in all programs.

The aim in all of these forms of experiential learning is to expand the suite of options available to students to enrich their educations, to give students multiple opportunities to experience the joy of research and invention, the joy of exercising the new knowledge and skills they are acquiring during their Western

experience. We aim to ensure that every Western student is able to graduate having had at least one intense opportunity for experiential learning.

Enhancing the student experience in this way will help them connect their time at Western to their lives to come.

The expansion of experiential learning recommended in this plan will require very robust partnerships outside Western with those organizations prepared to engage our students. We will establish a model of “360-degree” partnerships with companies and organizations on initiatives of mutual benefit such as work-integrated learning, internships and applied research. We will look to our alumni network to help forge many of these opportunities.

For graduate and postdoctoral students and professional students, we aim to improve access to teaching experiences, provide more support for those who wish to complete part of their programs abroad, attract more matriculants from distinguished universities from around the world, and expand recruitment efforts and support for promising postdoctoral scholars. We will explore boosting the number of professional master’s programs and make new investments in pathways to professional careers for doctoral graduates.

THEME 2 - PEOPLE, COMMUNITY AND CULTURE

Western aspires to lead in the creation of a more just society.

It’s true that universities are not a collection of buildings but a community of people—students, faculty, staff, and graduates. And this plan has emerged in extraordinary times that have reminded us in so many ways of the importance of community, of genuine belonging, of the relationship of inclusion to equity, of the power of working together.

Of all the aspirations voiced by the Western community through this planning process, the expectation of a more-inclusive Western stood out, and we are certain that progress toward this goal will be foundational to the success of the other goals articulated in the plan.

ADVANCE RECONCILIATION WITH INDIGENOUS COMMUNITIES

Western has embraced Universities Canada’s principles with respect to Truth and Reconciliation among Canadian universities, and we will continue to implement our Indigenous Strategic Plan. We renew our commitment to increase Indigenous voices and presence across all levels of community life, work, study and research.

The Western campus is established on the traditional territory of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples. Their distinct rights are an important part of our institutional responsibility to reconciliation, and they are essential partners as we look to the future.

It is an intentional goal of this plan to increase the recruitment of Indigenous students at all levels as well as faculty and staff, as a part of the university’s efforts to promote reconciliation. It is also a goal to support efforts of our faculty and staff to consider how to incorporate Indigenous ways of knowing into our curricula and our services to the community.

CREATE A MORE EQUITABLE AND INCLUSIVE WESTERN

To lead our efforts to improve the diversity and equity of our community, we will recruit a first-ever Associate Vice President (Equity, Diversity, and Inclusion), who will be supported by our new Advisory Council on EDI and our EDI Action Network. The Associate Vice President will be a key strategist in helping us develop new efforts and in measuring our effectiveness.

A number of efforts will be put into place. We will continue to strengthen bursary and scholarship programs, fortify existing pathways and create new ones to ensure access to the Western experience for individuals who historically may not have had access to Western. We will review our recruitment and admission strategies alongside our financial aid programs and outreach to equity-deserving groups. We will work to ensure our students see themselves in the leadership of our community.

These efforts will require new resources, not only for bursaries but also for staff support to strengthen our outreach efforts.

We will embark on a formal program of strategic enrollment coordination for undergraduate programs (excepting second-entry professional undergraduate programs).

We will provide ongoing opportunities for faculty and staff to develop and learn promising practices related to equity, diversity and inclusion as well as Reconciliation.

We will continue to invest in our ongoing commitments against racism and other forms of discrimination in all their forms, including taking next steps following the Anti-Racism Working Group Report of 2020.

In 2021 the university received an external report analyzing the accessibility of our campus and services, including physical accessibility, and the report identified a significant number of improvements that are needed. We will fund a number of new initiatives designed to make accessibility the standard across Western.

Going forward, Western will strive to ensure that our community, our campus, our programs, our research, our outreach, and our self-representation will all be more inclusive. We pledge to combat all forms of discrimination. The new Associate Vice-President (EDI) will work collaboratively with the Associate Vice-President (Indigenous Initiatives) and with other campus leaders to bring measurable progress in these key areas. We will create and fund an EDI Strategic Plan for Western.

Western needs to be more inclusive, and through this strategic plan it will be.

THRIVING THROUGH BELONGING

We work hard to create an environment that supports all of us in our well-being, our mental and physical health, and our professional and personal development, across all the roles at the university.

The university will continue to mount effective workplace programs and services to support the career development and professional development of its staff and faculty. Among these workplace programs are leadership programs and workplace training that promote safety and well-being, mental health and wellness supports.

For our students at all levels of study, the university will offer a broad range of supports both within and beyond our academic programs to encourage thriving and belonging as individuals and collectively. We will continue to pursue the “thriving” model adopted by Western’s Student Experience team. The model focuses on engaged learning, academic determination, positive perspective, diverse citizenship and social connectedness.

THEME 3 - WESTERN’S PLACE IN THE WORLD

CONCENTRATE ON PLACE, AND . . .

The ever-more digital world brings us to the question of whether to invest in our physical environment, including academic and research buildings, residences, performance halls, sports facilities, and the like. The response from our community is a resounding *Yes*. We will continue to prioritize a residentially intensive campus for both teaching and research.

London is home

Western is proud to be located in London. We are grateful for all that London contributes to Western’s success. We are an integral part of the community and take the responsibilities that come with that seriously. We will continue to contribute to the development and well-being of our city and our region, just as we gain great opportunities in working with these communities of which we are an inextricable part.

To that end, we will strengthen our institutional partnerships with the City of London, local and regional schools and hospitals, health care partners, industry, community organizations, and nearby Indigenous communities.

While we will remain a community committed to carrying out our mission primarily face-to-face in London, Western will move vigorously to ensure that we possess all the digital assets we need in order to pursue our mission at the highest level. New technologies will allow us to operate with facility close to home and far away.

The physical structures and spaces that comprise the Western campus are among our most valuable tools. We want some of our gathering spaces to be less institutional—more funky and distinctive.

We will increase the number of spaces for students to gather, improve the quality of study spaces, and create more “collision spaces,” such as a newly contemplated “student hub” and the recently approved building devoted to entrepreneurship and makers’ spaces, and a sports fieldhouse to lighten the burden of those long winters and contribute to students’ wellbeing and good mental health.

We will continue to move forward with the Open Space Strategy to create a safer, more pedestrian- and bicycle friendly, and biodiverse campus. We will launch a new biodiversity project that will bring together our expertise in ecology with the teams that care for our campus and environs, including the river that runs through campus, so that our efforts may become more sustainable and sensitive.

A number of projects are underway. We will complete work on the Thames Hall Wellness Centre and the Indigenous Learning Centre in the Althouse Building. We plan to build a new interdisciplinary research facility to create space for new programs of teaching and research that will also include much-needed new core facilities.

We will engage our affiliated university college partners in a new dialogue about how together we may strengthen the ecosystem of our partnership.

Finally, we will establish a new presence in downtown London. Likely to be in the core of downtown, the project could house galleries, public-facing clinics, and assembly space in which Western could for example deliver courses, public lectures, concerts, and poster sessions that share research with the public. And we will work with local leaders to define its purpose.

... ENGAGE THE WORLD

Western gets its strength from its roots in Southwestern Ontario, but the curiosity that drives us all also compels us to look to the horizon.

Beyond our main campus and a new downtown London presence, Western (through the Ivey Business School) currently maintains a physical presence in downtown Toronto and in the city centre of Hong Kong. The Schulich School of Medicine and Dentistry maintains a campus in Windsor.

We also anticipate launching (or expanding, to be determined) a larger physical presence in downtown Toronto, to deliver advanced professional education and training; to connect with our alumni; and to offer some of our lifelong learning programs and community outreach efforts face-to-face.

The rest of the world awaits

The energy that led Ivey to create its Hong Kong campus two decades ago animates us still. As the effects of globalization of higher education continue to deepen, we will see some universities investing in physical presences far beyond their main campuses.

We will develop a model to allow us to establish temporary presences in various international locations, whether those be field schools, advanced seminars for professionals, or other mechanisms that would make it possible to operate on the international stage in ways that bolster opportunities for our academic community and also contribute, for example, to international partnerships with universities and NGOs.

In continuing our work internationally, we will generally work to deepen existing teaching and research partnerships with international colleagues and promote research mobility. We have pursued student mobility paths for many years, and we will review those paths to ensure that we are offering to our students the most robust international experiences for learning and research.

All serious research-intensive universities strive to attract students from abroad. And great educational experiences require a mix of domestic and international students. That mix makes for the best of both the academic and social experiences for students and brings diverse research strengths and multi-cultural perspectives to the entire community. Here at home we will aim to attract 20 to 25 per cent of our students from abroad, increasing in particular the ratio of undergraduate students, having already achieved 25 per cent graduate students. We will create a new strategy for international recruitment and aim to populate our academic programs more evenly. These were also goals of our previous plan, and we aim to continue them now.

We will invest new resources in order to ensure success in our broad international efforts.

SUSTAINABILITY, AN IMPERATIVE

Sustainability is one of the grand challenges of our times. It particularly calls out for everyone to collaborate, innovate, experiment—to seek bold and brave solutions.

The maxim “think globally, act locally” applies well to these challenges of sustainability. As a research-intensive university Western is already engaged in a broad swath of internationally significant research projects that link us to a sustainable universe in all of our faculties. At the same time, acting locally, members of the Western community participate in many projects in London and nearby that aim to preserve, protect and nourish the local environs. And our students and faculty are deeply engaged in local social service agencies, schools, hospitals and other sites of important community-engaged learning and research.

In 2020 and again in 2021, Western has been recognized by the Times Higher Education Impact Ranking as one of the greatest contributors to sustainability research and teaching on the planet.

The Western community wants greater visibility for these efforts, and wants to do more.

We will model sustainable processes in our own operations and apply our research, teaching and learning, and community engagement to support London and Southwestern Ontario in our collective efforts to become the Canadian centre of gravity for sustainability thought leadership and the application of innovative sustainable practices.

Western embraces its responsibility to be stewards of the natural environment. We will launch a collaborative research initiative that will make Western a Canadian and international leader in helping others with research to reduce their own carbon emissions.

We commit to rethinking the care of our campus to encourage greater biodiversity, and to extend efforts to make our campus more of a laboratory for our academic community. We will pursue partnerships with local and regional municipalities whose own projects concentrate on challenges with areas such as water, waste, transportation, and biodiversity.

For years the university has pursued a number of efforts to reduce its own footprint. These include efforts from food waste to geothermal heating. We will continue to prioritize energy retrofits and continue our commitment to sustainability for new construction with an aim of net-zero in new facilities.

Western University will achieve net-zero emissions for campus operations by 2050 and at least a 45 percent reduction (over 2005) by 2030. We will incorporate existing initiatives to reduce the impact of campus operations with new initiatives focused on green innovation.

Western researchers, students and staff already engage with local communities to assist with socioeconomic challenges related to education, poverty, and health, for example, both in terms of research and services that make a better world for everyone. Going forward, Western commits to intensifying its engagement with local and nearby municipalities across all of these grand challenges.

The university will survey its academic units to establish the current range and breadth of our curricular offerings in the various areas of sustainability, and will engage our students as full partners in efforts to ensure that these offerings meet their needs.

Sustainability research happens in all of our faculties and in many research centres across the university. The university commits to a significant new envelope of sustainability-research funding over the life of this plan to encourage interdisciplinary research that prioritizes opportunities to engage with local and regional municipalities (and/or related service agencies) and that prioritizes experiential learning for our students.

In all of these efforts we will consider how the United Nations’ Sustainable Development Goals may guide our work.

Western has the capacity, desire, and duty to discover, develop, and advocate for approaches to make our world more sustainable, particularly in the areas of climate change, biodiversity, equity and social justice in which the university has expertise.

MEASURING OUR PROGRESS

[HERE WE WILL ADAPT SOME OF THE METRICS FROM THE PREVIOUS PLAN; ADD OTHERS; AND ENSURE THAT THERE’S CONNECTION TO SMA-III METRICS TOO]

Here are the metrics from the **previous** plan, to be discussed and updated:

1. Attract the brightest students as demonstrated through the highest entering grade average and the highest number of students with external awards among Canada’s leading research-intensive universities.
2. Achieve the highest student retention and graduation rates among Canada’s leading research-intensive universities.
3. Enhance the learning experience by providing a community-based experiential learning opportunity, an international learning opportunity, or a research learning opportunity for all undergraduates who wish to pursue one as part of their degree.
4. Increase international undergraduate student enrolment to at least 15% and domestic out-of-province student enrolment to at least 10% of the undergraduate student body.
5. Increase graduate student enrolment to at least 20% of the total student body.
6. Increase diversity among our faculty and staff, including the recruitment and retention of designated employee groups (including women, visible minorities, aboriginal persons, and persons with disabilities) to lead or exceed the U-15 averages for representation.
7. Add 100 research chairs, including 50 endowed chairs, in areas of strength.
8. Increase our national share of funding awarded from each of the Federal Tri-Councils.
9. Increase the number of faculty members who have won national and international teaching/research awards and similar distinctions.
10. Double the number of academic Departments, Schools and Faculties that rank among the world’s top 100 universities in major international surveys.
11. Increase share of operating budget from non-Provincial sources by 1% per year.
12. Surpass our \$750-million “Be Extraordinary” fundraising campaign goal and grow the university’s endowment to at least \$500 million by 2018.
13. Build institutional capacity to sustain fundraising beyond the current campaign, with an eventual goal of increasing annual fundraising achievements to \$100 million.
14. Double alumni engagement, as measured through a range of activities that will include alumni card requests, participation in programs and events, address updates, giving to the institution, and voluntarism, etc.

CONCLUSION

Western has a proud history, and we strive to be excellent stewards of our past successes and achievements. As we look to the future, we will push ourselves to increase our impact and build Western to the next level. That impact will come from a renewed research enterprise, a strengthened student experience, a more inclusive community, and more and better partnerships in London and around the world.

This plan closes with a call to action – an invitation to every member of our community to determine how they can contribute to advancing these ideals. Reimagine your program. Rethink your workplace. Strengthen your purpose.

The uncertainty of the global recovery from the pandemic is an invitation to think – and to do – differently. The world needs its leaders to act boldly in the face of seemingly intractable problems and find innovative solutions to them.

In it together

The world's best universities can't go it alone. They work in partnership to be more creative, more curious, more innovative. They collaborate to accelerate progress and make positive change.

To achieve the ambitious goals set out in this plan we will need the support of our graduates, our community, and other collaborative teachers and researchers locally and around the world.

We are planning today for Western's—and the world's—future.

Join us.

TOWARDS WESTERN AT 150: A SUMMARY OF COMMITMENTS

To grow well, we will:

- Expand the faculty and staff complements
- Expand student enrollment
- Secure resources and building infrastructure

To stimulate our research, scholarship and creative activity, we will:

- Strengthen core facilities and invest in common resources such as labs and studios
- Pursue more and deepen existing partnerships locally, nationally, and globally
- Adjust internal organizational structures and the budget model to promote and fund interdisciplinary research and seek greater elasticity in our interdisciplinary mechanisms
- Create a partnership-concierge model to open up a portal to serve external partners

To achieve Western's teaching and learning goals, we will:

- Launch curriculum renewal projects, develop new programs that will inspire students
- Improve academic advising and career development support
- Respond to the needs of 21st century learners by executing our online learning strategy
- Ensure technology resources for a changing world are provided

To enrich Western students' experience, we will:

- Offer every undergraduate intensive experiential learning experiences
- Invest in career development services for graduate, postdoctoral and professional students as well as for undergraduates, taking Ivey's career services as our inspiration
- Examine Western's admissions process to ensure we attract a diverse group of students
- Invest in more hands-on applications including more work-integrated learning
- Fund summer research opportunities for undergraduates
- Extend our current offerings in entrepreneurship to students in all programs

To invest in people, community, and culture, we will:

- Unite our community through a sense of belonging for all students, faculty, staff and alumni
- Address structural and systemic barriers in support of a more inclusive environment
- Continue our commitment to increase Indigenous voices and presence across all levels of work, study and research
- Create new bursaries for students from equity-deserving groups
- Craft pathways with local and regional school boards and other community organizations to increase our opportunities to recruit students from equity-deserving groups
- Meet or exceed the requirements of the Canada Research Chairs program with respect to equity-deserving groups
- Create learning opportunities for faculty and staff on promising EDI practices

To concentrate on place, we will:

- Strengthen our relationships with nearby communities, agencies and services
- Pursue the Open Space Strategy
- Create a safer, more pedestrian- and bicycle-friendly, and biodiverse campus
- Increase the number and quality of student gathering spaces
- Establish a new presence in London’s downtown core to provide service to the community, and enrich arts and culture

To engage the world beyond our London campus, we will:

- Establish a larger physical presence in downtown Toronto
- Increase our international student population to 20-25%
- Double the number of international experiences for our students
- Offer a variety of learning experiences in strategic locations around the world

To deepen our commitment to sustainability, we will:

- Achieve net zero emissions for campus operations by 2050
- Prioritize and invest in retrofitting existing buildings with energy-saving technology
- Engage with UN Sustainability goals to help guide our work
- Position Western as a global leader in interdisciplinary sustainability research
- Create a new sustainability research fund that prioritizes our local and regional partnerships and that creates new experiential learning opportunities for students

SUMMARY OF CONSULTATIONS

Between September 20, 2020 and April 8, 2021, the Strategic Plan Steering Committee (SPSC) engaged our community in more than 90 facilitated consultation sessions to solicit input on Western’s next strategic plan, including multiple opportunities in several faculties and units.

General Consultations

Board of Governors
Don Wright Faculty of Music
Facilities Management
Faculty of Arts & Humanities
Faculty of Education
Faculty of Engineering
Faculty of Health Sciences
Faculty of Information & Media Studies
Faculty of Law
Faculty of Science
Faculty of Social Science
General Student Forums (4)
Hospitality Services
Housing & Ancillary Services
Human Resources
International Student Forums (3)
Ivey Business School
Leaders’ Forum
Office of Faculty Relations
Office of the Registrar
PMA Executive
Police Services and Fire Safety
Professional Network Forum
School of Graduate and Postdoctoral Studies
Schulich School of Medicine & Dentistry
Senate
Senate Committee on University Planning
Student Experience
University Advancement
UWOFA Board
UWOSA Staff Forum
Western Communications
Western International
Western Libraries
Western Research
Western Technology Services

Theme Group Consultations

Alumni Association

Associate Deans Research
Centre for Teaching and Learning
Climate Action London
Climate Crisis Coalition
City of London (Mayor, City Manager, selected Councillors)
City of London Sustainability Managers
Department of Geography and Environment Council, Staff and Student Representatives
Director, Western Sustainability
EDI Action Network
Equity and Human Rights Services
Envirowestern
Executive Director, Network for Business Sustainability
Faculty of Education Curriculum Specialists
Faculty of Social Science Graduate Council and Staff
Indigenous Faculty Advisory Group
Indigenous Postsecondary Education Council (IPEC)
Indigenous Student Centre
London Chamber of Commerce
London Community Foundation
London Economic Development Corporation (LEDC)
Office of Indigenous Initiatives
Pillar Nonprofit Network
President's Advisory Committee on Environment & Sustainability (PACES)
Research Officers
Residence Council Presidents
Residence Managers
Society of Graduate Students (SOGS) Executive
Special Advisor on Faculty Employment Equity
Special Advisor to the Provost (Indigenous Initiatives)
Students in Gender, Sexuality and Women's Studies Course
Students with Accessibility Needs (Focus Groups)
Teaching Award Recipients (Focus Group)
Teaching Fellows
Thames Talbot Land Trust
Undergraduate Engineering Society Sustainability Committee
United Way Elgin Middlesex
University Research Board
Vice-Provost (Academic Planning, Policy & Faculty)
Western Continuing Studies
Western Mustang Athletes (Focus Group)

Surveys Summary

- 1 General Survey – Open January 20 to March 17, 2021
- 7 Theme-Based Surveys – January 27 to March 18, closed March 31.
- 2 Housing and Ancillary Services Staff – March 22 to April 1
- 1 Facilities Management Staff – March 22 to April 1

Written Submissions

- 12 direct written submissions were received from groups and individuals

By the Numbers

- More than 3,700 inputs via consultation participation or surveys
- Over 90 facilitated consultation sessions via Zoom
- More than 700 online surveys completed
- 650+ students engaged
- 2,800+ faculty and staff
- 200+ alumni
- 40+ community members

STRATEGIC PLANNING STEERING COMMITTEE

Thank you to the 37 members of the 2020-2021 Western Strategic Planning Steering Committee. Your unwavering dedication, contributions, insights, and guidance throughout an already challenging time have made a significant impact on the future of Western University.

Kenisha Arora	Michael Milde
Sue Bennett	Eunice Oladejo
Camryn Bonn	JB Orange
Mark Brown	Adam Pacyga
Jason Brown	WG Pearson
Candace Brunette-Debassige	Sarah Prichard
Matt Davison	Matt Reesor
Keith Gibbons	Lesley Rigg
Alison Hearn	Jennifer Robinson
Volker Hocke	Clare Robinson
Sharon Hodgson	Sophie Roland
Andy Hrymak	David Sandomierski
Nicole Kaniki	kirstyn seanor
Dayana Kibilds	Alan Shepard, Chair
Abdel-Rahman Lawendy	David Simmonds
Deishin Lee	Kasey Van Hedger
Christopher Lengyell	Nadine Wathen
Isaac Luginaah	Chris Watling
Beth MacDougall-Shackleton	

The Strategic Planning Steering Committee was established in October 2020. It included twenty-one members selected through an open nomination process and approved by Western’s Senate and 15 members appointed ex officio or elected by other bodies.

(a) Twenty-one members nominated by an open nomination process and approved by Senate:

- Eleven members representing faculty, ensuring representation from every Faculty
- One member representing postdoctoral scholars
- Three members representing staff
- Two members representing research leaders
- Three members representing the University Students’ Council (USC) (In addition to the Ex Officio member listed below) - *These three positions were open for nominations (including self-nominations) for any undergraduate students, including those in second-entry programs (Business, Law, Education, and Medicine & Dentistry).*
- One member representing the Society of Graduate of Students (SOGS) (In addition to the Ex Officio member listed below) *This position was open for nominations (including self-nominations) for any graduate student.*

(b) Ten Appointed or Elected members:

- One member elected by Senate (In addition to the Ex Officio member listed below)

- Two Deans appointed by the Provost
- Two members elected by the Alumni Association
- Two members elected by the Board of Governors
- Three members named by the Chair in consultation with the Chair of SCUP and senior leaders, one of whom will represent the London-Middlesex Community

(c) Six *Ex Officio* members:

- President & Vice-Chancellor (Chair)
- Provost & Vice-President (Academic)
- Vice-President (Research)
- Chair of SCUP
- President of the USC
- President of SOGS

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) – Don Wright Faculty of Music: Amendment of the Faculty Council Constitution

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective May 14, 2021, the Don Wright Faculty of Music Council Constitution be revised as shown.

EXECUTIVE SUMMARY:

The Don Wright Faculty of Music presents its proposed Faculty of Music Council Constitution to Senate for approval. The Faculty has made a significant number of changes since the last time this document was revised in 2008. The purpose of these revisions is to align the constitution more closely to Senate procedures and other council constitutions across campus, as well as to add a new Vice-Chair role (see Point 7). These revisions were recently approved by the Faculty of Music internal Nominations and Operations Committee (March 2, 2021) and Faculty of Music Council (on March 16, 2021).

ATTACHMENT:

[Amendment of the Don Wright Faculty of Music Council Constitution](#)



**Faculty Council Constitutions
Composition and Rules of Procedure**

DON WRIGHT FACULTY OF MUSIC

Effective Date: **May 14, 2021** ~~July 2008~~

Supersedes: **July 2008**

COMPOSITION AND RULES OF PROCEDURE

1. The Don Wright Faculty of Music (hereafter "Faculty of Music") shall consist of the following departments: Music Education, Music Performance Studies, and Music Research and Composition.

Admission of other departments to the Faculty of Music will require the following steps:

- (i) application by the proposed department to the Faculty **of Music** Council ~~of the Faculty of Music~~;
 - (ii) approval of this application by the Senate, after consultation with the Faculty **of Music** Council ~~of the Faculty of Music~~.
2. The **academic and administrative** head of the Faculty of Music shall be the Dean of the Faculty of Music. ~~The Dean of the present College of Music shall become the first Dean of the Faculty of Music. All subsequent appointments~~ **Appointments** to this position shall be made in accordance with current University policy.
 3. Student enrolment in the Faculty of Music shall consist of all students who enroll for the **Faculty of Music** programs outlined in the ~~Faculty of Music~~ **Academic** Calendar.
 4. There shall be a **Faculty of Music** Council ~~of the Faculty of Music~~ (**hereafter referred to as Council**) responsible to the Senate and composed of:
 - (A) The following ex officio **voting** members:
 - (i) The President & Vice-Chancellor
 - (ii) Such Vice-Presidents of the University as the Senate may determine
 - (iii) The Dean of the Faculty of Music (who shall be Chair of ~~the~~ Council), and such Associate Dean(s) of the Faculty of Music as may be duly appointed
 - (iv) The Director of Administration**
 - (v) The Director of the Music Library**
 - (vi) (iv) Such other ex officio members as the Senate may, ~~from time to time,~~ determine, upon the recommendation of Council.**
 - (B)
 - (i) All full-time **faculty** members (**limited term, probationary and tenured**) ~~of in~~ the ~~departments of the~~ Faculty of Music

Don Wright Faculty of Music Council Constitution

~~(ii) Such other members as the Senate may, from time to time, determine~~

~~(iii)~~ **(ii)** The following representatives holding the rank of Lecturer or higher:

1 from the Faculty of Social Science

1 from the Faculty of Science

1 from the Faculty of Arts and Humanities

1 from the Faculty of Education

1 from the Faculty of Science

1 from the Faculty of Social Science

~~(iv)~~ **(iii)** Three full-time undergraduate students registered in the Faculty of Music. **Two of these students shall be appointed: the President of the Faculty of Music Students' Council (FoMSC), and the VP Student Experience and Advocacy (FoMSC). The third student shall be elected annually by the voting members of FoMSC.** ~~to be elected by the undergraduate student body, and one full-time graduate student to be elected by the graduate student body.~~

(iv) One full-time graduate student registered in the Faculty of Music. **The Chair of the Society of Graduate Students in Music (SOGSIM) shall be appointed to this position annually each fall.**

(v) **Up to four** ~~Four members of Academic Staff with Limited Duties~~ **part-time/Limited Duties faculty members in the Faculty of Music**, to be elected as soon as practicable after the commencement of the Fall term each year by all such members.

(vi) One **full-time staff** member ~~of the regular full-time administrative staff of~~ **in** the Faculty of Music, elected **by the staff** ~~thereby~~.

The process for electing/appointing the members detailed in 4 (B) (ii), (iii), (iv), (v) and (vi) shall be managed by the Office of the Dean in conjunction with the various groups as listed.

5. Members of the above categories shall be entitled to participate fully in meetings of ~~the~~ Council, i.e., to speak, to propose motions, to vote on all questions, and to serve on subcommittees if elected at such meetings. **No member of Council may appoint or send a designate to act or vote on his/her behalf.**

6. Non-voting attendees at Council shall include any invited guests/observers and the Recording Secretary. These attendees may participate in discussion, but shall neither move/second motions nor vote.

7. The duties of the Chair of Council (Dean of the Faculty of Music) shall be to preside at meetings and carry out other duties as necessary. In the absence of or at the request of the Chair, a Vice-Chair shall preside at meetings or fulfill any other duties of the Chair.

The Vice-Chair shall be elected by Council every two (2) years at its last meeting in the spring. Only Council members listed in 4 (B) (i) shall be eligible to serve as Vice-Chair. The Vice-Chair shall serve for a two (2) year term on Council, and shall also be the Chair of the Nominations and Operations Committee, ex officio, for a two (2) year term.

8. 6. The Council of the Faculty of Music shall meet at least four (4) times during the academic year. Common practice is six (6) meetings during the academic year scheduled annually.

Don Wright Faculty of Music Council Constitution

Council meeting agendas shall be approved by the Nominations and Operations Committee.

9. ~~7.~~ Regular meetings of ~~the~~ Council shall be called with notice of one week. The notice shall include the agenda of the meeting. Special meetings of ~~the~~ Council may be called on the written notice of not less than 10% of members of Council, and shall be convened in the seven days thereafter to consider the matter(s) set out in the notice. This notice shall include the agenda of the special meeting.
10. ~~8.~~ ~~The~~ Council shall advise the Senate on all matters under the jurisdiction of the Senate which are pertinent to the Faculty of Music or referred to ~~the~~ Council by the Senate, and shall determine policy on all such matters if so delegated by the Senate.
11. ~~9.~~ ~~The~~ Council shall establish **a Nominations and Operations Committee** ~~an Executive Committee~~ and such other committees as it considers necessary. ~~The~~ Council may delegate authority to its committees but these shall be responsible to ~~the~~ Council.
12. ~~10.~~ Quorum for meetings of ~~the~~ Council shall be one-third **(1/3)** of the members listed in 4.(B)(i). Otherwise, the by-laws and regulations for the conduct of ~~the~~ Council's proceedings shall, where practicable, be those adopted by the Senate.

ITEM 5.1(b) – Senate Membership – General Community Member

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

The Nominating Subcommittee to Select a Senate Representative from the General Community has re-appointed Sheila Powell to serve on Senate for the July 1, 2021 to June 30, 2023 term.

Sheila Powell is a Superintendent of Student Achievement with the Thames Valley District School Board. Her portfolios have included capital planning, staff development, equity and diversity, mental health, information technology and Adult and Alternative Education. Sheila holds a Master of Education degree from Western University and has taught Additional Qualifications courses for Western University's Faculty of Education. Sheila brings a range of leadership roles and collaborative work experience with not-for-profit and charitable organizations as well as in the public education sector to her role as a member of Western's Senate.

ITEM 5.1(c) – Appointment of Officers of Convocation

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

The Operations/Agenda Committee approved the appointment of the Officers of Convocation listed below, with roles and terms as indicated.

OFFICERS OF CONVOCATION

Angie Mandich	Director of Convocation	July 1, 2021 – June 30, 2022
Lee Ann McKivior	Associate Director of Convocation	July 1, 2021 – June 30, 2023

The Officers of Convocation play a vital role in the preparation and delivery of Western's successful convocations. With workload culminating during the Fall and June convocation periods, both the Director and Associate Director of Convocation ensure that students, faculty, friends, and family are provided with an enjoyable, organized, safe, and commemorative experience.

Director of Convocation

- Chairs the Convocation Board and is an Ex Officio member of the Honorary Degrees Committee.
- Ensures that Western's convocations honour tradition while also providing a vibrant, celebratory, and inclusive event for the graduating class.
- Designs on stage seating plans for each ceremony including appropriate placement of Academic party, guests, award recipients and speakers.
- Contacts Honorary Degree recipients ahead of time to outline the details of a Western ceremony and the role that the recipient will play within the celebration.
 - Instructs Honorary Degree recipient and award recipients regarding where to stand and what to do on stage during the ceremony.
- Instructs hooders, bedel, esquire bedels, regarding their roles and liaises with the remaining Officers of Convocation to ensure that all details relating to convocation are known.
- Work with the Chief Usher and Secretariat to ensure volunteer ushers are available, trained, and in place.
- General oversight and troubleshooting before and during the ceremony in the hall.

Associate Director of Convocation

- Ex Officio member of the Convocation Board and the Honorary Degrees Committee
- Assists the Director of Convocation to ensure that Western's convocations honour tradition while also providing a vibrant, celebratory, and inclusive event for the graduating class.
- Assists the Director of Convocation in designing the on stage seating plans for each ceremony including appropriate placement of Academic party, guests, award recipients and speakers.
- In the absence of the Director of Convocation,
 - Contacts Honorary Degree recipients ahead of time to outline the details of a Western ceremony and the role that the recipient will play within the celebration.
 - Instructs Honorary Degree recipient and award recipients regarding where to stand and what to do on stage during the ceremony.
 - Instructs hooders, bedel, esquire bedels, regarding their roles and liaises with the remaining Officers of Convocation to ensure that all details relating to convocation are known.
 - Work with the Chief Usher and Secretariat to ensure volunteer ushers are available, trained, and in place.
 - General oversight and troubleshooting before and during the ceremony in the hall.

ITEM 5.2(a) – McIntosh Gallery Committee

ACTION REQUIRED: **FOR APPROVAL** **FOR INFORMATION**

Recommended: Jonathan De Souza was acclaimed to complete the term of Paul Frehner (June 30, 2022) due to a sabbatical leave, but his term end date was indicated as June 30, 2023. A correction is required to Jonathan De Souza’s term end date, to June 20, 2022.

McIntosh Gallery Committee

<i>Workload: Meetings as required.</i>
--

Composition: Two (2) members appointed by Senate.

Current Senate-appointed Members:

Terms continuing June 30, 2022:

Jonathan De Souza (Mus)

Term continuing to June 30, 2023:

Linda Miller (Vice-Provost, SGPS)
~~Jonathan De Souza (Mus)~~

ITEM 5.3(a)(i) – School of Graduate and Postdoctoral Studies: Revisions to the PhD in French Studies

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, the PhD in French Studies be revised as shown.

EXECUTIVE SUMMARY:

In an effort to ensure that students are better able to meet all PhD program requirements in four years, and in response to recommendations made during a recent program review, the Department of French Studies is proposing to streamline the exam structure for the PhD in French Studies. The proposed changes include: (1) replacing the *explication de texte* qualifying examination in Year 1 with a *prospectus* that will serve to integrate both PhD thesis preparatory work and knowledge verification, (2) replacing two different preparatory exams in Year 2 with a single preparatory exam, and (3) elimination of the third-language thesis requirement.

ATTACHMENT:

[Proposal to Revise the PhD in French Studies](#)

Proposal to Revise the PhD in French Studies

In an effort to ensure that students are better able to meet all PhD program requirements in four years, and in response to recommendations made during a recent program review, the Department of French Studies proposes to streamline the exam structure for the PhD in French Studies.

Three major changes are proposed:

1. Elimination of the *explication de texte* qualifying examination (Year 1) in favour of a *prospectus* (Year 1) integrating, in a succinct and effective way, both PhD thesis preparatory work and knowledge verification.
2. Elimination of two different exams, *examen majeur* and *examen mineur* (Year 2), in favour of a single preparatory exam, *examen de synthèse* (Year 2). This should serve to help synthesize learning and also to facilitate time to completion.
3. Elimination of the third-language thesis requirement. This will allow the program's mostly international, multilingual PhD students to focus instead on developing research skills and acquiring knowledge in their chosen field. This decision to reduce language requirements echoes recent decisions made in other departments.

Learning outcomes will remain the same.

The streamlined program structure will benefit incoming PhD students eager to finish their program in a timely manner. The proposed changes would not impact current students, unless they request to opt into the new requirements, in which case the Department will work to ensure a smooth transition.

ITEM 5.3(a)(ii) – School of Graduate and Postdoctoral Studies: Introduction of a field in “Process Control and Safety” in the Master of Engineering (MEng) in Chemical and Biochemical Engineering

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, a field in “Process Control and Safety” be introduced in the Master of Engineering (MEng) in Chemical and Biochemical Engineering.

EXECUTIVE SUMMARY:

The Faculty of Engineering proposes to introduce a new field in “Process Control and Safety” in the existing Master of Engineering (MEng) in Chemical and Biochemical Engineering. Consultation with chemical industry representatives has identified the need for specialization in process control and safety. To the best of the Faculty’s knowledge, there are no existing graduate programs in Canada that focus on process control and safety in the chemical sector. The proposed field will fill this gap and address a need in the chemical industry in Canada.

ATTACHMENT:

[Proposal to Introduce a Field in “Process Control and Safety” in the Master of Engineering \(MEng\) in Chemical and Biochemical Engineering](#)

Proposal to Introduce a Field in “Process Control and Safety” in the Master of Engineering (MEng) in Chemical and Biochemical Engineering

The proposed modification is the addition of a new field in “Process Control and Safety” to the current Master of Engineering (MEng) program in Chemical and Biochemical Engineering.

Recent applications of advanced control systems have been instrumental in increasing the efficiency, quality, and safety in chemical industries such as oil and gas, pharmaceutical, food and beverage, textile, chemicals etc. Although, control systems have been an integrated part of processes in many industries, the large diversity in chemical engineering and the high degree of complexity in chemical processes as well as increasing demand for higher quality products and stringent regulations with respect to the environment protection have increased the need for application of advanced control systems in recent years. At the same time, process safety has been a major issue in chemical plants and the demand for experts in the area has been always high. Continuous development of new technologies and new processes require new safety measures and advanced knowledge about safety engineering is required to modify the design to meet the required safety for protection of the people as well as environment and assets. Control and safety are closely related as without process control it would be extremely challenging to meet the safety standards.

Artificial intelligence (AI) technologies are emerging in chemical industries, and their potential benefits in chemical process/product development, optimization and research are being realized. Artificial Intelligence is an integrated part of the new stream in MEng program in CBE and it is necessary to train chemical engineers at graduate levels and prepare them for applications of AI in chemical industries. There are a number of graduate programs offered in Canadian universities in the area of “Control Engineering”, “Industrial automation and control”, “Control system engineering” etc. However, these programs are primarily offered by Electrical Engineering Departments, where the primary focus is on the theory and applications in the context of electrical engineering. To the best of the Faculty’s knowledge, there is no graduate program that is focused on the Process Control and Safety in the chemical sector.

Consultations were also conducted with chemical industry representatives, where the needs for specialization in process control and safety have been identified. Therefore, a new MEng stream is proposed to fill the gap and address the existing need in chemical industry in Canada.

The proposed field in Process Control and Safety will follow the same structure as the existing Master of Engineering streams in Chemical and Biochemical Engineering. Students are required to take 10 courses (or 8 courses plus a project) including three core technical courses, two professional courses, and five elective technical courses (or 3 if students pursue a project) from a list of electives.

The course requirements for the proposed specialization field are shown below:

Master of Engineering in Process Control and Safety	
Core courses (3 courses, one from each category)	<ul style="list-style-type: none"> • CBE 9430: Dynamic Modeling and Optimization-based Control • CBE 946: Advanced Process Control
	<ul style="list-style-type: none"> • CBE 9435: Artificial Intelligence (AI) for Chemical Engineers
	<ul style="list-style-type: none"> • CBE 9173: Chemical process safety
Professional Courses (2 courses)	<ul style="list-style-type: none"> • ENGSCI 9010: Intellectual Property for Engineers • ENGSCI 9185: Risk Assessment and Management in Engineering Systems • ENGSCI 9501: Business and Management • ENGSCI 9510: Engineering Planning and Project Management • ENGSCI 9670: Engineering Communication • ENGSCI 9015: Commercializing Innovation
Technical Electives* (3 or 5 courses depending on project based or course based option, respectively)	<ul style="list-style-type: none"> • CBE 9150: Fundamentals of Biochemical Engineering • CBE 9170: Mathematical Methods in Engineering • CBE 9190: Advanced Statistical Process Analysis • CBE 9260: Advanced Bioengineering and Biotechnology • CBE 9450: Advanced Chemical Reaction Engineering • ECE 9506: Linear Systems and Modern Control Systems • ECE 9507: Advanced Digital Control Systems • ECE 9508: Adaptive Controls • CBE 9160: Transport Processes • CBE 9180: Instrumental Methods of Analysis
*Technical electives can be taken from other departments and are subject to the approval of the Associate Chair Professional Programs	

The proposed field has its own Learning Outcomes, described below:

Depth and Breadth of Knowledge

- A firm understanding of the key principles and concepts of process control and safety in chemical industry
- Learn scientific knowledge of advanced control systems and safety
- Understand and design control systems
- Apply the principles of safety engineering to design in chemical industry

Research and Scholarship

- Able to critically evaluate advancements in control and safety in chemical industry

Application of Knowledge

- Able to apply the existing knowledge of process control and safety engineering to investigate and solve issues and problems related to control systems in chemical industry

- Apply safety engineering principles to the new technologies and processes in chemical industry
- Diagnose the problems associated with the operation of control systems in chemical industry
- Analyze safety issues and their impact on the environment

Professional Capacity/Autonomy

- Recognize the regulatory issues associated with the safety in chemical industry
- Recognize the need to modify and improve safety systems
- Awareness of the ethical framework associated with the safety in chemical industry

Communication Skills

- Able to effectively communicate knowledge, applications, problems/challenges and potential solutions to technical and non-technical audiences

Awareness of the Limits of Knowledge

- Recognize the challenges associated with the operation of control systems and their impacts in chemical industry
- Recognize safety issues and preventive measures to avoid incidents

Current students who are in the first or second term of their MEng program will be given the option to switch to this new stream. Those who opt for this option will be required to meet the specific course requirements for this stream.

ITEM 5.3(a)(iii) – School of Graduate and Postdoctoral Studies: Introduction of a Combined Master of Engineering (MEng) and Graduate Diploma (GDip) in Engineering Leadership and Innovation Option to the Master of Engineering Degree Programs

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, a Combined Master of Engineering and Graduate Diploma (Engineering Leadership and Innovation) option be added to the Master of Engineering degree programs.

EXECUTIVE SUMMARY:

The Faculty of Engineering proposes to add a Combined Master of Engineering (MEng) and Graduate Diploma (GDip) in Engineering Leadership and Innovation option to the Master of Engineering degree programs. This option will allow MEng students to concurrently register in the GDip in Engineering Leadership and Innovation. Students registered in this option will take courses from both MEng and GDip programs concurrently and will be able to complete the MEng degree and GDip in four terms.

ATTACHMENT:

[Proposal to Introduce a Combined Master of Engineering \(MEng\) and Graduate Diploma \(GDip\) in Engineering Leadership and Innovation Option to the Master of Engineering Degree Programs](#)

Proposal to Introduce a Combined Master of Engineering (MEng) and Graduate Diploma (GDip) in Engineering Leadership and Innovation Option to the Master of Engineering Degree Programs

The proposed modification is the addition of a Combined Master of Engineering - Graduate Diploma (Engineering Leadership and Innovation) option to the Master of Engineering programs. This option will allow Master of Engineering (MEng) students to concurrently register in the Graduate Diploma (GDip) in Engineering Leadership and Innovation. Students registered in this option will take courses from both programs concurrently and will be able to complete the MEng degree and Graduate Diploma in 4 terms.

The MEng is a professional degree program, which trains engineers for careers in industry. The curriculum focuses on the advancement of technical knowledge and professional skills. Students are required to take 8 technical courses, or 6 technical courses and a project, and two professional courses. Typically, 5-6 professional courses are offered every year and students take two of those professional courses to fulfill their program requirements. While the professional courses in the MEng program assist students in developing professional skills, they cover only certain aspects of professional skills and the focus is at the fundamental level. The Faculty has recently introduced a professional Graduate Diploma in Engineering Leadership and Innovation to enhance soft skills that position graduates to cross boundaries towards business and organizational leadership; these skills are thought to be important in terms of enhancing and facilitating an engineer’s career path. Hence, this GDip is a valuable add-on to enhance professional skills of students in the MEng program. The combination of MEng and GDip curricula will provide students a broad base of technical expertise, and leadership and innovation skills.

The standalone GDip (Engineering Leadership and Innovation) is a two-term program, which requires students to complete 6 courses (3 core courses, 3 elective courses). Some of these GDip elective courses also serve as professional courses (cross-listed) for MEng students. Thus, the MEng students who take 2 elective courses of the GDip program as MEng professional courses, will get two course exemptions in the GDip program and hence, will be required to complete 4 courses (3 core courses; 1 elective course) for the GDip program. In this way, students registered in the proposed Combined MEng-Grad Diploma will be able to complete the combined program in 4 terms. Otherwise, the two programs taken separately would require 5 terms to complete (MEng: 3 terms; GDip: 2 terms).

Current program	Proposed Changes
i) Students are required to complete 8 technical courses or 6 technical courses and a project ii) Students are required to complete 2 professional courses Total: 10 courses or 8 courses and a project	i) Students are required to complete 8 technical courses or 6 technical courses and a project ii) Students are required to complete 2 professional courses, which are cross-listed as GDip elective courses iii) Students are required to complete 4 courses of the GDip program (3 core courses and one elective course) Total: 14 courses or 12 courses and a project
Program duration: 3 terms	Program duration: 4 terms

Students registered in this option must complete the requirements for both MEng and GDip programs. Once completed, both credentials will be awarded. If a student enrolled in this option decides to drop either MEng or GDip option, then the student will be removed from the Combined MEng-GDip option and re-registered in the other program (MEng or GDip) only.

Students will have the option to choose the Combined MEng-Diploma option when they apply for admission to the MEng program. In this case, their admission applications will be first reviewed by the Graduate program to assess their eligibility for admission to the MEng program. For those applicants who are eligible for admission to the MEng program, the Graduate program will share their applications with the Thompson Centre to assess their admission eligibility for the GDip program. Applicants who are considered eligible for admission to both programs will be offered admission to this option. Students who are admitted to the regular MEng program can choose this option no later than second term of registration in the regular MEng program. The Combined MEng-GDip option is not available to students applied or admitted to the GDip program only.

Current students who are in the first or second term of their MEng program will be given the opportunity to switch their program registration to the Combined MEng-Graduate Diploma option.

ITEM 5.3(a)(iv) – School of Graduate and Postdoctoral Studies: Introduction of fields in “Sport and Exercise Medicine” and “Upper Extremity Rehabilitation” in the Master of Clinical Science (MCISc) in Advanced Health Care Practice

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021 the fields of “Sport and Exercise Medicine” and “Upper Extremity Rehabilitation” be introduced in the Master of Clinical Science (MCISc) in Advanced Health Care Practice.

EXECUTIVE SUMMARY:

The Faculty of Health Sciences is proposing to add two new fields of study to the Master of Clinical Science (MCISc) in Advanced Health Care Practice: “Sport and Exercise Medicine” and “Upper Extremity Rehabilitation”.

The Sport and Exercise Medicine field is designed to prepare physiotherapists and physicians to work at an advanced level in sport and exercise medicine. Students will develop clinical skills, research methodology, depth of knowledge, and the professional behaviors to enable assessment and evaluation, and management and rehabilitation of elite athletes and the wider population focused on sport, activity and exercise. Advanced practice will enable more effective management of the complexity of sport and exercise medicine clinical presentations to enable best practice in sport and exercise medicine. Physiotherapist graduates will obtain the research and professional competencies necessary for Sport Physiotherapy Canada Diploma level credentialing. Physician graduates will obtain the research and professional competencies to enable sitting of the sport and exercise medicine Diploma exam after completion of the program.

The Upper Extremity Rehabilitation field is designed to prepare occupational therapists and physiotherapists to work at an advanced level in upper extremity rehabilitation. Students will develop clinical skills, research methodology, depth of knowledge, and the professional behaviors to enable examination, management and rehabilitation of upper extremity conditions. Advanced practice will enable more effective management of the complexity of clinical presentations to enable best practice in upper extremity rehabilitation. Completion of the program (through learning and required clinical hours) will enable students to undertake the comprehensive certification exam to become a Certified Hand Therapist.

ATTACHMENT:

[Major Modification to the Master of Clinical Science \(MCISc\) in Advanced Health Care Practice](#)

Proposal to Introduce Fields in “Sport and Exercise Medicine” and “Upper Extremity Rehabilitation” in the Master of Clinical Science (MCISc) in Advanced Health Care Practice

The Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP) is a non-thesis graduate program designed to offer experienced health-care providers the opportunity to obtain advanced training in a clinical specialty. This one-year full-time course-based Master’s degree is delivered using a combination of online courses and/or on-site residency periods, during which clinical skills, lectures and labs are provided. The AHCP develops leaders in their clinical field by integrating advanced clinical practice together with an enhanced knowledge of research methodology and exemplary professional attributes.

Two modifications are proposed:

1. Introduction of a new field in Sport and Exercise Medicine
2. Introduction of a new field in Upper Extremity Rehabilitation

INTRODUCTION OF A NEW FIELD IN SPORT AND EXERCISE MEDICINE

Rationale

Physiotherapists (PTs) and practice eligible physicians (for example orthopaedics, physiatry and emergency care) are motivated to expand their knowledge and gain expertise in the speciality practice area of sport and exercise medicine that requires significant post-graduate education. Sport and exercise medicine as a speciality encompasses management and rehabilitation of persons / athletes across the range of active lifestyle, amateur, varsity, elite competitors, persons / athletes with disabilities; and across the lifespan from pediatric to older adults enabling high performance and continued participation in sport and activity.

Practicing PTs and physicians wanting to obtain further credentialing in sport and exercise medicine are currently limited in the options available. Existing options often require long periods of time away from their practices and families to complete fellowships for certifications that do not have academic recognition. Capacity is limited in these fellowships and geography is often a barrier to required mentorship hours. Currently in Canada there is limited opportunity to train with other professions. An interdisciplinary Master’s level program for national and international students will be attractive for the development of advanced practice to improve quality and effectiveness of sport and exercise medicine. By providing interdisciplinary learning opportunities for PTs and physicians using a combination of in-person and remote learning, this area of health care specialist practice will be advanced in a unique and innovative way.

Registrants of the program, both domestic and international, will be comprised of a) experienced PTs and physicians seeking to advance their practice in sport and exercise medicine, and b) those who have some direct practice experience in sport and exercise medicine who would like to meet the requirements of accreditation bodies, specifically *Sport Physiotherapy Canada* for PTs and *Canadian Academy of Sport and Exercise Medicine* for physicians. The field specific courses for Sport and Exercise Medicine are mapped to the Diploma level credentialing of *Sport Physiotherapy Canada* to enable PT students to be credentialed upon completion of the program, and the *Canadian Academy of Sport and Exercise Medicine* competencies to enable physician students to sit the sport and exercise medicine Diploma exam after completion of the program.

Description

The field is designed to prepare PTs and physicians to work at an advanced level in sport and exercise medicine. Through an inter-professional Masters level educational experience, students will develop clinical skills, research methodology, depth of knowledge, and the professional behaviors to enable assessment and evaluation, and management and rehabilitation of elite athletes and the wider population focused on sport, activity and exercise. Advanced practice will enable more effective management of the complexity of sport and exercise medicine clinical presentations to enable best practice in sport and exercise medicine. PT graduates will obtain the research and professional competencies necessary for Sport Physiotherapy Canada Diploma level credentialing. Physician graduates will obtain the research and professional competencies to enable sitting of the sport and exercise medicine Diploma exam after completion of the program.

Field Specific Learning Outcomes

1. To critically analyze and integrate the principles underpinning sport and exercise medicine to inform interventions to optimize activity / performance for persons / athletes
2. To evaluate clinical history and examination findings to inform individualized athlete/client-centred acute emergency management/triage, management and rehabilitation within a biopsychosocial and interdisciplinary framework
3. To implement and justify evidence-informed management and rehabilitation interventions to optimize activity / performance
4. To synthesize knowledge, skills and attributes to demonstrate advanced practice in sport and exercise medicine
5. To develop research skills enabling active participation and competency in clinical research
6. To communicate and apply ethical principles and practices in patient care and research activities
7. To develop communication strategies that foster therapeutic alliance and shared decision-making with the person / athlete
8. To develop iterative self-reflection skills and continued life-long learning

Admission criteria

In addition to the general AHCP admissions criteria, applicants must meet the following field specific criteria. There are no target admission ratios for each of the three student types (physiotherapists, physicians, advanced standing).

Physiotherapists:

- A current license to practice in Canada if seeking mentorship practice opportunity in Canada. Physiotherapists practicing outside of Canada must be licensed to practice in their country of residence.
- Evidence of ≥ 2 years of experience in sport /musculoskeletal physical therapy inclusive of ≥ 50 hours of sport event coverage/volunteering; a paragraph describing their role in delivering care to an active population, or equivalent; and a reference letter that endorses the evidence of experience.
- Be a member in good standing with *Sport Physiotherapy Canada (SPC)*.

Physicians:

- A current license to practice in Canada if seeking mentorship practice opportunity in Canada. Physicians practicing outside of Canada must be licensed to practice in their country of residence
- Evidence of ≥2 years of experience in sport /musculoskeletal medicine inclusive of ≥50 hours of sport event coverage/volunteering; or equivalent; a paragraph describing their role in delivering care to an active population and a reference letter that endorses the evidence of experience. Or
- Entry after postgraduate year 3 (PGY3) year or beyond:
 - Members in good standing with the *Canadian Academy of Sport and Exercise Medicine (CASEM)* at time of application
 - Must be a fellow of the Royal College of Physicians and Surgeons or College of Family Physicians of Canada and have completed a one year Sport Medicine fellowship recognized by a University Faculty Medicine Program. The program must include documented participation of 50 hours of team/sport/ event coverage in the 2 years prior to application

Advanced Standing (For Sport Physiotherapy Canada members):

- PTs who already possess the SPC Diploma Credentials will receive advanced standing for *PT96XX* Advanced Management in Sport and Exercise Medicine 1: Lower Quadrant, *PT96XX* Advanced Management in Sport and Exercise Medicine 2: Upper Quadrant, *PT96XX* Transformational Topics in Sport and Exercise Medicine and *PT96XX* PT9620 Clinical Mentorship. Course requirements will focus on Critical Appraisal of Health Literature (PT9600), Advanced Professional Practice (PT9610) and Research Experience (PT9630)

Field Faculty Member Roles

Graduate Program faculty will lead the core courses and integration of material. This learning will be supported by mentors from practice sites who may be adjunct faculty members of the School of Physical Therapy. A Field Leader will be appointed by the Dean, Faculty of Health Sciences, as a joint position between the School of Physical Therapy and the Fowler Kennedy Sports Medicine Clinic to oversee delivery of the field specific courses and mentorship, and ensure quality of delivery, interfacing educational quality with clinical opportunity. Delivery of field specific curriculum will be supported by part time instructors who are experts within Sport and Exercise Medicine.

Field Progression Requirements and Milestones

Core courses:

PT9600 CRITICAL APPRAISAL OF HEALTH (0.5)

PT9610 ADVANCED PROFESSIONAL PRACTICE (0.5)

NEW PT96XX Advanced Management in Sport and Exercise Medicine 1: Lower Quadrant (0.75)

NEW PT96XX Advanced Management in Sport and Exercise Medicine 2: Upper Quadrant (0.75)

NEW PT96XX Transformational Topics in Sport and Exercise Medicine (0.75)

PT9620 Clinical Mentorship (0.5)

PT9630 Research Experience (0.5)

New course descriptions

These courses are informed by the external standards/ criteria to receive recognition and/ or accreditation by Sports Medicine Canada. For each course the students will receive 78-90 hours of teaching (equivalent to 0.75 FCE).

NEW PT96XX Advanced Management in Sport and Exercise Medicine 1: Lower Quadrant (0.75)

This course will cover the integrated assessment, evaluation, management and rehabilitation of acute and chronic lower quadrant conditions in the context of evidence informed sport medicine utilizing a clinical reasoning framework. This course will develop advanced assessment and evaluation skills in content areas of epidemiology, etiology, field and sideline care, emergency action planning, clinical pattern recognition and history taking, physical exam planning, practical physical exam, emergency care, triage, basic and advanced imaging, clinical differential diagnosis, imaging, injection/aspiration, and applied cadaveric anatomy. This course aims to develop advanced management and rehabilitation skills in content areas of best practice care pathways, communication, prevention, preparation and progression for optimizing performance, nutrition, advanced sport management, roles of the medical team, therapeutic exercise prescription and progression, neuromuscular adaptation, return to practice and play, mental readiness, taping and bracing, protective equipment, sport massage and soft tissue techniques. A biopsychosocial framework utilizing a clinical case-based teaching approach will be utilized to promote advanced skill development in clinical education, prediction, prognosis, and evaluation of outcomes in the lower quadrant.

NEW PT96XX Advanced Management in Sport and Exercise Medicine 2: Upper Quadrant (0.75)

This course will cover the integrated assessment, evaluation, management and rehabilitation of acute and chronic upper quadrant conditions in the context of evidence informed sport medicine utilizing a clinical reasoning framework. This course will develop advanced assessment and evaluation skills in content areas of epidemiology, etiology, field and sideline care, emergency action planning, clinical pattern recognition and history taking, physical exam planning, practical physical exam, emergency care, triage, basic and advanced imaging, clinical differential diagnosis, imaging, injection/aspiration, and applied cadaveric anatomy. This course aims to develop advanced management and rehabilitation skills in content areas of best practice care pathways, communication, prevention, preparation and progression for optimizing performance, nutrition, advanced sport management, roles of the medical team, therapeutic exercise prescription and progression, neuromuscular adaptation, return to practice and play, mental readiness, taping and bracing, protective equipment, sport massage and soft tissue techniques. A biopsychosocial framework utilizing a clinical case-based teaching approach will be utilized to promote advanced skill development in clinical education, prediction, prognosis, and evaluation of outcomes in the upper quadrant.

NEW PT96XX Transformational Topics in Sport and Exercise Medicine (0.75)

This course is designed to integrate and consolidate various aspects of sport medicine across the lifespan and a range of active populations that develop health care professionals as expert managers, advisors, professional leaders and innovators. This course aims to develop an practical understanding the following topic areas; social determinants of health, exercise prescription as “medicine”, exercise in specific populations, genetic and non-genetic factors of human sport performance, current concepts in doping and testing, practical interpretation of kinetic and kinematic evaluations, practical interpretation physiologic testing and evaluation, wearable technology and virtual reality in training evaluation and biomechanics, load management, injectables and biologics, health education and promotion strategies to change behavior, exercise prescription and education and training utilizing technology, role of

telehealth in sport medicine, advanced sport coordination, concussion and technology, and contemporary topics in sport and exercise medicine. This course will use a combination of lectures, interactive case discussions, workshops, online forums and resources to promote and practical and applied knowledge synthesis in these areas building on learning from the lower and upper quadrant courses.

PT9620 Clinical Mentorship – Sport and Exercise Medicine field specific requirements (0.5)

Through a Continuing Professional Development framework, this course facilitates the synthesis of the theoretical and practical aspects of a student's development in Sport and Exercise Medicine through a period of mentorship within the work based / practice environment and documented with a professional portfolio. Students will have the opportunity to work in a variety of settings to enable development of existing knowledge and skills and advanced practice. The Clinical Mentor(s) will enable a student's development through a partnership of teaching; researching; managing; observing and discussing with innovative practice being encouraged within the framework of safe, legal, and ethical practice as made explicit in any applicable published standards (e.g. professional registration body, specialist competencies etc). Clinical mentorship for this field would come from sport and exercise medicine practitioners who are willing to act as mentors.

The student will undertake pre-mentorship preparation through an online half-day study day, and online preparatory study. Students will undertake a minimum of 150 hours of experience in a work based / practice environment. Learning needs may necessitate a range of environments as part of the mentored experience to ensure that all outcomes are achieved. The selection of the work -based environment is negotiated by the student in collaboration with the field leader, dependent upon their individual learning needs and their program field and any specialist requirements. A variety of patterns of delivery of the 150 hours experience are possible, as well as a variety of models of experience e.g. clinical practice, observation of practice, case analysis, situational online clinical reasoning, telehealth, e-mentoring, face-to-face mentoring etc. Current registration with appropriate professional / regulatory bodies is required as appropriate to the negotiated mentored practice.

For the Sport Physiotherapy Canada credentialing, PT students will be required to complete the following field experiences as part of their mentored clinical practice and these requirements will be included in their learning contract additional to the mentorship: minimum 200 hours, minimum 6 different sports inclusive of 2 contact/combat/collision sports for minimum of 75 hrs each, and 2 different sports followed for a full season.

PT9630 Research Experience – Sport and Exercise Medicine field specific requirements (0.5)

This course provides students with the opportunity to be involved in a group research project to critically appraise the scientific literature related to a specific research question and to work with a supervisor and peers as part of a 'research team'. The desired outcome of each project is an abstract, oral presentation, and poster of sufficient quality for presentation at a scientific conference and a scientific paper (manuscript) to be prepared in a format ready for submission for a peer-reviewed journal. Potential research projects can include a systematic review or other knowledge synthesis, secondary data analysis, psychometric evaluation of a clinical test/tool, observational research in practice settings, survey or knowledge implementation projects or experiments involving the testing of human subjects within the field of sport and exercise medicine.

Timetable

Fall term (Sept-Dec)		Winter term (Jan-April)		Spring term (May-Aug)	
PT9600 Critical Appraisal of Health Literature		PT9610 Advanced Professional Practice			
NEW PT96XX Advanced Management in Sport and Exercise Medicine 1: Lower Quadrant	ON CAMPUS	NEW PT96XX Advanced Management in Sport and Exercise Medicine 2: Upper Quadrant	ON CAMPUS	NEW PT96XX Transformational Topics in Sport and Exercise Medicine	ON CAMPUS
PT9620 Clinical Mentorship					
PT9630 Research experience					Research day

INTRODUCTION OF A NEW FIELD IN UPPER EXTREMITY REHABILITATION

Rationale

Occupational therapists (OTs) and PTs are motivated to expand their knowledge and gain expertise in the specialty practice area of upper extremity rehabilitation that requires significant post-graduate education. In order to obtain the credential of Certified Hand Therapist a therapist must pass a comprehensive certification exam and have obtained 4000 hours of direct upper extremity practice experience.

This proposed MCISc-AHCP Upper Extremity Rehabilitation program will be the first of its kind in North America at Master’s level. The target market for this program is OTs and PTs holding a current professional registration with their College or equivalent, who are in good standing and eligible to practice. Registrants of the program, both domestic and international, will be comprised of: a) therapists who are interested in gaining initial experience and preparing for employment in upper extremity rehabilitation; b) experienced therapists seeking to advance their practice in upper extremity rehabilitation; and c) those who have some direct practice experience in upper extremity rehabilitation who would like to prepare to challenge the Certified Hand Therapist Examination. In consideration of target population, the field specific courses for Upper Extremity Rehabilitation are mapped to the most recent practice analysis from the *Hand Therapy Certification Commission* to prepare students to challenge the Certified Hand Therapist examination.

Description

This field is designed to prepare OTs and PTs to work at an advanced level in upper extremity rehabilitation. Through an inter-professional educational experience at master's level, students will develop clinical skills, research methodology, depth of knowledge, and the professional behaviors to enable examination, management and rehabilitation of upper extremity conditions. Advanced practice will enable more effective management of the complexity of clinical presentations to enable best practice in upper extremity rehabilitation. Completion of the program (through learning and required clinical hours) will enable students to undertake the comprehensive certification exam to become a Certified Hand Therapist.

Field Specific Learning Outcomes

1. To critically analyze and integrate the principles underpinning upper extremity rehabilitation to inform interventions across the lifespan
2. To evaluate clinical history and examination findings to inform individualized client-centred rehabilitation within a biopsychosocial and interdisciplinary framework
3. To implement and justify evidence-informed rehabilitation interventions to optimize clinical outcomes
4. To synthesize knowledge, skills and attributes to demonstrate advanced practice in upper extremity rehabilitation
5. To develop research skills enabling active participation and competency in clinical research
6. To communicate and apply ethical principles and practices in patient care and research activities
7. To develop communication strategies that foster therapeutic alliance and shared decision-making with the client
8. To develop iterative self-reflection skills and continued life-long learning

Admission criteria

In addition to the general AHCP criteria, applicants must meet the following field specific criteria.

- A current license to practice Physiotherapy or Occupational Therapy in Canada if seeking mentorship practice opportunity in Canada.
- Physiotherapists / Occupational Therapists practicing outside of Canada must be licensed to practice in their country of residence.

Field Faculty Member Roles

Graduate Program faculty will lead the core courses and integration of material. This learning will be supported by mentors from practice sites who may be adjunct faculty members of the Schools of Occupational Therapy and/or Physical Therapy. Expert instructor contributions and Clinical Mentors are facilitated through the established collaboration between the Faculty of Health Sciences, through the Schools of Occupational Therapy and Physical Therapy with the and Roth McFarlane Hand and Upper Limb Centre (HULC).

A Field Leader will be appointed by the Dean of the Faculty of Health Sciences to enable delivery of the field specific requirements and ensure quality of delivery, interfacing educational quality with clinical opportunity. The Field Leader will be positioned in either the School of Physical therapy or the School of

Occupational Therapy. Delivery of field specific content will be supported by part time instructors who are experts within Upper Extremity Rehabilitation.

Field Progression Requirements and Milestones

Core courses:

PT9600 CRITICAL APPRAISAL OF HEALTH (0.5)
NEW PT96XX Foundations of Upper Extremity Rehabilitation (0.75)
NEW PT96XX Rehabilitation of Hand Conditions (0.75)
NEW PT96XX Rehabilitation of Shoulder and Elbow Conditions (0.75)
PT9620 Clinical mentorship (0.5)
PT9630 Research Experience (0.5)

Elective courses:

One elective from the courses on offer within the MCISc program framework (0.5)
Students can select an elective course in any term.

New course descriptions

The field specific courses for Upper Extremity Rehabilitation are mapped to the most recent practice analysis from the Hand Therapy Certification Commission to prepare students to challenge the Certified Hand Therapist examination. For each course the students will receive 78-90 hours of teaching (equivalent to 0.75 FCE).

NEW PT96XX Foundations of Upper Extremity Rehabilitation (0.75)

This course provides an introduction to the foundations of upper extremity rehabilitation and will focus on topics that transcend the entire upper limb. These topics will include bone/soft tissue healing, physiology and assessment of motor and sensory control, and epidemiology of musculoskeletal injury and diseases. The course will explore the impact of these topic areas on upper extremity functioning, anatomy / pathophysiology / assessment of nerve injury and recovery, custom orthotic fabrication, assessment and interventions for pain and edema, injury prevention and upper extremity outcome measurement by exploring the underlying principles. Sessions will integrate the impact of upper extremity pathology within the biopsychosocial framework and will include lecture, group discussions, and asynchronous case study based on common upper extremity problems to integrate the foundational topics into clinical learning.

NEW PT96XX Rehabilitation of Hand and Wrist Conditions (0.75)

This course will provide students with theoretical knowledge, clinical reasoning and technical skills to provide evidence-informed rehabilitation techniques for various hand and wrist conditions across the lifespan. Therapeutic skills applied to acute injury, gradual onset, congenital and heredity conditions will be discussed in detail. Students will gain an understanding of fundamental knowledge for basic sciences, anatomy, diagnosis, prognosis, outcome evaluation and implementation of therapeutic interventions to the hand and wrist. Emphasis will be placed on clinical assessment, evaluation, and therapeutic intervention. Students will gain the ability to assess clinical history and examination findings for the development of individualized client-centred plans of care using a bio-psychosocial approach. Online interactive clinical reasoning discussions in an inquiry format will be used to facilitate knowledge-based

content around clinical case scenarios based on relevant musculoskeletal injury and diseases commonly seen in upper extremity rehabilitation. Advanced skills and therapeutic techniques including neuromuscular and sensory re-education, therapeutic exercise, joint mobilization, edema control, activity modification, orthosis design and selection, pain education, and return to work, sport and meaningful activity will be discussed and evaluated within various clinical cases.

NEW PT96XX Rehabilitation of Shoulder and Elbow Conditions (0.75)

This course will cover theoretical knowledge and technical skills related to assessment and treatment of individuals diagnosed with acute, pre/post-surgical and gradual onset of pathologies related to the elbow and the shoulder girdle. Students will gain an understanding of fundamental knowledge for basic sciences/anatomy, diagnosis, prognosis, outcome evaluation and implementation of therapeutic interventions for relevant conditions. The course will consist of lecture and case-based approaches with an emphasis on understanding the theory behind clinical skills and reasoning. Additionally, it will demonstrate advanced evidence informed evaluation and treatment techniques used for therapeutic intervention of upper quadrant conditions. Students will be able to assess clinical histories and examination findings for the development of a client centered plan of care using a bio-psychosocial approach. Online interactive clinical reasoning discussion in an inquiry format will be used to facilitate knowledge-based content around clinical case scenarios based on relevant musculoskeletal injury and diseases commonly seen in upper extremity rehabilitation. Clinical skills including joint mobilization, therapeutic exercises, bracing, neuromuscular re-education, motor control, pain education and return to work/functional activities will be demonstrated and evaluated within various clinical cases.

PT9620 Clinical mentorship – Upper Extremity Rehabilitation field specific requirements (0.5)

Through a Continuing Professional Development framework, this course facilitates the synthesis of the theoretical and practical aspects of a student's development through a period of mentorship within the work based / practice environment and documented with a professional portfolio. Students will have the opportunity to work within a variety of settings to enable development of existing knowledge and skills and advanced practice in upper extremity rehabilitation. The Clinical Mentor(s) will enable a student's development through a partnership of teaching; researching; managing; observing and discussing with innovative practice being encouraged within the framework of safe, legal, and ethical practice as made explicit in any applicable published standards (e.g. professional registration body, specialist competencies etc). Clinical mentorship for this field would come from hand therapists / upper extremity therapists who are willing to act as mentors.

The student will undertake pre-mentorship preparation through an online half-day study day, and online preparatory study. Students will undertake a minimum of 150 hours of experience in a work based / practice environment. Learning needs may necessitate a range of environments as part of the mentored experience to ensure that all outcomes are achieved. The selection of the work -based environment is negotiated by the student in collaboration with the field leader, dependent upon their individual learning needs and their program field and any specialist requirements. A variety of patterns of delivery of the 150 hours experience are possible, encompassing part time and full time modes, as well as a variety of models of experience e.g. clinical practice, observation of practice, case analysis, situational online clinical reasoning, telehealth, e-mentoring, FTF mentoring etc. Current registration with appropriate professional / regulatory bodies is required as appropriate to the negotiated mentored practice.

PT9630 Research Experience – Upper Extremity Rehabilitation field specific requirements (0.5)

This course is designed to provide students with the opportunity to contribute to a group research project, to critically appraise the scientific literature related to a specific research question and to work with a supervisor and peers as part of a ‘research team’. The desired outcome of each project is an abstract, oral presentation, and poster of sufficient quality for presentation at a scientific conference and a scientific paper (manuscript) to be prepared in a format ready for submission for a peer-reviewed journal. Potential research projects can include a systematic review or other knowledge synthesis, secondary data analysis, psychometric evaluation of a clinical test/tool, observational research in practice settings, survey or knowledge implementation projects in upper extremity rehabilitation.

Timetable

Fall term (Sept-Dec)	Winter term (Jan-April)	Spring term (May-Aug)
PT9600 Critical Appraisal of Health Literature		
NEW PT96XX Foundations of Upper Extremity Rehabilitation	NEW PT96XX Rehabilitation of Hand Conditions	NEW PT96XX Rehabilitation of Shoulder and Elbow Conditions
One elective course to be selected		
PT9620 Clinical Mentorship		
PT9630 Research Experience	Research day	

ITEM 5.3(b)(i) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the Modules in the Basic Medical Sciences Departments

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021 the admission requirements for the modules listed below be revised as shown.

Honours Specialization in Medical Cell Biology
Major in Medical Cell Biology

Honours Specialization in Biochemistry
Honours Specialization in Biochemistry and Cancer Biology
Honours Specialization in Biochemistry and Cell Biology
Honours Specialization in Biochemistry and Pathology of Human Disease
Honours Specialization in Biochemistry of Infection and Immunity
Honours Specialization in Chemical Biology
Honours Specialization in Computational Biochemistry
Major in Biochemistry
Minor in Biochemistry

Honours Specialization in Epidemiology and Biostatistics
Major in Epidemiology and Biostatistics

Honours Specialization in Medical Biophysics (Biological Science Concentration)
Honours Specialization in Medical Biophysics (Clinical Physics Concentration)
Honours Specialization in Medical Biophysics (Medical Science Concentration)
Honours Specialization in Medical Biophysics (Physical Science Concentration)
Major in Medical Biophysics
Minor in Medical Biophysics

Honours Specialization in Microbiology and Immunology
Honours Specialization in Microbiology and Immunology with Pathology
Major in Microbiology and Immunology

Honours Specialization in Pathology
Honours Specialization in One Health
Major in Pathology

Honours Specialization in Pharmacology
Honours Specialization in Physiology
Honours Specialization in Physiology and Pharmacology
Major in Pharmacology
Major in Physiology

Honours Specialization in Interdisciplinary Medical Sciences
Specialization in Interdisciplinary Medical Sciences
Major in Interdisciplinary Medical Sciences

Honours Specialization in Neuroscience

EXECUTIVE SUMMARY:

The Department of Physics and Astronomy introduced Physics 1201A/B and 1202A/B in March 2021, and will withdraw Physics 1028A/B, 1029A/B, 1301A/B and 1302A/B as of September 1, 2021. The admission requirements for the modules listed above are being revised to reflect this change in the first-year course offerings of the Department of Physics and Astronomy.

The rationale for additional changes to the admission requirements of the Minor in Biochemistry, the Medical Biophysics modules, and the Honours Specialization in Neuroscience is provided in the attached background information.

ATTACHMENTS:

[Revised Calendar Copy](#)

[Background – Rationale for additional changes to the admission requirements of the Minor in Biochemistry, the Medical Biophysics modules, and the Honours Specialization in Neuroscience](#)

REVISED CALENDAR COPY
<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21197>

HONOURS SPECIALIZATION IN MEDICAL CELL BIOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B.

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM** for additional average, course load requirements, etc. and **MODULES OFFERED IN THE BMSc PROGRAM** for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A with a mark of at least 65%.

0.5 course from: Chemistry 2213A/B or Chemistry 2273A.

0.5 course from: Chemistry 2223B or Chemistry 2283G.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.

REVISED CALENDAR COPY
<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21195>

MAJOR IN MEDICAL CELL BIOLOGY

ADMISSION REQUIREMENTS

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in Medical Cell Biology in BMSc degrees, since admission to the BMSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BMSc degrees. The Module requirements (below) are the same for all students completing the Major.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:

Admission to this Major module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to a BMSc degree.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B.

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM for additional requirements (averages, course load, etc.).

0.5 course: Biochemistry 2280A.

0.5 course: Chemistry 2213A/B.

0.5 course: Biology 2382A/B.

0.5 course from: Biology 2290F/G, Biology 2581A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A DEGREE OTHER THAN A BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:

Completion of first-year requirements, including a mark of at least 60% in each of the 3.0 (full or half) principal courses below:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

The following must be completed by the end of second year, with a mark of at least 60% in each half course:

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B.

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21178>

HONOURS SPECIALIZATION IN BIOCHEMISTRY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B

0.5 course from: Calculus 1000A/B, Calculus 1500A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These 2000-

level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A with a mark of at least 65%

0.5 course: Biology 2581A/B

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

0.5 course from: Chemistry 2213A/B or Chemistry 2273A.

0.5 course from: Chemistry 2223B or Chemistry 2283G.

1.0 course from: Biology 2290F/G, Biology 2382A/B, Chemistry 2211A/B, Chemistry 2214A/B, Chemistry 2374A, Chemistry 2384B

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21184>

HONOURS SPECIALIZATION IN BIOCHEMISTRY AND CANCER BIOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B

0.5 course from: Calculus 1000A/B, Calculus 1500A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

1.0 course at the 1000-level from either Category A or B must be completed with a passing grade.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average and course load requirements, etc. and

MODULES OFFERED IN THE BMSc PROGRAM for specific information about admission to Honours Specialization modules.

- 0.5 course: Biochemistry 2280A with a mark of at least 65%
- 1.0 course: Biology 2382A/B, Biology 2581A/B
- 0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B
- 0.5 course from: Chemistry 2213A/B or Chemistry 2273A
- 0.5 course from: Chemistry 2223B or Chemistry 2283G
- 0.5 course: Microbiology and Immunology 2500A/B

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21179>

HONOURS SPECIALIZATION IN BIOCHEMISTRY AND CELL BIOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

- 1.0 course: Biology 1001A* and Biology 1002B*
- 1.0 course: Chemistry 1301A/B and Chemistry 1302A/B
- 0.5 course from: Calculus 1000A/B, Calculus 1500A/B
- 0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.
- 0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B
- 0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

- 0.5 course: Biochemistry 2280A with a mark of at least 65%
- 0.5 course from: Chemistry 2213A/B or Chemistry 2273A
- 0.5 course from: Chemistry 2223B or Chemistry 2283G

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B
1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21183>

HONOURS SPECIALIZATION IN BIOCHEMISTRY AND PATHOLOGY OF HUMAN DISEASE

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B

0.5 course from: Calculus 1000A/B, Calculus 1500A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses**: Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses**: Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A with a mark of at least 65%

1.0 course: Biology 2382A/B, Biology 2581A/B

0.5 course from: Chemistry 2213A/B or Chemistry 2273A.

0.5 course from: Chemistry 2223B or Chemistry 2283G.

0.5 course from: Biology 2290F/G, Chemistry 2211A/B, Chemistry 2214A/B, Chemistry 2374A, Chemistry 2384B, Microbiology and Immunology 2500A/B

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21180>

HONOURS SPECIALIZATION IN BIOCHEMISTRY OF INFECTION AND IMMUNITY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B

0.5 course from: Calculus 1000A/B, Calculus 1500A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses listed below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM** for additional average, course load requirements, etc. and **MODULES OFFERED IN THE BMSc PROGRAM** for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A with a mark of at least 65%

0.5 course from: Chemistry 2213A/B or Chemistry 2273A

0.5 course from: Chemistry 2223B or Chemistry 2283G

1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

0.5 course: Microbiology and Immunology 2500A/B with a mark of at least 70%.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21185>

HONOURS SPECIALIZATION IN CHEMICAL BIOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B or Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B or Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. Students completing the first-year physics requirement in Year 2 may defer one of the 2000-level half courses to Year 3, with the approval of the Departments of Biochemistry and Chemistry. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A with a mark of at least 65%

0.5 course: Biology 2581A/B

3.5 courses: Chemistry 2271A, Chemistry 2272F, Chemistry 2273A, Chemistry 2374A, Chemistry 2281G, Chemistry 2283G, Chemistry 2384B

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21182>

HONOURS SPECIALIZATION IN COMPUTATIONAL BIOCHEMISTRY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B

0.5 course from: Calculus 1000A/B, Calculus 1500A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course from: Computer Science 1025A/B or Computer Science 1026A/B.

0.5 course: Computer Science 1027A/B with a mark of at least 65%.

0.5 course: Biochemistry 2280A with a mark of at least 65%.

0.5 course: Biology 2581A/B.

0.5 course from: Biology 2244A/B, or Statistical Sciences 2244A/B.

0.5 course from: Chemistry 2213A/B or Chemistry 2273A.

0.5 course from: Chemistry 2223B or Chemistry 2283G.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21176>

MAJOR IN BIOCHEMISTRY

ADMISSION REQUIREMENTS

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in Biochemistry in BSc degrees, since admission to the BSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BSc degrees. The Module requirements (below) are the same for all students completing the Major.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A BACHELOR OF MEDICAL SCIENCES (BSc) DEGREE:

Admission to this Major module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to a BSc degree.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BSc) PROGRAM and MODULES OFFERED IN THE BSc PROGRAM for additional requirements (averages, course load, etc.).

0.5 course: Biochemistry 2280A with a mark of at least 65%.

0.5 course from: Chemistry 2213A/B or Chemistry 2273A.

0.5 course from: Chemistry 2223B or Chemistry 2283G.

0.5 course: Biology 2581A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

Note: Some modular courses include a mark requirement in their prerequisite(s). See UNDERGRADUATE COURSE INFORMATION.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A DEGREE OTHER THAN A BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:

Completion of first-year requirements, including a mark of at least 60% in each of the 3.0 (full or half) principal courses below:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

The following must be completed by the end of second year, with a mark of at least 60% in each half course:

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses**: Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses**: Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21177>

MINOR IN BIOCHEMISTRY

ADMISSION REQUIREMENTS

Completion of first-year requirements, including the following courses:

1.0 course: Biology 1001A and Biology 1002B each with a minimum mark of 60%.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B with a minimum mark of 60% in each.

1.0 course from: Applied Mathematics 1201A/B, Calculus 1000A/B or Calculus 1500A/B, Calculus 1301A/B or Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1024A/B, **the former** Applied Mathematics 1413.

Note:

Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21217>

HONOURS SPECIALIZATION IN EPIDEMIOLOGY AND BIOSTATISTICS

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses**: Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses**: Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM** for additional average, course load requirements, etc. and **MODULES OFFERED IN THE BMSc PROGRAM** for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A.

0.5 course: Chemistry 2213A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B, with a mark of at least 75%.

1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.

0.5 course: Epidemiology 2200A/B with a mark of at least 75%.

REVISED CALENDAR COPY
<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21216>

MAJOR IN EPIDEMIOLOGY AND BIOSTATISTICS

ADMISSION REQUIREMENTS

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in Epidemiology and Biostatistics in BMSc degrees, since admission to the BMSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BMSc degrees. The Module requirements (below) are the same for all students completing the Major.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:

Admission to this Major module occurs in Year 3 upon admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to a BMSc degree.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSC) PROGRAM and MODULES OFFERED IN THE BMSC PROGRAM for additional requirements (averages, course load, etc.).

0.5 course: Biochemistry 2280A.

0.5 course from: Biology 2382A/B, Biology 2581A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B, with a mark of at least 75%.

0.5 course: Epidemiology 2200A/B with a mark of at least 75%.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A DEGREE OTHER THAN A BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:

Completion of first-year requirements, including a mark of at least 60% in each of the 3.0 (full or half) principal courses below:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

The following must be completed by the end of second year, with a mark of at least 60% in each half course:

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses**: Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses**: Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21212>

HONOURS SPECIALIZATION IN MEDICAL BIOPHYSICS (BIOLOGICAL SCIENCE CONCENTRATION)

ADMISSION REQUIREMENTS

Completion of first-year requirements (5.0 courses) with no failures. Students must have an average of at least 70% in the following 4.0 principal courses, with no mark below 60% in any of these courses:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course from: Chemistry 1301A/B and Chemistry 1302A/B

0.5 course from: Calculus 1000A/B, Calculus 1500A/B

0.5 course from: Calculus 1301A/B, Calculus 1501A/B

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses**: Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses**: Physics 1029A/B, Physics 1302A/B

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21210>

HONOURS SPECIALIZATION IN MEDICAL BIOPHYSICS (CLINICAL PHYSICS CONCENTRATION)

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B

0.5 course from: Calculus 1000A/B or Calculus 1500A/B

0.5 course from: Calculus 1301A/B or Calculus 1501A/B

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B (~~one of Physics 1301A/B or Physics 1501A/B is preferred~~); a minimum mark of 80% is required in **the former** Physics 1028A/B, if taken

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B, (~~one of Physics 1302A/B or Physics 1502A/B is preferred~~); a minimum mark of 80% is required in **the former** Physics 1029A/B, if taken

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course from: Calculus 2302A/B, Calculus 2502A/B.

0.5 course from: Calculus 2303A/B, Calculus 2503A/B.

0.5 course: Mathematics 1600A/B.

1.5 courses: Physics 2101A/B, Physics 2102A/B, Physics 2110A/B.

Note: students are encouraged to take Medical Biophysics 2500A/B in second year if they want an introduction to the discipline of Medical Biophysics or are interested in learning how biophysics concepts are applied in translational health research.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21211>

HONOURS SPECIALIZATION IN MEDICAL BIOPHYSICS (MEDICAL SCIENCE CONCENTRATION)

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Calculus 1301A/B, Calculus 1501A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B (~~one of Physics 1301A/B or Physics 1501A/B is preferred~~).

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B (~~one of Physics 1302A/B or Physics 1502A/B is preferred~~).

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A.

0.5 course: Chemistry 2213A/B.

0.5 course: Computer Science 2035A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

Note: students are encouraged to take Medical Biophysics 2500A/B in second year if they want an introduction to the discipline of Medical Biophysics or are interested in learning how biophysics concepts are applied in translational health research.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21213>

HONOURS SPECIALIZATION IN MEDICAL BIOPHYSICS (PHYSICAL SCIENCE CONCENTRATION)

ADMISSION REQUIREMENTS

Completion of first-year requirements with no failures. Students must have an average of at least 70% on the following 4.0 principal courses, with no mark below 60% in any of these (full or half) principal courses:

0.5 course from: **Physics 1201A/B**, Physics 1401A/B, Physics 1501A/B, **the former courses**: Physics 1028A/B, Physics 1301A/B (~~one of Physics 1301A/B or Physics 1501A/B is preferred~~); a minimum mark of 80% is required in **the former** Physics 1028A/B, if taken).

0.5 course from: **Physics 1202A/B**, Physics 1402A/B, Physics 1502A/B, **the former courses**: Physics 1029A/B, Physics 1302A/B (~~one of Physics 1302A/B or Physics 1502A/B is preferred~~); a minimum mark of 80% is required in **the former** Physics 1029A/B, if taken).

1.0 course from: Calculus 1000A/B or Calculus 1500A/B, and Calculus 1301A/B or Calculus 1501A/B, **or the former** Applied Mathematics 1413.

1.0 course from: Chemistry 1301A/B and Chemistry 1302A/B, ~~or the former Chemistry 1100A/B and the former Chemistry 1200B.~~

1.0 course: Biology 1001A and Biology 1002B (may be deferred until Year 2). Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21208>

MAJOR IN MEDICAL BIOPHYSICS

ADMISSION REQUIREMENTS

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in Medical Biophysics in BMSc degrees, since admission to the BMSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BMSc degrees. The Module requirements (below) are the same for all students completing the Major.

Note: students are encouraged to take Medical Biophysics 2500A/B in second year if they want an introduction to the discipline of Medical Biophysics or are interested in learning how biophysics concepts are applied in translational health research.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:

Admission to this Major module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to Double Major modules in a BMSc degree.

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Calculus 1301A/B, Calculus 1501A/B.

0.5 course from: **Physics 1202A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B (one of Physics 1301A/B or Physics 1501A/B is preferred).

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B (one of Physics 1302A/B or Physics 1502A/B is preferred).

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The course below must be completed with a minimum mark of 60% prior to admission to the Major module in Year 3. This course will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM for additional requirements (averages, course load, etc.).

0.5 course: Computer Science 2035A/B.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A DEGREE OTHER THAN A BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:

Completion of first-year requirements, including a mark of at least 60% in each of the 4.0 (full or half) principal courses below:

1.0 course: Biology 1001A* and Biology 1002B* (may be deferred until Year 2).

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Calculus 1301A/B, Calculus 1501A/B.

0.5 course from: **Physics 1202A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B (one of Physics 1301A/B or Physics 1501A/B is preferred).

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B (one of Physics 1302A/B or Physics 1502A/B is preferred).

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21209>

MINOR IN MEDICAL BIOPHYSICS

ADMISSION REQUIREMENTS

Completion of first-year requirements, including the following courses with a minimum mark of 60% in each full or half course:

0.5 course from: **Physics 1201A/B**, Physics 1401A/B, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1402A/B, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B

1.0 course from: Calculus 1000A/B or Calculus 1500A/B, and Calculus 1301A/B or Calculus 1501A/B, **or the former** Applied Mathematics 1413.

1.0 course from: Chemistry 1301A/B and Chemistry 1302A/B.

1.0 course: Biology 1001A and Biology 1002B (may be deferred until Year 2). Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21205>

HONOURS SPECIALIZATION IN MICROBIOLOGY AND IMMUNOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B

0.5 course from: Calculus 1000A/B, Calculus 1500A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B,

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses listed below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A with a mark of at least 65%

1.0 course: Chemistry 2213A/B and Chemistry 2223B.

1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

0.5 course: Microbiology and Immunology 2500A/B with a mark of at least 70%.

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<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21206>

HONOURS SPECIALIZATION IN MICROBIOLOGY AND IMMUNOLOGY WITH PATHOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B,

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

- 0.5 course: Biochemistry 2280A with a mark of at least 65%.
- 1.0 course: Chemistry 2213A/B and Chemistry 2223B.
- 0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.
- 1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.
- 0.5 course: Microbiology and Immunology 2500A/B with a mark of at least 70%.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21203>

MAJOR IN MICROBIOLOGY AND IMMUNOLOGY

ADMISSION REQUIREMENTS

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in Microbiology and Immunology in BMSc degrees, since admission to the BMSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BMSc degrees. The Module requirements (below) are the same for all students completing the Major.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A BACHELOR OF MEDICAL SCIENCES (BMSc) DEGREE:

Admission to this Major module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to in a BMSc degree.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

- 1.0 course: Biology 1001A* and Biology 1002B*.
- 1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.
- 0.5 course from: Calculus 1000A/B, Calculus 1500A/B.
- 0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.
- 0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B,
- 0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses listed below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM for additional requirements (averages, course load, etc.).

- 0.5 course: Biochemistry 2280A with a mark of at least 65%.
- 1.0 course: Chemistry 2213A/B and Chemistry 2223B.
- 1.0 course: Biology 2382A/B, Biology 2581A/B.
- 0.5 course: Microbiology and Immunology 2500A/B.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A DEGREE OTHER THAN A BACHELOR OF MEDICAL SCIENCES (BMSc) DEGREE:

Completion of first-year requirements, including a mark of at least 60% in each of the 3.0 (full or half) principal courses below:

- 1.0 course: Biology 1001A* and Biology 1002B*.
- 1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.
- 0.5 course from: Calculus 1000A/B, Calculus 1500A/B.
- 0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

The following must be completed by the end of second year, with a mark of at least 60% in each half course:

- 0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B,
- 0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21199>

HONOURS SPECIALIZATION IN PATHOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

- 1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.
0.5 course from: Calculus 1000A/B, Calculus 1500A/B.
0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B,
Mathematics 1600A/B.
0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B,
Physics 1301A/B,
0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B,
Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A.
0.5 course: Biology 2382A/B.
0.5 course from: Biology 2290F/G, Biology 2581A/B.
0.5 course: Chemistry 2213A/B.
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20785>

HONOURS SPECIALIZATION IN ONE HEALTH

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*
1.0 course: Chemistry 1301A/B and Chemistry 1302A/B
0.5 course from: Calculus 1000A/B, Calculus 1500A/B
0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B,
Mathematics 1600A/B.
0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B,
Physics 1301A/B,

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

1.0 course at the 1000-level from either Category A or B must be completed with a passing grade. 1.0 of the following first-year courses is recommended but not required: Sociology 1020 or Sociology 1021E, Geography 1400F/G, Geography 1500F/G, Health Sciences 1001A/B, Health Sciences 1002A/B.

The 2000-level courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional requirements (average and course load), etc. See MODULES OFFERED IN THE BMSc PROGRAM for specific information about admission to the Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A

0.5 course: Biology 2382A/B

0.5 course: Chemistry 2213A/B

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B

Although not required prior to Year 3, students are encouraged to complete Chemistry 2210A/B in Year 2.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21198>

MAJOR IN PATHOLOGY

ADMISSION REQUIREMENTS

Admission to this Major module occurs in Year 3 and requires admission to Double Majors in a Bachelor of Medical Sciences (BMSc) degree. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the BMSc Program.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B,

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must each be completed with a minimum mark of 60% prior to admission to the Major module in Year 3. These courses will also be used towards the module requirements. See **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM** and **MODULES OFFERED IN THE BMSc PROGRAM** for additional requirements (averages, course load, etc.):

0.5 course: Biochemistry 2280A.

0.5 course: Biology 2382A/B.

0.5 course from: Biology 2244A/B, Chemistry 2213A/B, Statistical Sciences 2244A/B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21193>

HONOURS SPECIALIZATION IN PHARMACOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete **MEDICAL SCIENCES FIRST ENTRY** (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM** for additional average, course load requirements, etc. and **MODULES OFFERED IN THE BMSc PROGRAM** for specific information about Honours Specialization modules, including the **Weighted Average Chart**.

0.5 course: Biochemistry 2280A.

1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.
0.5 course: Chemistry 2213A/B.
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21194>

HONOURS SPECIALIZATION IN PHYSIOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.
1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.
0.5 course from: Calculus 1000A/B, Calculus 1500A/B.
0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.
0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B
0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A.
1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.
0.5 course: Chemistry 2213A/B.
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21192>

HONOURS SPECIALIZATION IN PHYSIOLOGY AND PHARMACOLOGY

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

0.5 course: Biochemistry 2280A.

1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.

0.5 course: Chemistry 2213A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21188>

MAJOR IN PHARMACOLOGY

ADMISSION REQUIREMENTS

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in Pharmacology in BSc degrees, since admission to the BSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BSc degrees. The Module requirements (below) are the same for all students completing the Major.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A BACHELOR OF MEDICAL SCIENCES (BSC) DEGREE:

Admission to this Major module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to a BSc degree.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BSC) PROGRAM** and **MODULES OFFERED IN THE BSC PROGRAM** for additional requirements (averages, course load, etc.).

0.5 course: Biochemistry 2280A.

1.0 course: Biology 2382A/B, Biology 2581A/B.

0.5 course: Chemistry 2213A/B.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A DEGREE OTHER THAN A BACHELOR OF MEDICAL SCIENCES (BSC) DEGREE:

Completion of first-year requirements, including a mark of at least 60% in each of the 3.0 principal courses below:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

The following must be completed by the end of second year, with a mark of at least 60% in each half course:

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21187>

MAJOR IN PHYSIOLOGY

ADMISSION REQUIREMENTS

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in Physiology in BMSc degrees, since admission to the BMSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BMSc degrees. The Module requirements (below) are the same for all students completing the Major.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:

Admission to this Major module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to a BMSc degree.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM** and **MODULES OFFERED IN THE BMSc PROGRAM** for additional requirements (averages, course load, etc.).

0.5 course: Biochemistry 2280A.

0.5 course: Chemistry 2213A/B.

1.0 course from: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A DEGREE OTHER THAN A BACHELOR OF MEDICAL SCIENCES (BMSc) DEGREE:

Completion of first-year requirements, including a mark of at least 60% in each of the 3.0 (full or half) principal courses below:

1.0 course: Biology 1001A* and Biology 1002B*.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

The following must be completed by the end of second year, with a mark of at least 60% in each half course:

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20754>

HONOURS SPECIALIZATION IN INTERDISCIPLINARY MEDICAL SCIENCES (IMS)

ADMISSION REQUIREMENTS

Admission to this Honours Specialization module occurs in Year 3 and requires admission to the Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

- 1.0 course: Biology 1001A* and Biology 1002B*.
- 1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.
- 0.5 course from: Calculus 1000A/B, Calculus 1500A/B.
- 0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.
- 0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B.
- 0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The 2000-level courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc. and MODULES OFFERED IN THE BMSc PROGRAM for specific information about Honours Specialization modules, including the Weighted Average Chart.

- 0.5 course: Biochemistry 2280A.
- 1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.
- 0.5 course: Chemistry 2213A/B.
- 0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20755>

SPECIALIZATION IN INTERDISCIPLINARY MEDICAL SCIENCES (IMS)

ADMISSION REQUIREMENTS

Admission to this Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Specialization module.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

- 1.0 course: Biology 1001A* and Biology 1002B*.
- 1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.
- 0.5 course from: Calculus 1000A/B, Calculus 1500A/B.
- 0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.
- 0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B.
- 0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each prior to admission to the Specialization module in Year 3. These courses will also be used towards the Module requirements. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM for additional requirements (averages, course load, etc.).

0.5 course: Biochemistry 2280A.
1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.
0.5 course: Chemistry 2213A/B.
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20753>

MAJOR IN INTERDISCIPLINARY MEDICAL SCIENCES (IMS)

ADMISSION REQUIREMENTS

Admission to this Major module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Major module.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

1.0 course: Biology 1001A* and Biology 1002B*
1.0 course: Chemistry 1301A/B and Chemistry 1302A/B
0.5 course from: Calculus 1000A/B, Calculus 1500A/B
0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.
0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses**: Physics 1028A/B, Physics 1301A/B.
0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses**: Physics 1029A/B, Physics 1302A/B.

* Biology 1201A with a mark of at least 70% may be used in place of Biology 1001A, and Biology 1202B with a mark of at least 70% may be used in place of Biology 1002B.

The courses below must be completed with a minimum mark of 60% in each prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM** and **MODULES OFFERED IN THE BMSc PROGRAM** for additional requirements (averages, course load, etc.).

- 0.5 course: Biochemistry 2280A
- 0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.
- 1.0 course from: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.
- 0.5 course from: Chemistry 2213A/B

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20784>

HONOURS SPECIALIZATION IN NEUROSCIENCE

ADMISSION REQUIREMENTS

Completion of first-year requirements with no failures. Students must have a minimum average of 75% in the following 4.0 principal courses, with no mark below 60% in any of these (full or half) courses:

1.0 course from: Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B.

1.0 course: Psychology 1000.

1.0 course: Chemistry 1301A/B and Chemistry 1302A/B or the former Chemistry 1100A/B and the former Chemistry 1200B.

1.0 course from: Calculus 1000A/B or Calculus 1500A/B, Calculus 1301A/B or Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1024A/B, Applied Mathematics 1201A/B, Applied Mathematics 1413.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1024A/B.

Note: the former Applied Mathematics 1413 may be used in place of the 1.0 mathematics course listed above

1.0 course in physics must be completed prior to Year 3. Whether taken in first or second year, a minimum mark of 60% must be achieved in each of two courses in physics, as follows:

0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **the former courses:** Physics 1028A/B, Physics 1301A/B.

0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **the former courses:** Physics 1029A/B, Physics 1302A/B.

Background: Rationale for additional changes to the admission requirements of the Minor in Biochemistry, the Medical Biophysics modules, and the Honours Specialization in Neuroscience

Minor in Biochemistry

The admission requirements will be revised to refer to Applied Mathematics 1413 as a former course. Courses that have been introduced to replace Applied Mathematics 1413 for students in Engineering will not be listed in the Admission Requirements since enrolment in the Minor in Biochemistry is low and no Engineering student has completed this Minor module. Special permission to use Applied Mathematics 1413 (with a mark of at least 60%) in place of the 1.0 mathematics course required for admission to any basic medical science module has been granted for students in the past. Special permission will be granted to use the new courses that have replaced Applied Mathematics 1413 in place of the 1.0 mathematics course required for admission to any basic medical science module, provided a minimum mark of 60% is achieved in these courses.

Medical Biophysics Modules

The preference for specific physics courses will be removed in the Medical Biophysics modules since neither Physics 1028A/B nor 1029A/B will continue to be offered.

Honours Specialization in Neuroscience

Chemistry 1100A/B and 1200B will be removed from the Admission Requirements as they have not been offered for at least five years.

Like all modules offered by the basic medical science departments, Physics 1201A/B and 1202A/B will be required for admission to the Honours Specialization in Neuroscience. A half course in calculus – either Calculus 1000A/B or 1500A/B – is required as a corequisite for Physics 1201A/B. One of Calculus 1000A/B or 1500A/B will become mandatory for admission to the Honours Specialization in Neuroscience so that students will have the necessary corequisite for Physics 1201A/B. Mathematics 1225A/B, which lists both Calculus 1000A/B and 1500A/B as antirequisite courses, will be removed from the list of additional half courses in mathematics that must be taken to complete the 1.0 mathematics course required for admission to the Honours Specialization in Neuroscience. The mathematics requirement for admission to the Honours Specialization in Neuroscience will continue to be the same as the mathematics requirement for admission to the Major in Medical Sciences and modules offered by the Department of Biology.

The vast majority of students currently registered in an Honours Specialization in Neuroscience began their studies at Western registered in the Faculty of Science, either in Year 1 Science or in Medical Sciences First Entry. Admission to the Faculty of Science from Ontario high schools requires completion of Grade 12 U Calculus and Vectors which is the prerequisite for either Calculus 1000A/B or 1500A/B. Of the students currently registered in Neuroscience who did not begin their studies at Western in first year in the Faculty of Science, one student completed a degree at another university prior to coming to Western, one student began in first year Health Studies (and took Calculus 1000B in first year), and two students began in first year in Social Science (but had completed Grade 12 U Calculus and Vectors). Most of the students registered in the Honours Specialization in Neuroscience completed Calculus 1000A/B in first year and it is not anticipated that requiring a half course in calculus in first year will reduce the popularity of the program.

Courses that have been introduced to replace Applied Mathematics 1413 for students in Engineering will not be listed in the Admission Requirements to reduce confusion. Special permission will be granted to students who have completed each of the half courses that have replaced Applied Mathematics 1413 (with marks of at least 60% in each half course) should they apply for admission to an Honours Specialization in Neuroscience.

The Weighted Average Chart which specifies the courses that must be completed before Year 4 will be revised to allow for up to 1.0 course from Group 3 to be included in the module.

The multidisciplinary nature of the Honours Specialization in IMS will be maintained by requiring students to take courses from two subject areas for their requirement of 2.0 courses in Group 1, increasing the number of courses in Group 2, and adding Medical Bioinformatics to the subject areas from which 4000-level courses can be taken.

The interdisciplinary nature of the Honours Specialization in IMS will be increased by increasing the number of Medical Sciences courses required in the module. Medical Sciences 4990E and Medical Sciences 4930F will serve as the 1.5 capstone courses, and students entering the module in Year 3 in September 2021 will also take another interdisciplinary course, either Medical Sciences 4200A/B or 4300A/B, in Year 4.

ATTACHMENTS:

[Revised Calendar Copy – Honours Specialization in Interdisciplinary Medical Sciences](#)
[Revised Calendar Copy – Weighted Average Chart](#)

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20754>

HONOURS SPECIALIZATION IN INTERDISCIPLINARY MEDICAL SCIENCES (IMS)

MODULE

10.0 courses:

0.5 course: Biochemistry 2280A.

1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.

0.5 course: Chemistry 2213A/B.

0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.

~~0.5 course from: Chemistry numbered 2100-3999 or 0.5 course from Group 1 or 2—see Note #1.~~

~~2.0 courses from Group 1—see Note #2.~~

~~(these 2.0 Group 1 courses cannot all be from the same subject area, e.g., these 2.0 Group 1 courses cannot all be Anatomy and Cell Biology courses)~~

~~1.0 course from: Group 1 or (0.5 from Group 1 and 0.5 from Group 2)—see Note #2. 0.5 course from: Group 3 or Physiology and Pharmacology 3000E. See Note #3.~~

~~2.0 additional courses from: courses from Groups 1-3 and courses numbered 2100 -3999 in Chemistry. These 2.0 courses must include 0.5 – 1.0 course from Group 3. A maximum of 1.0 course from Group 3 and a maximum of 0.5 course in Chemistry can be included within these 2.0 courses.~~

~~1.0 course: Medical Sciences 4990E (or the former Medical Sciences 4900F/G/Z and 0.5 4000-level course from the basic medical science subject areas listed below)~~

~~0.5 course: Medical Sciences 4930F/G/Z.~~

~~0.5 course from: Medical Sciences 4200A/B, Medical Sciences 4300A/B (students registered in Year 4 in 2021/22 may replace this half course with an additional 4000-level half course from the basic medical science subject areas below).~~

~~2.0 1.0 additional courses at the 4000-level from at least two of the following basic medical science subject areas: Anatomy and Cell Biology, Biochemistry, Biostatistics, Epidemiology, Medical Bioinformatics, Medical Biophysics, Medical Sciences (Medical Sciences 4100F/G), Microbiology and Immunology, Pathology, Pharmacology, Physiology. Note: a maximum of 1.5 of these 4000-level courses can be selected from one subject area.~~

Group 1: Anatomy and Cell Biology 2200A/B, **Anatomy and Cell Biology 3200A/B**, Anatomy and Cell Biology 3309, Biochemistry 3381A, Biochemistry 3382A, Biostatistics 3100A, Biostatistics 3110B, Epidemiology 2200A/B, Epidemiology 3200A, Medical Biophysics 3330F/G,

Medical Biophysics 3336F/G, Medical Biophysics 3501A, Medical Biophysics 3503G, Medical Biophysics 3505F, Medical Biophysics 3507G, Microbiology and Immunology 2500A/B, Microbiology and Immunology 3100A, Microbiology and Immunology 3300B, Pathology 3500, Pharmacology 3620, Physiology 3120, Physiology 3140A, any of the former courses: the former Epidemiology and Biostatistics 2200A/B, the former Pathology 3240A, the former Pathology 3245B.

Group 2 (see notes below): ~~Anatomy and Cell Biology 3200A/B,~~ **Anatomy and Cell Biology 3329A/B**, Biochemistry 3385B, Biochemistry 3386B, Biochemistry 3390B, Epidemiology 3210B, Epidemiology 3315B, Epidemiology 3330F/G, **Medical Biophysics 3518B, Medical Biophysics 3645A**, Microbiology and Immunology 3500B, **Neuroscience 2000, One Health 3300A/B, One Health 3600A/B**, Pharmacology 2060A/B, the former Anatomy and Cell Biology 3319.

Group 3: Biochemistry 3380G, Medical Biophysics 3970Z, **Medical Sciences 3990E**, Microbiology and Immunology 3610F, Microbiology and Immunology 3620G, Physiology and Pharmacology 3000E, ~~one of the former~~ **courses: Medical Sciences 3900F/G/Z**, Pharmacology 3580Z, ~~or the former~~ Physiology 3130Z.

Notes:

1. Chemistry 2223B is a prerequisite for the following Group 1 and 3 courses: Biochemistry 3381A, Biochemistry 3382A and Microbiology and Immunology 3620G.
2. ~~Of these 3.0 specific courses from Groups 1-2, a maximum of 2.0 courses can be from one subject area (e.g. a maximum of 2.0 can be Biochemistry in IMS. If the former Anatomy and Cell Biology 3319 was taken as a Group 2 course, then the total number of courses required for the module will increase by 0.5 course.~~
3. ~~If Physiology and Pharmacology 3000E is selected for the Group 3 requirement, then the module will comprise 10.5 courses.~~
2. For the specific courses that must be completed before Year 4, see the Weighted Average Chart (MODULES OFFERED IN THE BMSc PROGRAM).
3. See UNDERGRADUATE COURSE INFORMATION for course requisites and the BMSc website for information about constraints (priority and restricted access) for all basic medical science courses.

REVISED CALENDAR COPY

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

ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM

This section of the policy is unchanged

MODULES OFFERED IN THE BMSc PROGRAM

This section of the policy is unchanged

WEIGHTED AVERAGE CHART

Honours Specialization Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
IMS (Interdisciplinary Medical Sciences)	3.0 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B or Chemistry 2273A; Biology 2244A/B or Statistical Sciences 2244A/B.	3.0 or 3.5* courses: 2.0 courses from Group 1; 0.5 course from either Group 1 or 2; 0.5 course from Group 3 (*if, however, Physiology and Pharmacology 3000E is selected for the Group 3 requirement, then the number of courses used toward the Weighted Average becomes 3.5 courses). 1.0 course from Groups 1-3 which must include 0.5 - 1.0 course from Group 3. See Weighted Averages on the IMS website for more details.

The remainder of the policy is unchanged

ITEM 5.3(b)(iii) – Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program Years 3 and 4” Policy (Honours Specialization in Biochemistry and Cell Biology, Honours Specialization in Biochemistry of Infection)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program Years 3 and 4” Policy be revised as shown for the Honours Specialization in Biochemistry and Cell Biology and the Honours Specialization in Biochemistry of Infection and Immunity.

EXECUTIVE SUMMARY:

The Weighted Average Chart specifies which of the modular courses must be completed prior to Year 4 and how the Weighted Average is calculated. The Weighted Average Chart needs to be updated to reflect recent changes in modular requirements for the Honours Specialization in Biochemistry and Cell Biology and the Honours Specialization in Biochemistry of Infection and Immunity. Biochemistry 3390B will be added as an alternative to Biology 3326F/G for the Honours Specialization in Biochemistry and Cell Biology, and Biochemistry 3390B will be added to the list of courses which must be completed prior to Year 4 for the Honours Specialization in Biochemistry of Infection and Immunity.

ATTACHMENT:

[Revised Calendar Copy – Weighted Average Chart](#)

REVISED CALENDAR COPY

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

ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM and MODULES OFFERED IN THE BMSc PROGRAM

This section of the policy is unchanged

MODULES OFFERED IN THE BMSc PROGRAM

This section of the policy is unchanged

WEIGHTED AVERAGE CHART

Honours Specialization Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
Biochemistry and Cell Biology	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.	3.5 or 4.0 courses*: Biochemistry 3380G, Biochemistry 3381A and Biochemistry 3382A; Biology 3316A/B or Physiology 3140A; Biochemistry 3390B or Biology 3326F/G; Anatomy and Cell Biology 3309; Anatomy and Cell Biology 3329A/B. * Students requesting registration for year 4 for September 2021 and onward will require a total of 4.0 courses.
Biochemistry of Infection and Immunity	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.	3.0 3.5 courses: One of Biochemistry 3380G, Microbiology and Immunology 3610F or Microbiology and Immunology 3620G; Biochemistry 3381A, and Biochemistry 3382A, Biochemistry 3390B ; Microbiology and Immunology 2500A/B, Microbiology and Immunology 3100A, Microbiology and Immunology 3300B

The remainder of the policy is unchanged

ITEM 5.3(c) – Don Wright Faculty of Music: Revisions to the “Admission Requirements After Year II Music” for the Bachelor of Music (Honours) programs

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, the "Admissions Requirements After Year II Music" for the Bachelor of Music (Honours) Composition, Bachelor of Music (Honours) Music Education, Bachelor of Music (Honours) Performance, and Bachelor of Music (Honours) Music Research be revised as shown for students admitted to the Common First Year in the Don Wright Faculty of Music.

EXECUTIVE SUMMARY:

The course requirement proposed for removal at the end of year II, Music 0914, is a keyboard proficiency requirement for Music students whose principal performing instrument is other than piano, harpsichord, and organ. At present students in the programs are required to complete 0914 at any time up until they complete their Bachelor of Music program. The proposed revision will require completion of 0914 by the end of year 2 of the program instead. This reflects a pedagogical goal that, in order for students to benefit from this requirement during their program, they need to complete it earlier in the degree progression for their respective Bachelor of Music program.

ATTACHMENT:

[Revised Calendar Copy](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20780>

BACHELOR OF MUSIC (HONOURS) COMPOSITION

ADMISSION REQUIREMENTS AFTER YEAR II MUSIC

Completion of all courses specified for Years I and II of the program ~~(except Music 0914)~~; a cumulative weighted average of at least 70% in Music courses; no mark less than 60% in senior Music courses, a passing grade in each non-Music course; a mark of at least 70% in Music 1651A/B or the former Music 1650A/B, Music 2651A/B or the former Music 2649A/B, Music 2671F/G or the former Music 2650A/B, and Music 2629.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20774>

BACHELOR OF MUSIC (HONOURS) MUSIC EDUCATION

ADMISSION REQUIREMENTS AFTER YEAR II MUSIC

Completion of all courses specified for Years I and II of the program ~~(except Music 0914)~~; a cumulative weighted average of at least 70% in Music courses; no mark less than 60% in senior Music courses, a passing grade in each non-Music course; a mark of at least 70% in Music 1802A/B or the former Music 1800A/B and Music 2831A/B and Music 2832A/B or the former Music 2830 or four quarter courses chosen from Music 2860Q/R/S/T through Music 2884Q/R/S/T.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20775>

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20777>

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20778>

BACHELOR OF MUSIC (HONOURS) PERFORMANCE (ORCHESTRAL INSTRUMENT)

BACHELOR OF MUSIC (HONOURS) PERFORMANCE (PIANO)

BACHELOR OF MUSIC (HONOURS) PERFORMANCE (VOICE)

ADMISSION REQUIREMENTS AFTER YEAR II MUSIC

Completion of all courses specified for Years I and II of the program ~~(except Music 0914)~~; a cumulative weighted average of at least 70% in Music courses; no mark less than 60% in senior Music courses, a passing grade in each non-Music course; a mark of at least 70% in Music 2920 and permission of the Department on the basis of a special audition.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21650>

BACHELOR OF MUSIC (HONOURS) MUSIC RESEARCH

ADMISSION REQUIREMENTS AFTER YEAR II MUSIC

Completion of all courses specified for Years I and II of the program ~~(except Music 0914)~~; a cumulative weighted average of at least 70% in Music courses; no mark less than 60% in senior Music courses, a passing grade in each non-Music course; a mark of at least 70% in Music 1651A/B or the former Music 1650A/B, Music 2651A/B or the former Music 2649A/B, Music 2671F/G or the former Music 2650A/B, Music 1750F/G or the former Music 1711F/G, Music 2750F/G or the former Music 2710F/G and the former Music 2711F/G.

ITEM 5.3(d) – Faculty of Science: Introduction of a Subject Area in Numerical and Mathematical Methods

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, a subject area in Numerical and Mathematical Methods be introduced by the Faculty of Science and included in Category C for Breadth Requirements for Graduation.

EXECUTIVE SUMMARY:

The Department of Applied Mathematics will be dissolved as of July 1, 2021, with its faculty, programs and courses being distributed between the Departments of Mathematics and Physics and Astronomy. The Department of Physics and Astronomy will be the new home of the Major in Theoretical Physics, Major in Scientific Computing and Numerical Methods and the graduate Collaborative Program in Scientific Computing. All other programs will go to the Department of Mathematics.

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

It is preferable to avoid the situation whereby courses labelled “Applied Mathematics” are offered by two different departments. This situation is in place for courses labelled “Calculus” (currently shared by Mathematics and Applied Mathematics) and it causes substantial confusion for student counselling and allocation of teaching credit. The proposal here is to create a new subject area for the undergraduate Applied Mathematics courses that are being transferred to Physics and Astronomy. This will reduce confusion, both internally for students, and externally for stakeholders such as program reviewers. A new subject area is required because labelling the transferred courses as “Physics” or “Astronomy” would not accurately reflect their content, and for Engineering may create confusion for the external accreditation process. The Numerical and Mathematical Methods (NMM) designation would distinguish these courses from those in Mathematics. It will also reflect the Faculty of Engineering’s desire to have these courses integrate both numerical and analytical methods applied to mathematics; discussions on corresponding modifications to course pedagogy are already underway. These goals and modifications will also make the courses more suitable for students in Physics and Astronomy and other Science modules, and as such they may eventually replace or supplement the upper-year Mathematics courses required in those modules. The courses that will be renamed under the new subject area include:

- AM 1411A/B Linear Algebra with Numerical Analysis for Engineering
- AM 1412A/B Calculus for Engineers I
- AM 1414A/B Calculus for Engineers II
- AM 2270A/B Applied Mathematics for Engineering II
- AM 2276A/B Applied Mathematics for Electrical and Mechanical Engineering III
- AM 2277A/B Applied Mathematics for Chemical and Civil Engineering III
- AM 3415A/B Advanced Applied Mathematics for Electrical Engineering
- AM 3415A/B Advanced Applied Mathematics for Electrical Engineering
- AM 4617A/B Numerical Solutions of Partial Differential Equations

AM 4817A/B Methods of Applied Mathematics

The Department of Applied Mathematics currently hosts a module “Minor in Mathematical and Numerical Methods”. As part of the combination and simplification of modules offered by Mathematics and formerly by Applied Mathematics, this module will be eliminated, so there is little potential for confusion.

ATTACHMENT:

[Revised Calendar Copy – Breadth Requirements for Graduation](#)

REVISED CALENDAR COPY

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

Breadth Requirements for Graduation

The first part of the policy is unchanged

CATEGORY C

Engineering

(unchanged)

Medical Science

(unchanged)

Science

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, Differential Equations, Earth Sciences, Environmental Science, History of Science, Integrated Science, Linear Algebra, Mathematics, **Numerical and Mathematical Methods**, Physics, Planetary Science, Science, Statistical Sciences

The rest of the policy is unchanged

ITEM 5.3(e)(i) – Faculty of Social Science, Department of History: Revisions to the Honours Specialization, Specialization, Major and Minor in History, and the Minor in Public History

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, the Honours Specialization, Specialization, Major and Minor in History, and the Minor in Public History be revised as shown.

EXECUTIVE SUMMARY:

History has not undertaken a significant overhaul of its modules since 2008-09. Since that time there have been changes in the composition of the student body, in the Department’s faculty complement, and in the discipline itself. The structure of the modules in history is more complicated, and provides less freedom of choice, than many other programs in Social Science. Given that many other programs offer greater flexibility, these more rigid programs may be a disincentive to students considering a History degree. Furthermore, given the reduction in faculty complement, the Department has found it increasingly difficult to offer on a reliable basis all of the courses that have been required for the modules.

The proposed changes are also made in response to recommendations put forward in the recent cyclical review of the undergraduate programs in History. The review included a recommendation to review program requirements with an eye to flexibility and ensuring that students can complete requirements in a timely fashion.

As part of the proposed changes, the Department is recommending to reduce the Major from seven to six courses. With the popularity of the Double Major option, the Department is aware that majors in many of the departments that students most frequently combine with History only require six courses (e.g., Political Science, English). Reducing the Major in History to six courses may make History a more appealing option for students considering a Double Major.

The proposed changes also add a fourth-year seminar requirement to the Major (the Department is not clear on why this was not a requirement of the Major from the beginning).

The proposed changes to the Minor in Public History update the module with new courses.

ATTACHMENTS:

[Revised Calendar Copy – Honours Specialization, Specialization, Major, and Minor in History](#)
[Revised Calendar Copy – Minor in Public History](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21016>

HONOURS SPECIALIZATION IN HISTORY

Module

9.0 courses

8.0 of these 9.0 courses must be designated essay courses. **To ensure that students have a broad understanding of history, course selection must satisfy geographic and temporal breadth requirements (see footnotes 1 and 2 below).** Course selection must satisfy the geographical and pre-1800 distribution requirements described above in Distribution Requirements for the Honours Specialization, Major, and Specialization.

1.0* course: History 2201E or History 2205E

2.0* courses: 1.0 course from two of the following three categories of Foundation Courses:

United States: History 2301E, History 2310F/G, History 2311F/G, History 2312F/G, American Studies 2310F/G,

European: History 2401E, History 2403E, History 2404E,

World: History 2501E, History 2601E, History 2605E, History 2606E, History 2607F/G, History 2608F/G, History 2611E.

4.0 courses in History at the 2200 level or above.

This may include one of the following: Classical Studies 3410E or 3450E.

1.0 History course taken at the 2100 level can be counted if the student achieves a grade of 75% or higher.

2.0 courses in History at the 2200 level or above. This may include one of the following Classical Studies classes: Classical Studies 3400E, Classical Studies 3410E, or Classical Studies 3450E. 1.0 History course taken at the 2100 level can be counted if the student achieves a grade of 75% or higher, though it will not satisfy distribution requirements.

2.0 courses in History at the 3000 level or above.

2.0 courses in History at the 4000 level.

* 2.0 of these 3.0 courses must be taken before year 3.

1. The Geographic Distribution Requirement – At least 1.0 History courses must be drawn from two different geographic and/or thematic and international areas

US: 2300-2399; 3300-3399; 4300-4399

Europe: 2400-2499; 3400-3499; 4400-4499

World: 2500-2699; 3500-3699; 4500-4699

Thematic and International: 2700-2899; 3700-3899; 4700-4899

2. Pre-1800 Distribution Requirement is satisfied by taking a 0.5 course from the following:

History 2401E, History 2403E, History 2607F/G, History 2812E, History 2818F/G, History 3301E, History 3401E, History 3402F/G, History 3404F/G, History 3412F/G, History 3602F/G, History 3604F/G, History 3605E, History 4412E, History 4603F/G, Classical Studies 3410E, Classical Studies 3450E. Special Topics courses that satisfy the Pre-1800 Distribution Requirement are listed on the Department website.

Notes:-

1. **Geographic Distribution Requirement: The Geographic Distribution Requirement is satisfied by taking 1.0 course from History 2300-2399, History 3300-3399, and History 4300-4399; 1.0 course History 2400-2499, History 3400-3499, and History 4400-4499; and 1.0 course from History 2500-2599, History 2600-2699, History 3500-3599, History 3600-3699, History 4500-4599, History 4600-4699, History 3701E and History 3702F/G.**
2. **Pre-1800 Distribution Requirement: The Pre-1800 Distribution Requirement is satisfied by taking 1.0 course from History 2401E, History 2403E, History 2405E, History 2503F/G, History 2607F/G, History 2812E (counts as 0.5 pre-1800 credit), History 3301E, History 3401E, History 3412F/G, History 3423F/G, History 3602F/G, History 3604F/G, History 3605E, History 3709E, History 4412E, History 4421E, History 4501F/G, History 4603F/G, Classical Studies 3410E, Classical Studies 3450E, the former Classical Studies 3400E, the former History 2809E, the former History 2901E, the former History 3426F/G. Special Topics courses that satisfy the Pre-1800 Distribution Requirement are listed on the Department website.**

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21018>

SPECIALIZATION IN HISTORY

Module

9.0 courses:

8.0 of these 9.0 courses must be essay courses. **To ensure that students have a broad understanding of history, course selection must satisfy geographic and temporal breadth requirements (see footnotes 1 and 2 below).** Course selection must satisfy the geographical and pre-1800 distribution requirements described above in Distribution Requirements for the Honours Specialization, Major, and Specialization.

1.0* course: History 2201E or History 2205E

2.0* courses: 1.0 course from two of the following three categories of Foundation Courses:
United States: History 2301E, History 2310F/G, History 2311F/G, History 2312F/G, American Studies 2310F/G,
European: History 2401E, History 2403E, History 2404E,
World: History 2501E, History 2601E, History 2605E, History 2606E, History 2607F/G, History 2608F/G, History 2611E.

4.0 courses in History at the 2200 level or above.

This may include one of the following: Classical Studies 3410E or 3450E.

1.0 History course taken at the 2100 level can be counted if the student achieves a grade of 75% or higher.

3.0 courses in History at the 2200 level or above. This may include one of the following Classical Studies classes: Classical Studies 3410E, Classical Studies 3450E or the former Classical Studies 3400E. 1.0 History course taken at the 2100 level can be counted if the student achieves a grade of 75% or higher, though it will not satisfy distribution requirements.

3.0 courses in History at the 3000 level or above.

~~* 2.0 of these 3.0 courses must be taken before year 3.~~

1.0 course in History at the 4000 level.

1. The Geographic Distribution Requirement – At least 1.0 History courses must be drawn from two different geographic and/or thematic and international areas

US: 2300-2399; 3300-3399; 4300-4399

Europe: 2400-2499; 3400-3499; 4400-4499

World: 2500-2699; 3500-3699; 4500-4699

Thematic and International: 2700-2899; 3700-3899; 4700-4899

2. Pre-1800 Distribution Requirement is satisfied by taking a 0.5 course from the following:

History 2401E, History 2403E, History 2607F/G, History 2812E, History 2818F/G, History 3301E, History 3401E, History 3402F/G, History 3404F/G, History 3412F/G, History 3602F/G, History 3604F/G, History 3605E, History 4412E, History 4603F/G, Classical Studies 3410E, Classical Studies 3450E. Special Topics courses that satisfy the Pre-1800 Distribution Requirement are listed on the Department website.

Notes:

1. **Geographic Distribution Requirement: The Geographic Distribution Requirement is satisfied by taking 1.0 course from History 2300-2399, History 3300-3399, and History 4300-4399; 1.0 course History 2400-2499, History 3400-3499, and History 4400-4499; and 1.0 course from History 2500-2599, History 2600-2699, History 3500-3599, History 3600-3699, History 4500-4599, History 4600-4699, History 3701E and History 3702F/G.**

2. **Pre-1800 Distribution Requirement: The Pre-1800 Distribution Requirement is satisfied by taking 1.0 course from History 2401E, History 2403E, History 2405E, History 2503F/G, History 2607F/G, History 2812E (counts as 0.5 pre-1800 credit), History 3301E, History 3401E, History 3412F/G, History 3423F/G, History 3602F/G, History 3604F/G, History 3605E, History 3709E, History 4412E, History 4421E, History 4501F/G, History 4603F/G, Classical Studies 3410E, Classical Studies 3450E, the former Classical Studies 3400E, the former History 2809E, the former History 2901E, the former History 3426F/G. Special Topics courses that satisfy the Pre-1800 Distribution Requirement are listed on the Department website.**

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21007>

MAJOR IN HISTORY

Module

7.0 6.0 courses:

6.0 5.0 of these **7.0 6.0** courses must be essay courses. **To ensure that students have a broad understanding of history, course selection must satisfy geographic and temporal breadth requirements (see footnotes 1 and 2 below).** Course selection must satisfy the geographical and pre-1800 distribution requirements described above in Distribution Requirements for the Honours Specialization, Major, and Specialization.

1.0 course: History 2201E or History 2205E.

2.0 courses: 1.0 course from two of the following three categories of Foundation Courses:

United States: History 2301E, History 2310F/G, History 2311F/G, History 2312F/G, American Studies 2310F/G,

European: History 2401E, History 2403E, History 2404E,

World: History 2501E, History 2601E, History 2605E, History 2606E, History 2607F/G, History 2608F/G, History 2611E.

3.5 courses in History at the 2200 level or above.

This may include one of the following: Classical Studies 3410E or 3450E.

1.0 History course taken at the 2100 level can be counted if the student achieves a grade of 75% or higher.

2.0 courses in History at the 2200 level or above. This may include one of the following Classical Studies classes: Classical Studies 3410E, or Classical Studies 3450E, the former Classical Studies 3400E, 1.0 History course taken at the 2100 level can be counted if the student achieves a grade of 75% or higher, though it will not satisfy distribution requirements.

1.0 courses in History at the 3000 level or above.

0.5 course in History at the 4000 level.

2.0 courses in History at the 3000 or 4000 levels.

1. The Geographic Distribution Requirement – At least 1.0 History courses must be drawn from two different geographic and/or thematic and international areas

US: 2300-2399; 3300-3399; 4300-4399

Europe: 2400-2499; 3400-3499; 4400-4499

World: 2500-2699; 3500-3699; 4500-4699

Thematic and International: 2700-2899; 3700-3899; 4700-4899

2. Pre-1800 Distribution Requirement is satisfied by taking a 0.5 course from the following:

History 2401E, History 2403E, History 2607F/G, History 2812E, History 2818F/G, History 3301E, History 3401E, History 3402F/G, History 3404F/G, History 3412F/G, History 3602F/G, History 3604F/G, History 3605E, History 4412E, History 4603F/G, Classical Studies 3410E, Classical Studies 3450E. Special Topics courses that satisfy the Pre-1800 Distribution Requirement are listed on the Department website.

Notes:

1. Geographic Distribution Requirement: The Geographic Distribution Requirement is satisfied by taking 1.0 course from History 2300-2399, History 3300-3399, or History 4300-4399; 1.0 course History 2400-2499, History 3400-3499, or History 4400-4499; and 1.0 course from History 2500-2599, History 2600-2699, History 3500-3599, History 3600-3699, History 4500-4599, History 4600-4699, History 3701E or History 3702F/G.

2. Pre-1800 Distribution Requirement: The Pre-1800 Distribution Requirement is satisfied by taking 1.0 course from the following: History 2401E, History 2403E, History 2405E, History 2503F/G, History 2607F/G, History 2812E (counts as 0.5 pre-1800 credit) History 3301E, History 3401E, History 3402F/G, History 3404F/G, History 3412F/G, History 3423F/G, History 3602F/G, History 3604F/G, History 3605E, History 3709E, History 4412E, History 4421E, History 4501F/G, History 4603F/G, Classical Studies 3410E, Classical Studies 3450E, the former Classical Studies 3400E, the former History 2809E, the former History 2901E, the former History 3426F/G. Special Topics courses that satisfy the Pre-1800 Distribution Requirement are listed on the Department website.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21011>

MINOR IN HISTORY

Module

4.0 courses:

3.0 of these 4.0 courses must be designated essay courses.

1.0 course* from: History 2201E or History 2205E.

1.0 course from one of the following three categories of Foundation Courses focusing on different geographical areas:

United States: History 2301E, History 2310F/G, History 2311F/G, History 2312F/G, American Studies 2310F/G,

European: History 2401E, History 2403E, History 2404E,

World: History 2501E, History 2601E, History 2605E, History 2606E, History 2607F/G, History 2608F/G, History 2611E.

1.0 courses in History at the 2100 level or above.

1.0 courses in History at the 2200 level or above.

1.0 courses in History at the 3000 level or above.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21012>

MINOR IN PUBLIC HISTORY

Module

4.0 courses:

Note that some courses have prerequisites. Some courses have limited spots and thus require special application or have preference for their own departmental students. Please check with each department to ensure you have all needed prerequisites.

2.0 courses: History 2811F/G, History 3813E, History 3809F/G.

2.0 courses from: History 2189A/B, History 2816A/B or Digital Humanities 2130A/B, History 2800F/G, History 2886F/G, **History 3208F/G, History 3710F/G**, History 3801E, History 3901F/G, History 4213F/G, History 4810F/G, **History 4816A/B, History 4896F**, Anthropology 3312F/G, Anthropology 3324A/B; Classical Studies 3010F/G, Classical Studies 3050F/G, Classical Studies 4580F/G; Museum and Curatorial Studies 2610F/G, Museum and Curatorial Studies 2620F/G, Museum and Curatorial Studies 3610F/G, Museum and Curatorial Studies 3620A/B/Y, Museum and Curatorial Studies 4681E, Museum and Curatorial Studies 4684A/B/Y, Museum and Curatorial Studies 4685E.

See the History Department website for the approved list of other courses from departments such as Anthropology/Archaeology, Classics, Digital Humanities, English and Cultural Studies, Geography, History and Visual Arts, with significant public history content, or another suitable course by special permission.

NOTE: Students may complete an Honours Specialization, or Major in History and also complete a Minor in Public History. No double counting is allowed: that is, courses taken to fulfill the requirements of this module cannot fulfill the requirements of any other modules at the university.

Recommended Course Progression in this Module:

Year 1: at least 0.5 course in History, and courses to fulfill university breadth requirements.

Year 2: History 2811F/G.

Year 3: History 3813E and History 3809F/G.

Year 4: 1.0 course from B, and 1.0 course from C if not taken earlier.

ITEM 5.3(e)(ii) – Faculty of Social Science: Revisions to the Progression Requirements (Overlapping Courses between Anthropology and Indigenous Studies Modules)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, the progression requirements for Social Science be revised as shown to include a policy on overlapping courses between Anthropology and Indigenous Studies modules.

EXECUTIVE SUMMARY:

A number of Anthropology and Indigenous Studies courses are cross-listed. The Department of Anthropology and the Indigenous Studies Program want to be sure that students interested in completing modules in both programs will be able to count all of the courses they will need to graduate, including cross-listed courses that should be able to count towards both Anthropology and Indigenous Studies modules. In consultation with the Dean’s Office in Social Science, the programs are proposing to introduce a policy on overlapping courses.

ATTACHMENT:

[Revised Calendar Copy – Progression Requirements – Social Science \(Overlapping Courses between Anthropology and Indigenous Studies Modules\)](#)

REVISED CALENDAR COPY

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

SOCIAL SCIENCE – POLICIES RELATED TO REGISTRATION, PROGRESSION, GRADUATION

OVERLAPPING COURSES BETWEEN SOCIOLOGY MODULES

This section of the policy is unchanged

OVERLAPPING COURSES BETWEEN ANTHROPOLOGY AND INDIGENOUS STUDIES MODULES

As indicated in our module descriptions, several Anthropology and Indigenous Studies courses are cross-listed. Students may take these cross listed courses for credit only once, as either an Anthropology course or an Indigenous Studies course.

Students may count a total of 1.0 of these cross-listed courses towards both Anthropology and Indigenous Studies modules without seeking special permission.

Students are reminded that in addition to meeting module requirements in Anthropology and Indigenous Studies, they must also meet Western's requirements for graduation – that is, a total of 20.0 credits for a four-year degree and 15.0 credits for a three-year degree.

ITEM 5.3(f) – Huron University College: Introduction of a Minor in Global Great Books

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That effective September 1, 2021, a Minor in Global Great Books be introduced at Huron University College.

EXECUTIVE SUMMARY:

Huron University College introduced a Major in Global Great Books in September 2019. Global Great Books students read complete works of influential texts of the global community, allowing them to better understand the context around existing institutions and as well as many of the current problems of the contemporary world. By reading these texts alongside more contemporary works that challenge their premises, students are asked not only to understand what was originally thought and why, but also to question the validity of these positions from several distinct perspectives. By reading complete works rather than excerpts, the ideas and images engaged with are shown in their original context.

Recognizing that students may be interested in some Global Great Books course offerings but may not be able to complete the Major given their other academic commitments, the proposed Minor is designed to allow them to take the particular courses in Global Great Books that align directly with their interests and other academic considerations.

ATTACHMENT:

[New Calendar Copy – Minor in Global Great Books](#)

NEW CALENDAR COPY

MINOR IN GLOBAL GREAT BOOKS

Admission Requirements

Completion of first-year requirements with an average of at least 60%.

Module

4.0 courses:

1.0 course in Global Great Books at the 2000-level

2.0 courses in Global Great Books from the 3000- or 4000-level

1.0 additional courses in Global Great Books at the 2000-level or above (up to 1.0 courses from another department may be substituted with permission from the Coordinator).

ITEM 5.3(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Program Reviews of the Graduate Programs in Political Science and the Collaborative Specialization in Transitional Justice and Post-Conflict Resolution

(i) **ACTION REQUIRED:** FOR APPROVAL FOR INFORMATION

On behalf of the Senate, SCAPA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs in Political Science and the Collaborative Specialization in Transitional Justice and Post-Conflict Resolution.

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Social Science	Political Science	February 8-9, 2021	Good Quality
Social Science	Collaborative Specialization in Transitional Justice and Post-Conflict Resolution	November 17 and 23, 2020	Good Quality

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

(ii) **ACTION REQUIRED:** FOR APPROVAL FOR INFORMATION

The Department of Political Science identified areas for program changes during the cyclical review process and is seeking approval of those changes below.

Recommended: That effective September 1, 2021, the MA in Political Science be revised to:

- eliminate the MA thesis stream, and
- introduce a new course-based stream consisting of one course in research design and six course electives (3.0 credits), and

That effective September 1, 2021, the PhD in Political Science be revised to:

- require students to complete 13 graduate courses over the first two years of the program (6.5 credits), and
- to introduce a new milestone requirement for students to attend and participate in a mandatory publishing workshop during the summer of Year 1 (Term 3), and
- to rename the “Local Government” field to “Urban Political and Local Governance.

ATTACHMENTS:

[Final Assessment Report – Political Science](#)

[Final Assessment Report – Collaborative Specialization in Transitional Justice and Post-Conflict Resolution](#)



Political Science
Final Assessment Report &
Implementation Plan
March 2021

Faculty / Affiliated University College	Faculty of Social Science	
Degrees Offered	M.A.; Ph.D.	
Date of Last Review	2015-2016	
Approved Fields	<ul style="list-style-type: none"> • Canadian Politics • Comparative Politics • International Relations • Local Government (proposing name change later in document to Urban Politics and Local Governance) • Political Theory 	<p>Changed as part of review</p> <ul style="list-style-type: none"> • Canadian Politics • Comparative Politics • International Relations • Urban Politics and Local Governance) • Political Theory
External Consultants	Dr. Lawrence LeDuc, Professor Emeritus, University of Toronto Dr. Stuart Soroka, Professor of Communication and Media & Political Science, University of Michigan	
Internal Reviewer	Dr. Mark Zbaracki, Richard Ivey School of Business Mohammed Estaiteyeh, Graduate Student	
Date of Site Visit	Feb 8-9, 2021 (Virtual visit)	
Date Review Report Received	February 22, 2021	
Date Program/Faculty Response Received	Program - February 25, 2021 Dean - February 25, 2021	
Evaluation	Good Quality	
Approval Dates	SUPR-G: April 12, 2021 SCAPA (rating approval, and academic program change recommendation): April 28, 2021 Senate (FYI for program recommendation, approval for academic program changes): May 14, 2021	
Year of Next Review	Year of next cyclical review- 2028-2029	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the **Political Science** Graduate Program delivered by the Faculty of Social Science.

This report considers the following documents:

- the program’s self-study – Volume 1
- the external consultants’ report
- responses to the consultants’ report by the Departments and Faculty.

This Final Assessment Report identifies the strengths of the program, opportunities for program enhancement, and prioritizes the recommendations of the external consultants. The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required, and the timeline for completion.

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

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

Executive Summary

The Political Science Department has a fulltime faculty complement of 21, including a Canada Research Chair in Political Methodology. The Department offers master’s and doctoral level programs in five fields, including Canadian Politics, Comparative Politics, International Relations, Political Theory, and Local Government (Urban Politics and Local Governance). Faculty members are active researchers who hold external grants that support not only their research but also graduate students learning.

Currently, doctoral students are required to declare two fields (*e.g.*, two of Canadian Politics, Comparative Politics, International Relations, Local Government and Political Theory) and successfully complete a total of 6 graduate courses; the PhD Advanced Research Design course; one additional graduate course elective; the comprehensive examinations in two fields; one cognate skill; a PhD Thesis Proposal; and a Thesis. Average time to completion is 5 to 6 years. The Master’s program is 12-month/three-term program with the final project being the thesis option or the coursework/Research Project option. Most students choose the MRP route and complete within 12 months. The Learning Outcomes of both programs are consistent with Western’s Graduate Degree Learning Outcomes and provincial expectations.

The cyclical review period provides the opportunity for program change and as part of this review, the Department has proposed a number of changes to the programs (see below) that reflect the current state of the discipline as well as the changing labour market. The goal is

to provide Canada's best training in political methodology so that our students can engage in cutting-edge research in Canadian Politics, Comparative Politics, International Relations, and Local Government (Urban Politics and Local Governance). We also hope to build our reputation in the area of political behaviour, which spans Canadian, Comparative, and Local Politics. Finally, our proposed program changes are designed to strengthen our placement record in the academic job market and maintain our success in placing our graduates in high profile non-academic jobs.

Strengths identified by the Political Science Graduate Programs (summarized from the self-study brief)

- MA and PhD collaborative specializations in Transitional Justice, Migration and Ethnic Relations, and Environment and Sustainability
- Advanced political methodology courses
- Strong faculty research record
- Strong graduate student research culture
- Co-authorship norms between graduate students and faculty
- Professional development strategy including funding to students for conference and research-related expenses; student-organized reading groups within the department; Departmental Speaker Series; Doctoral Colloquium and mock job talks
- Library resources

Review Process

Just prior to the cyclical review process, the entire Political Science Department underwent a full external review in its external search for a Department Chair. Information and findings from this review informed the review process for this cyclical review. In addition, a multi-stage process with faculty and senior administration from Social Science and the School of Graduate and Postdoctoral Studies occurred over at least 24 meetings to review the graduate program design, the fields, course curriculum, the Graduate Handbook, the external report from the 2015 external review, and graduate placement statistics. The results of a graduate student survey also informed the process.

During the external review, the committee, comprised of the two external reviewers, one internal reviewer and a doctoral student, were provided with Volume I and II in advance of their visit and then met over two days with:

- Dr. Linda Miller, Vice Provost, School of Graduate & Postdoctoral Studies
- Dr. Lorraine Davies, Associate Vice Provost, School of Graduate & Postdoctoral Studies
- Dr. Margaret McGlynn, Vice Provost, Academic Planning, Policy and Faculty
- Dr. Joan Finegan, Acting Dean, Faculty of Social Science
- Dr. Jamie Baxter, Associate Dean, Faculty of Social Science
- Dr. Matt Lebo, Department Chair
- Dr. Christopher Alcantara, Graduate Chair
- Political Science Graduate Committee
- Political Science Graduate Faculty
- Political Science Graduate Students (review team met with 14 or the 44 students)
- Political Science Graduate Program Assistants
- Robert Glushko, Associate Chief Librarian

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

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

Summative Assessment – External Reviewers’ Report

Our overall evaluation of the Department, and of the proposed changes to its graduate programs, is positive: we believe that the changes to the MA and PhD programs are clearly laid out and are appropriate and in line with norms in other strong departments in Canada.

Strengths of the Program

- Learning outcomes mapped out in detail and appropriate to the program
- Quantitative and qualitative courses are well-designed and a valuable asset to the program
- Curriculum changes that are well designed to address past concerns (as described below)

Areas of Concern Identified:

- Sustaining 5 full fields for the M.A. and Ph.D. with only 21 faculty, only 4 of which are full professors
- Lack of diversity amongst students and faculty

Major Modifications to be approved as part of the cyclical review process

MA Program Changes -effective fall 2021

1. Delete the MA thesis stream
2. Offer MA students either the Major Research Paper (MRP) stream (6 courses + MRP) or a new course-based stream consisting of 1 course in research design and 6 course electives (3.0 credits). (Both routes requires 3 terms of study over a 12 month period.)

2) Proposed PhD Program Changes – effective fall 2021 (only apply to incoming PhD students)

The updated program involves two key changes and one minor change:

1. New Coursework Requirements: Students will be required to complete 13 graduate courses over the first two years of the PhD program (6.5 credits) to better align with the top programs in Canada, which range between 11-13 courses (5.5 to 6.5 credits). Students will normally complete the 13 courses (6.5 credits) during terms 1-5.
2. New Milestone Requirement – Publishing Workshop: During the Summer of year 1 (Term 3), students will be required to attend and participate in a mandatory publishing workshop.
3. Rename the “Local Government” Field to “Urban Politics and Local Governance” for graduate recruitment and branding purposes only: The new name reflects the scholarly evolution of the field from a narrow focus on local government to a broader inquiry into the governance of cities and the political economy of urbanization.

Under the updated program, students complete their PhD requirements within four years. A typical student will take seven courses in terms 1, 2 and 3 (year 1), the publishing workshop in term 3 (summer of year 1), and six courses in terms 4 and 5 (Fall and Winter of year 2). They will study and write their comprehensive examinations in term 6 (summer of year 2) which will be based on the courses they took in terms 1-5. Terms 7 – 12 (years 3 and 4) will be devoted to writing and defending the dissertation.

Reviewers’ Recommendations

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

Reviewers’ Recommendation	Program/Faculty Response
<p>Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below.</p> <p>The external reviewers recommend:</p>	<p>Please note that in the decanal report, the Dean has only commented on 3 of the recommendations and assigns the responsibility for addressing the remaining recommendations to the program.</p>
<p>1. Modifications to the program structure are well-designed and positive changes and should proceed</p>	<p><u>Departmental Response:</u> Agreed and scheduled for implementation for Fall 2021</p>
<p>2. Ensure faculty vigilance to improve graduate mentoring and professionalization</p>	<p><u>Departmental Response:</u> Agreed and implementation in place, including: -faculty retreat planned for June 2021to improve mentorship -Director of Placement to offer more workshops to support students -seeking additional teaching opportunities for students. <i>Dean - The department too recognizes how important this is. In fact, Matt Lebo, Chair of the Department, won a career award for “Excellence in Mentoring” from the Society for Political Methodology in 2020 and was hired in part because of his expertise in graduate education. Thus, we have great confidence that mentorship will be a big part of a graduate student’s education. Towards this end, the department will hold a summer retreat on mentorship.</i></p>
<p>3. *Ensure ongoing care in the design of methodology and ‘core’ sub-field courses in the Department</p>	<p><u>Department:</u> - will develop a refresher course for students after the comprehensive exams -further discussion at summer retreat</p>
<p>4. Consider the number of fields that can be adequately covered in the PhD program given limited faculty and the need for additional faculty to build on the strengths of the department</p>	<p><u>Department:</u> Agreed <i>Dean - We recognize the need of the department to grow and the Faculty of Social Science is committed to making that happen. That said, the effective running of the program is not dependent on faculty hires.</i></p>

<p>5. Further develop the diversity of both faculty and graduate students in Political Science.</p>	<p><u>Department:</u> -commitment to prioritizing diversity when hiring of new faculty and in the training of our students.</p>
<p>6. Funding doctoral students beyond the 4th year is critical if the goal of the Department is to attract the strongest students from Canada and elsewhere</p>	<p><u>Department:</u> Agreed -under discussion with the dean’s office</p> <p><i>Dean - While we are sympathetic to the problem, it is not an easy issue to solve. Because Ministry of College and Universities provides grant funding for PhD students for 4 years, all PhD programs are expected to be designed as four-year programs. The problem of funding extends well beyond this particular review.</i></p>

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Ensure ongoing care in the design of methodology and ‘core’ sub-field courses in the Department.</p>	<p>Create a plan, including Learning Outcomes, that specifically outlines how and when these courses will occur during the student’s program.</p>	<p>Graduate Chair and Graduate Committee</p>	<p>September 2021</p>
<p>Incorporate equity, diversity, inclusion, decolonization and Indigenization principles and actions into all program components, from recruitment to degree completion</p>	<p>Review processes with an EDI and a decolonization and Indigenization lens, and in consultation with SGPS, the offices of the Vice-Provost & Associate Vice-President (Indigenous Initiatives) and the Associate Vice-President (Equity, Diversity & Inclusion)</p>	<p>Graduate Chair and Graduate Committee</p>	<p>September 2024</p>



**Collaborative Specialization in Transitional Justice and
Post-Conflict Resolution**
Final Assessment Report & Implementation Plan
March 2021

Faculty / Affiliated University College	Faculty of Social Science
Degrees Offered	
Date of Last Review	2015-2016
Participating Programs	<p><i>Faculty of Arts and Humanities:</i></p> <ul style="list-style-type: none"> · English (M.A. and Ph.D.); · French (M.A. and Ph.D.); · Hispanic Studies (M.A. and Ph.D.); · Philosophy (M.A. and Ph.D.); · Women’s Studies and Feminist Research (M.A. and Ph.D.); <p><i>Faculty of Health Science:</i></p> <ul style="list-style-type: none"> · Kinesiology (M.A. and Ph.D.); <p><i>Faculty of Law</i> (LL.M. (Thesis), M.S.L., and Ph.D.);</p> <p><i>Faculty of Social Science:</i></p> <ul style="list-style-type: none"> · Anthropology (M.A. and Ph.D.); · History (M.A. and Ph.D.); · Political Science (M.A. and Ph.D.); · Psychology (M.A. and Ph.D.); · Sociology (M.A. and Ph.D.)
	No externals for Collaborative Specializations
Internal Reviewer	Dr. Catherine Nolan, Associate Dean, Don Wright Faculty of Music
Date of Site Visit	November 17, 2021 and November 23, 2020
Date Review Report Received	February 19, 2021
Date Program/Faculty Response Received	March 22, 2021
Evaluation	Good Quality
Approval Dates	SUPR-G: April 12, 2021 SCAPA: April 28, 2021 Senate (for information only): May 14, 2021
Year of Next Review	Year of next cyclical review- 2027-2028

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses, and assessment and evaluation of the graduate **Collaborative Specialization in Transitional Justice and Post-Conflict Resolution**.

This Final Assessment Report (FAR) report considers the following documents:

- the self-study,
- the internal consultant’s report,
- the response from the Collaborative Specialization Director

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

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

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

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to the Collaborative Specialization in Transitional Justice and Post-Conflict Resolution graduate program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Defining a Collaborative Specialization at Western¹

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

¹ Description retrieved from <http://oucqa.ca/framework/1-6-definitions/>.

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

A Collaborative Specialization must have:

- At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs.

This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.

- Clear and explicit requirements for each Collaborative Specialization.

In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.

- core faculty who are the faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty appointed 100% to an interdisciplinary academic unit).
- appropriate administrative and academic oversight/governance in place to ensure requirements associated with the specialization are being met.

Executive Summary

The Collaborative Graduate Specialization in Transitional Justice and Post-Conflict Resolution was founded in 2012 as

an extension of the mission and work of the Centre for Transitional Justice and Post-Conflict Reconstruction, which seeks to be a world-wide centre of excellence in scholarship on transitional justice and post-conflict reconstruction through collaborative, interdisciplinary and international research amongst faculty, undergraduate, graduate, and professional students and postdoctoral fellows.

With 35 core faculty members in 12 departments from five faculties at Western as well as Huron University College, its primary goal is

to provide students with inter-disciplinary, collaborative knowledge in Transitional Justice and Post-Conflict Reconstruction. Students enrolled explore aspects of societal and state transition relating to development, democracy, the environment, the economy, human rights, politics,

peace agreements and justice before, at the time of, and post-transition. The purpose of the program is to familiarize students with the emerging debates surrounding transitional justice and post-conflict reconstruction, and to allow for real-world application of theoretical constructs and explanations.

The Specialization is governed by a Chair and three graduate faculty from diverse disciplines; the committee meets regularly to review the curriculum and requirements for students. Learning Outcomes have been developed that align with both Western's Mission, its Graduate Learning Outcomes and those of the province.

Strengths identified by the the graduate Collaborative Specialization in Transitional Justice and Post-Conflict Resolution (summarized from the self-study brief)

- only program of its kind in North America, and among only three others world-wide in Northern Ireland and South Africa
- faculty membership that provides breadth and depth of academic scholarship in TJ
- strong students
- professional development of students, including
 - speakers' series with internationally renowned scholars
 - graduate journal *Transitional Justice Review*
 - undergraduate journal *Undergraduate TJ Review*
 - graduate colloquium
 - internships and placements for graduates

Concerns Identified by the graduate Collaborative Specialization in Transitional Justice and Post-Conflict Resolution (summarized from the self-study brief)

- limited dedicated space for TJ interaction within and across the program
- no dedicated administrative support
- communication between students' home programs and TJ Specialization about student progress
- heavy workload for doctoral students involved in TJ who are required to successfully complete a comprehensive examination in both their home department and in TJ Studies.

Review Process

This represents the first formal cyclical review of the TJ Collaborative Specialization. For its self-study, the Graduate Committee and the Graduate Chair program conducted consultation meetings with faculty members and students, reviewed both the data from annual exit surveys administered to students about the core course, Foundations in Transitional Justice and Post-Conflict Reconstruction as well as the results of anonymous exit surveys conducted with graduates of the Collaborative Specialization.

For a Graduate Collaborative Specialization, an internal review is required consisting of a knowledgeable arm's-length reviewer from within the University, in this case Dr. Catherine Nolan, Associate Dean,

Graduate Studies, Don Wright Faculty of Music. The reviewer reads the Program Self-Study and then engages in a one-day review. During the review, Dr. Nolan met with the Chair of the TJ Specialization, associate deans from the various faculties, graduate administrative assistants, several faculty members, and graduate students.

Following the onsite review, Dr. Nolan submitted a comprehensive report of her findings which was sent to the Graduate Chair for review and response.

These formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report (FAR) of the graduate Collaborative Specialization in Transitional Justice and Post-Conflict Resolution, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer.

Summative Assessment – External Reviewers' Report

The Collaborative Specialization in Transitional Justice and Post-Conflict Resolution is a strong, vibrant program that offers unique interdisciplinary scholarly and research opportunities to a diverse range of graduate students in numerous disciplines.

Strengths of the Specialization

- Strength of faculty from diverse departments showing rich interdisciplinarity
- Provides programming that ensures students acquire appropriate disciplinary and interdisciplinary knowledge and research opportunities.
- Excellent student progress with ongoing monitoring and integration with home programs
- Student achievements in winning the Vanier Canada Graduate Scholarship and the Governor General's Gold Medal
- Rich opportunities for students across a variety of disciplines through coursework, including a rich speakers' series, and expert thesis supervision

Areas of Concern Identified:

- Negotiating teaching for the required course 9501B
- Absence of centralized administrative support for efficient and consistent tracking of student progress
- Added load for doctoral students who are expected to complete a separate TJ Comprehensive Examination

Summary Statement

...It is manifestly apparent that the Collaborative Specialization in Transitional Justice and Post-Conflict Reconciliation is a robust program and a wonderful resource that promotes a vast array of interdisciplinary research and scholarship. It is unique in North America and attracts students to home programs at Western. It enriches the Western experience and opportunities for its students.

Major Modifications to be approved as part of the cyclical review program

- None recorded in Volume 1: Self Study

Reviewers’ Recommendations

The following are the reviewers’ recommendations in order as listed by the external reviewers with the program’s responses recorded in the right-hand column.

Reviewers’ Recommendation	Program Response
<p>Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below.</p> <p>1. Amend the PhD Comprehensive Examination to ensure consistency across the multiple home programs. Consider removing the separate TJ Comprehensive Examination, and requesting that the thesis supervisor, who will hold supervisory privileges in the specialization as well as the home program, incorporate content related to transitional justice into the home program’s Comprehensive Examination. In a home program without a PhD Comprehensive Examination, a suitable substitute could be formulated on a case by case basis on the recommendation of the thesis supervisor.</p>	<p><i>Over the coming weeks we will prepare a proposal to revise the Comprehensive Examination, seeking input and advice from the stakeholders in the process. We hope to complete that process by the end of Fall 2021.</i></p>
<p>2. Develop a plan for a greater variety of instructors for the required course TJ 9501B, possibly through rotation among different home programs, in order to promote the interdisciplinary nature of the specialization.</p>	<p><i>In progress – see #3</i></p>
<p>3. Secure centralized resources to support the instruction of TJ 9501B to support a wider range of potential instructors and the specialization’s interdisciplinary profile.</p>	<p><i>At a meeting held March 8, 2021, the Deans of Arts and Humanities, Law, and Social Science have agreed to jointly fund the cost of an instructor beginning in academic year 2022-2023.</i></p>
<p>4. Secure centralized administrative support to track student progress, perhaps by formalizing the assistance currently provided by SGPS.</p>	<p><i>SGPS is already providing much of the support required. In the coming weeks we will seek advice from the Dean’s office and SGPS about ways to better coordinate communication and support.</i></p>

5. Consider adding information on employment or other educational outcomes for students in future briefs.	<i>To be included for the next review</i>
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Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Amend the PhD Comprehensive Examination to ensure consistency across the multiple home programs. Consider removing the separate TJ Comprehensive Examination, and requesting that the thesis supervisor, who will hold supervisory privileges in the specialization as well as the home program, incorporate content related to transitional justice into the home program’s Comprehensive Examination. In a home program without a PhD Comprehensive Examination, a suitable substitute could be formulated on a case-by- case basis on the recommendation of the thesis supervisor.	<p>Develop proposal to be presented to Graduate Chairs of participating programs</p> <p>Meet to refine and implement the new process for Comprehensive Examinations</p> <p>Complete Major Modification process through SUPR-G</p>	<p>TJ Chair and Governance Committee</p> <p>Graduate Chairs & Associate Deans (Graduate) of participating programs</p> <p>SGPS</p> <p>SUPR-G</p>	Fall 2021
Incorporate equity, diversity, inclusion, decolonization and Indigenization principles and actions into all program components, from recruitment to degree completion	Review processes with an EDI and a decolonization and Indigenization lens, and in consultation with SGPS, the offices of the Vice-Provost & Associate Vice-President (Indigenous Initiatives) and the Associate Vice-President (Equity, Diversity & Inclusion)	Director of Specialization, Graduate Chairs and Graduate Committee	Sept 2024

ITEM 5.3(h) – New Scholarships and Awards

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

On behalf of the Senate, SCAPA approved the Terms of Reference for the following new scholarships and awards, for recommendation to the Board of Governors through the Vice-Chancellor.

John Dobson Foundation Founders Award (Any Undergraduate Program)

Awarded annually to full-time undergraduate students in Year 2 of any degree program based on demonstrated engagement with entrepreneurship activities at Western and academic achievement. Applications can be obtained online through the Morrisette Institute for Entrepreneurship's website and must be submitted with a one-page statement that describes the applicant's entrepreneurship activities. Applications will be open to students at the end of Year 1, with an application deadline of April 30. Recipients will be confirmed in the fall once they register in Year 2. A committee in the Morrisette Institute for Entrepreneurship will select the recipients. The award will continue in Years 3 and 4, provided that the recipient maintains full-time status and continues engagement with entrepreneurship activities at Western, as determined by the Morrisette Institute for Entrepreneurship. The award value will increase to \$10,000 in Year 4, as long the recipient progresses to leadership of entrepreneurship activities, as determined by the Morrisette Institute for Entrepreneurship. If a recipient does not maintain the award, a replacement student will be selected from the same cohort. This award was established with a generous gift from the John Dobson Foundation.

Value: 5 at \$20,000 (\$5,000 in years 2 and 3, and \$10,000 in year 4)

Effective Date: 2021-2022 to 2027-2028 (the last new recipients will be selected in 2025-2026)

Doug McGregor HBA Award (Ivey)

Awarded to a student entering HBA Year 1 at the Ivey Business School who has graduated from a high school in the City of London or Middlesex County and has demonstrated financial need. This award will continue in HBA Year 2 provided that the student maintains a 70% average and demonstrates financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Ivey HBA Scholarship Committee will make the final selection of the recipient after the Office of the Registrar assesses financial need.

Value: 1 at \$5,000, continuing

Effective Date: 2021-22 to 2025-26 academic years inclusive, with final HBA1 recipient selected in the 2024-2025 academic year

Reg Jackson HBA Entrepreneurship Award (Ivey)

Awarded annually to a full-time student entering the HBA program at the Ivey Business School, based on academic achievement, community leadership, interest in entrepreneurship and/or family business, and who has demonstrated financial need. Where possible, preference will be given to a student from the St. Mary's or Stratford communities, or from Huron or Perth counties. Online financial assistance applications are available from Western's Student Center and must be submitted by September 30th. The HBA Awards Committee will select the recipients after the Office of the Registrar assesses financial need. The award will be renewed for HBA2 provided the student remains a full-time student and continues to meet the award criteria. This award was established with a generous gift from Reg Jackson, HBA '96.

Value: 2 at \$5,000, continuing

Effective Date: 2021-2022 to 2026-2027 academic years inclusive, with final HBA1 recipients selected in the 2025-2026 academic year

Dr. Alexis N. Peters Award for Student Athletes (Athletics)

Awarded annually to a full-time undergraduate or graduate student, in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of any Mustang Varsity Team. Preference will be given to a graduate student. If there is no eligible graduate student, preference will be given to a fourth year undergraduate student. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipient. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Dr. Alexis N. Peters (RN, BA 1990, MA 1992, PhD 1999).

Value: 1 at \$1,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Dr. Alexis N. Peters completed her PhD at Western focusing on the health and well-being of elite athletes. She then went on to teach at Mt. Royal University in Calgary for 20 years. Her students, who she deeply cared for, fondly nicknamed her “Dr. P” given her passion, humour and dedication to teaching. As a result, she was honoured with the SAMARU “Teaching Excellence Award” in 2018. Dr. P’s research often resonated with “student athletes” who reached out to her as they moved forward from their “sport identity.” Dr. P sincerely hopes that this award will help student athletes to pursue excellence in achieving the other goals and dreams that are also a very important part of their lives.

Bill Hunter Football Award (Athletics)

Awarded to a full-time undergraduate and graduate student in any year of any degree program at Western including the Affiliated University Colleges who is making a contribution as a member of the Men's Football Team. Candidates must be in compliance with current OUA and U SPORTS regulations. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select recipients basing its decision on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Bill Hunter (BA Honours 1973).

Value: 1 at \$1,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Barratt Football Award (Athletics)

Awarded annually to a full-time undergraduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Men's Football Team. Preference will be given to a student in the DAN Department of Management & Organizational Studies, enrolled in either the Accounting or Finance modules. Candidates must be in compliance with current OUA and U SPORTS regulations. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient basing its decision on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Jeff Barratt (BACS 2002).

Value: 1 at \$1,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Donald B. McMillan Honours Thesis Award in Biology (Science)

Awarded annually to the fourth year student in an Honours Specialization in Biology who presents the best honours thesis during the Annual Thesis Day presentation held each April. A committee in the Department of Biology will evaluate the final thesis submissions and grant the award based on their selection of the best thesis. This award was established with a generous gift from Lone Jensen in memory of her husband Dr. Donald B. McMillan (MSc 1953).

Value: 1 at \$5,000

Effective Date: 2021-2022 academic year

Donald McMillan earned his PhD from the University of Toronto and taught in the Department of Zoology at Western University until his retirement in 1994. During his time at Western, he was a mentor and friend to both students and colleagues. He loved teaching and inspired many young students to make science their life's work. Besides contributing many publications with his students in prominent journals, Donald published two books: Fish Histology, Female Reproductive Systems and an Atlas of Comparative Vertebrate Histology (co-authored by Richard Harris). In addition to vertebrates, Don's passions included Bach, opera, cycling, the glories of the natural world, and his cottage by the Fundy shore in Back Bay, New Brunswick.

James Family Hockey Award (Athletics)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Mustang Men's Hockey team. Candidates who are intercollegiate student athletes must be in compliance with current OUA and U SPORTS regulations. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was made possible by a generous gift by Mr. Michael James and his family.

Value: 1 at \$3,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Heffernan Family Football Award (Athletics)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a contribution as a member of the Men's Football Team. Preference will be given to a student who graduated from a London high school, in particular St. Thomas Aquinas Catholic Secondary School. Candidates must be in compliance with current OUA and U SPORTS regulations. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient basing its decision on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Mr. Christian Heffernan (BA 2004, BEd 2008) and his family.

Value: 1 at \$1,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Kathy Obright Graduate Award in Physical Therapy (Health Sciences)

Awarded annually to a graduate student completing first year of the Master of Physical Therapy program who demonstrates a collaborative and supportive learning approach with classmates, as well as an exemplary aptitude in Orthopedics. Nominations from other students, faculty and staff must be made by May 31st to the Administrative Office of the School of Physical Therapy. The recipient will be selected by the Student Affairs Committee in the School of Physical Therapy. At least one representative must be a current member of the School of Graduate and Postdoctoral Studies. This award was established by a generous gift from family, friends and colleagues in memory of Professor Kathy Obright (MSc Physical Therapy, 1995), a former Faculty member in the School of Physical Therapy.

Value: 1 at \$1,000

Effective Date: May 2021

Kathy grew up in Owen Sound and loved sports. Her interest in athletic injuries led her to the Kinesiology program at the University of Waterloo, the Physical Therapy Program at the University of Toronto and the Master's Program in Physical Therapy at Western. Kathy began teaching at Western in 1989 and over her 30 year career received many prestigious teaching awards, including the Edward G. Pleva Award, Western's highest teaching award, as well as the Ontario Physiotherapy Association's Education Award. Kathy had a career-long interest in orthopedics. She loved to share her knowledge with her students and always went the extra mile to ensure they were supported to become well-rounded, highly competent Physical Therapists. Kathy died in June 2020 at the age of 61.

Dr. David P. Christie Memorial Award (Schulich School of Medicine & Dentistry)

Awarded annually to an undergraduate student entering Year 1 of the Doctor of Dental Surgery (DDS) program, based on academic achievement and demonstrated financial need. Candidates must complete an admission financial assistance application form, available online through Student Center, by April 1st. The recipient will be selected by the Office of the Registrar. This award was established by Mrs. Susan Christie and friend Mr. Tim Paziuk in memory of Dr. David Paul Christie (MA Psychology 1977, DDS 1980).

Value: 1 at \$1,600

Effective Date: 2021-2022 academic year

After graduating from Western University in Dentistry, Dave and Susan Christie moved to Victoria, where Dave set up his dental practice. He retired in 2000 but remained active in the dental community, mentoring new practicing dentists. He was a consultant on Dental Practice Transitions and was the Public Liaison for the Victoria District Dental Society for over 30 years. He was passionate about life, his family, his friends and his career. Dave died in 2020 at the age of 69.

Drung Family Award in Medicine (Schulich School of Medicine & Dentistry)

Awarded annually to a student in any year of the Doctor of Medicine (MD) program, based on academic achievement and demonstrated financial need. Preference will be given to a student who has been involved in their community. Online financial assistance applications are available through Student Center and must be completed by September 30th. In addition, candidates must submit an online application to the Undergraduate Medical Education Office by October 31st outlining their community involvement. The recipient will be selected by the Undergraduate Medical Education Awards Committee in the Schulich School of Medicine & Dentistry after the Office of the Registrar has assessed financial need. This award was established with a generous gift from Cheri (BSc 1987, BEd 1988) and Arnold Drung, and their sons, Jeremy (BMSc 2016, MD 2020), Benjamin (BMSc 2018), and Jacob.

Value: 1 at \$2,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Law Class of 1982 Award (Law)

Awarded annually to an undergraduate student in Year 2 or Year 3 in the Faculty of Law, based on a minimum 70% average, and demonstrated financial need. Online financial assistance applications can be accessed through Student Center and must be submitted by September 30th. Preference will be given to a student who is active in campus activities that support the well-being of other students. Candidates must submit a one-page statement outlining their involvement in campus activities to the Dean's Office in Law by September 30th. The Scholarship/Awards Committee in the Faculty of Law will select the recipient after the Office of the Registrar assesses the financial need. This award was established by a generous gift from the Law Class of 1982 in honour of their 35th reunion year, and in memory of the classmates they have lost over the years.

Value: 1 at \$1,000

Effective Date: 2021-2022 academic year

Dr. Shayne Plosker Northern Ontario Bursary (Schulich School of Medicine & Dentistry)

Awarded annually to a 1st or 2nd year medical (MD) student, based on demonstrated financial need. Preference will be given to a student from northern Ontario. Online financial assistance applications are available through Student Center and must be completed by October 31st. The Office of the Registrar will select the recipient. This bursary was established with a generous gift from Dr. Shayne Plosker.

Value: 1 at \$1,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Dr. Shayne Plosker was born in Kenora, ON, where he lived until entering first year Natural Sciences at Western. In 1982, he graduated from Western's Medical School and completed his Residency in Obstetrics and Gynaecology at Western in 1987. Dr. Plosker treasures his childhood in Northern Ontario, recognizes the hardships and distances that challenge students from that area, and is forever grateful for the opportunities that medical training at Western provided to him.

Paul Woolford Founders Award (Any Undergraduate Program)

Awarded annually to full-time undergraduate students in Year 2 of any degree program based on demonstrated engagement with entrepreneurship activities at Western and academic achievement. Applications can be obtained online through the Morrissette Institute for Entrepreneurship's website and must be submitted with a one-page statement that describes the applicant's entrepreneurship activities. Applications will be open to students at the end of Year 1, with an application deadline of April 30. Recipients will be confirmed in the fall once they register in Year 2. A committee in the Morrissette Institute for Entrepreneurship will select the recipients. The award will continue in Years 3 and 4, provided that the recipient maintains fulltime status and continues engagement with entrepreneurship activities at Western, as determined by the Morrissette Institute for Entrepreneurship. If a recipient does not maintain the award, a replacement student will be selected from the same cohort. Only one student will hold this award during any year. This award was established by generous gifts from Mr. Paul Woolford's many family and friends in his memory.

Value: 1 at \$20,000 (\$5,000 in years 2 and 3, and \$10,000 in year 4)

Effective Date: 2021-2022 to 2023-2024 academic years inclusive (value to be reviewed for 2024-2025)

Paul Woolford was a Partner at KPMG and a critical part of the Ivey Business School's nationally recognized Quantumshift™ program for high growth entrepreneurs across Canada. Paul was an ardent supporter of entrepreneurship and continuing education for entrepreneurs.

ITEM 5.4(a) – Annual Report of the Working Group on Information Security (WGIS)

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

EXECUTIVE SUMMARY:

The Report of the Working Group on Information Security (WGIS) is provided annually to Senate through the Senate Committee on University Planning (SCUP). The report provides information regarding resolved and ongoing cyber security incidents, resources supporting strategies that manage security risk, and cyber security related initiatives that are being or will be implemented within the organization.

ATTACHMENTS:

[Annual Report of the Working Group on Information Security \(WGIS\)](#)



The Working Group on Information Security (WGIS)

Annual Report 2020

The Working Group on Information Security (WGIS) is a multi-disciplinary team representing a broad cross-section of the University community. The primary role of WGIS is to pursue proactive strategies designed to manage security risk within our information systems and the technologies that safeguard them. Further, WGIS has provided valuable advice and access to distributed resources to Western Technology Services (WTS) on implementing cyber security initiatives within the organization.

WGIS provides guidance and oversight on a number of information security-related initiatives, including increasing general awareness, coordination of activities during Cyber-Awareness month in October, assistance of technical risk assessments within Faculties/Departments/Support Units, raising awareness about Western's Data Classification policy, and providing a review function for ongoing cyber security incidents.

Executive Summary

For almost the entirety of the 2020 calendar year, society has been grappling with the effects of the COVID-19 global pandemic. The effects of this world-wide health crisis have been far-reaching, affecting various processes and procedures at Western University.

Some of the larger challenges Western faced in 2020 were related to the rapid changes associated with remote work for faculty and staff, shifting teaching and learning to online spaces (including the various resources required to support these aspects, such as library services, academic and health-related counselling), and scaling up virtual learning platforms (including OWL, as well as virtual conferencing tools such as Zoom), All of which required significant planning and responsiveness in terms of implementation while remaining security-conscious as we collectively dealt with these various institutional challenges throughout the pandemic.

Fundamentally, there are several mitigating technologies and processes that Western has put into action to better prepare for the realities that our institution faces as it relates to digital threats. The Higher Education sector is a constant target for various threat actors and there have been multiple instances across Canada of institutional challenges related to cyber security. Institutions such as SFU, York, and Carleton have been in the news over the past year where significant (or multiple) cyber security events have occurred resulting in breach of information or services.

It is worth noting that over the course of February 2021, Lakehead University has been the victim of a substantive cyber security incident that has resulted in a decision by that institution to take all systems offline (likely to avoid the spread of a particularly virulent threat) for a prolonged period (>week). The details of this incident will not be shared here but it is important to note the reliance on technology within the higher education space and how precarious solutions and service offerings are and the effects that can occur within our services.

Western University has been fortunate, but there have been some brushes with cyber security events over the past year, including the 3rd party breach issues experienced by Proctortrack and Blackbaud (neither of which represented significant issues for Western's constituents).

The cyber security file is an important one for institutions to remain focused on. The world we find ourselves in today is one of an interconnected nature and the past year has brought into stark relief how much our sector relies upon technology to function both well and within a secure disposition.

It is important for us to note why higher education institutions are targeted by cyber threat actors (which could include any number of malefactors, ranging from local resources seeking to inflict malice to nation-state resources seeking to exfiltrate intellectual property). The vast array of research resources within our repositories, the

sheer number of (annually renewed) constituents, as well as the relatively open posture universities have purposely supported in the past, all contribute to a set of systems that appeal to the malefactor marketplace.

Ransomware is now embedded within our collective consciousness as a singular and costly threat. Many organizations (cities, institutions, government agencies, private sector) have fallen victim to ransomware attacks where significant funds have been paid out against marginal success in terms of full recovery. Spam and phishing campaigns are on the rise and while many are relatively easy to spot and subsequently dismiss, many more are much more sophisticated in look and feel, as well as objectives.

Given the overall threat spam and phishing campaigns represent to the institution, several initiatives have been launched to counter-act or mitigate these threat surfaces.

- **Multi-Factor Authentication (MFA) for Office 365 (and other institutionally provided services):**

In 2019, Western launched a crucial step in its mandate to provide better security for its digital accounts with the implementation of MFA for Office 365. Several phases of this initiative have been completed, including the selection, testing, and configuration of the product, as well as implementation to several key groups across campus (including all technical support groups, individuals with elevated access within administrative systems, the Senior Leadership team of the institution, and a high number of early adopters). The remaining constituents are being targeted through a university-wide rollout, which is scheduled to be fully in place by June 30, 2021.

IMPORTANT NOTE ON MFA: This project is a cornerstone for securing our digital accounts across multiple platforms. Several Peoplesoft-related applications have already been configured to take advantage of these tools. MFA for Office 365 will affect all active constituents which will guarantee full saturation of all accounts, which in turn will allow the integration with other services to move quite quickly after June.

- **CyberSmart:** Information Security Awareness (ISA) platform:

In 2019, Western launched a major pillar of the CyberSmart initiative in the form of cyber security-related online learning modules. The use of this platform has been positive and plans for 2020/2021 include awareness-building and working with Human Resources to include these modules as part of the overall safety mandate of the institution. This initiative has been anchored by our "One Click Can Cost You..." campaign and a completely revamped website and social media initiatives.

- **Cyber Security Incident Response Plan (CSIRP):**

A robust plan has been developed and put into production over the course of 2019. The plan articulates escalation paths and schedules, an incident categorization framework, and methods for communicating incident information. This plan has been updated and is under review.

- **Data Strategy**

The university has embarked on several items related to Data Strategy. This initiative has various affiliations with cyber security in that the establishing of data governance for the various data-oriented applications across the institution will result in a deeper understanding of where data resides, who owns the data, and how it is used within the institution. The Data Strategy will result in renewing existing policies and standards and may also lead to the creation of new policy-oriented governance components and data security will remain a key focus for these efforts.

- **Technology Risk Assessment Committee (TRAC):**

Earlier in 2019, a complete revision of the Technology Risk Assessment process was conducted, resulting in a more comprehensive and formal approach to conducting these important assessments for our partners. TRAC continues to provide invaluable advice to constituents across the university and has identified numerous technology risks found within vendor-provided solutions and mitigation strategies to assist in implementation.

With these threats in mind, it is important that we work together to achieve a secure posture across the institution. **Cyber security is a responsibility we all share.** While there are benefits for Western to be a more cyber secure environment, there are ample reasons why our individual constituents would want to be more cyber resilient as the next decade takes shape.

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Summary of Activities

Office of Cyber Security and Business Services

As has been noted in previous WGIS reports, Western University has invested significantly into various cyber security resources. Notably, the office of Cyber Security and Business Services continues to serve as the central coordinating resource for the various activities in play across the institution. Over the course of 2020, Western Technology Services (WTS) hired a further Security Analyst. This unit is led by a Director and has (in part) been implemented to examine and remediate organizational practices, procedures, and risk exposures and to develop a comprehensive strategy and an enhanced operational posture to better equip the institution against the myriad threats facing our sector, and the world at large. While it must be stated that there is a broader team within WTS and across the technical support community at Western that contribute expertise towards various cyber security-related activities (including our Client Services, Application Services, and Infrastructure Services units), the primary Information Security Group is comprised of a Manager, a Senior Security Analyst, and three Security Analysts.

1. Unit-Level Risk Assessment

WTS and WGIS have adopted a Risk Management Framework (RMF) from the National Institute of Standards and Technology (NIST) to identify cyber threats to Western's information security environment. Several opportunities have been identified for Western to invest in and continue to mature, including cyber security awareness-building, data classification standards, and an overall cyber security framework.

While there are a number of tools already in place to mitigate risks, one area that requires continued focus is to establish a registry of key line-of-business applications and data repositories that are in use across the institution. Core assets have already been identified and the goal is to work in concert with the forthcoming Data Strategy plan to discover and document various aspects related to faculty-specific, departmental, and unit-oriented solutions.

2. Policies, Procedures, and Best Practices

Security Policy Review (Data Classification Standards)

Final approval from the University's governance was received in 2017 and the introduction of the new MAPP 1.13 was communicated by way of web presence, mass email, targeted information presentations, and updates to key groups across campus.

This new MAPP 1.13 Computing, Technology, and Information Resources policy achieved the following:

- Consolidation of the previous MAPP Policies; 1.13 (Code of Conduct), 1.20 (Computing Resources Security), 1.21 (Wireless Networking), and 1.45 (Email) into a more cohesive and accessible format;
- Formally incorporates Data Classification Standards into Western's IT Policy framework as part of our ongoing shift toward an information-oriented (rather than technology-oriented) cyber security strategy
- Position Western to be more agile with the implementation of detailed procedures (supplemental to this overarching Policy) that may arise due to new or emergent technologies.

Deferred from 2020, a substantive comprehensive review of all information-related policies will ensue over the coming year. This review will be conducted in concert with the objectives of the forthcoming **Data Strategy** and will reflect items that are currently absent from the policy framework: account management, data governance, and information risk management processes (Technology Risk Assessments).

3. Cyber Protection

CyberSmart: Information Security Awareness (ISA) Training

Over the course of 2019, information security awareness was once again an important focus for both WTS and WGIS. Over the past year, WGIS' subgroup, the CyberSmart Committee, worked closely with WTS and other partners on several activities as outlined below.

As has been shared in previous WGIS reports, in 2019 a series of Information Security Awareness modules were launched under the CyberSmart umbrella. There are a number of modules available, with the following two modules already published and available on the CyberSmart website (<https://cybersmart.uwo.ca>):

1. **Cyber Security Essentials at Western**
 - a. Main training course, tailored for Western
2. **Other Modules** (Optional)
 - a. Online Safety
 - b. Travelling Securely
 - c. Working Remotely

The engagement related to these modules has been quite positive and WTS and WGIS are working with HR to better provide opportunities across campus for our constituents to undertake this important aspect of Health and Safety training. The goal for this

initiative is to make the Cyber Security Essentials at Western module mandatory, like WHMIS is today.

Other Update Items from CyberSmart:

The CyberSmart Committee created and launched a communications campaign with 12 monthly themes and a tag line of “One Click Cost Me...”.

Select social media ads:



Website banner images:



**DIFFERENT ACCOUNT?
DIFFERENT PASSWORD.**

Click to learn more about password security

In addition, and to amplify message reach, CyberSmart created specific social media accounts within LinkedIn, Facebook, and Twitter and the committee has been using these channels to great effect:

- Initiated a campaign of posting ads to our social media channels twice weekly, in keeping with our monthly themes and new tag line.
- Ads in October were geared to pushing traffic to our CyberSmart awareness training material.
- Cross posting of content with other main campus social media accounts.
- Initiated creating monthly (examples above) themed website banner to coincide with the biweekly social media ads:
 - Banners were successfully published each month to the CyberSmart site, the WTS main site, and the Staff & Faculty main site.
 - Banners were linked back to the appropriate location on the CyberSmart site.
- Combined security.uwo.ca and cybersmart.uwo.ca into one cohesive web presence (cybersmart.uwo.ca):
 - Worked extensively on the content to make it more relevant to two separate audiences: IT personnel and non-IT constituents.
- In late 2020, we began a process of reviewing the practices of mass emailing across campus, in the hope of producing a single “Best Practice” procedures guide (in progress).

Security Operations

Within Security Operations at WTS, several items were launched or completed in 2020. In addition to the hiring of a further Security Analyst, the SOC completed work on developing a service catalogue that is being used to inform activities. One of these services includes the implementation of Penetration testing (a method to determine the security efficacy of an application or environment) which can be requested by departments/groups across campus to understand where gaps may still exist within solutions.

Aligned with the Penetration test service, an internal procedure was developed at WTS to better equip the institution with data for the annual Payment Card Industry (PCI) audit (which, incidentally, impressed the external auditor).

Mid-2020, WTS and SOC planned, created, and carried out a Disaster Recovery Plan Tabletop Exercise (TTX) which was an invaluable experience netting several key recommendations that have been put into place. The plan is to continue to run internal TTX exercises on a regular basis.

In partnership with the ORION/Ontario Cyber Security Higher Education Consortium (ON-CHEC) and the Canadian Shared Security Operations Centre (CANSSOC), Western has added several layers to the threat intelligence part of our overall strategy, including adding automated threat lists to the institution’s firewalls (thereby allowing our systems to repel the constant stream of common external attacks).

WTS also implemented specific firewalls for ecommerce traffic at Western to better protect our business services, but also to better equip our ongoing PCI audit efforts.

In addition to the ON-CHEC and CANSSOC partnerships, Western continues to participate in security initiatives offered through CANARIE (the Joint Security Project (JSP) and Cybersecurity Initiatives Program (CIP)), Research & Education Networks Information Sharing & Analysis Center (REN-ISAC), and as a key member of the Canadian University Council of Chief Information Officers (CUCCIO) Security Special Interest Group (SSIG).

In 2020, WTS began the process of hiring interns from the FIMS program to help with various communications related Cybersmart initiatives.

In addition, 2021 marks the second year that WTS has hired co-op students from the Fanshawe College Cyber Security Program which has been a great success for the unit.

Security Incident Event Management Tool (SIEM)

For the last few years, Western has employed a SIEM tool which combines real-time analysis of security alerts generated by network hardware and applications with security event management. As our expertise with the tool has grown, additional data sources have been included – thus increasing the capability of the SIEM. Additional investment in infrastructure was made in 2019 to accommodate this increase in capacity and performance and substantive upgrades are already underway for 2021.

Use of this tool has improved our understanding of phishing attacks and it assists in identifying members of Western's community who have fallen victim to spam/phishing. It also provides greater insight into the environment through the development of various security related statistics such as:

Average Number of Phishing Victims / day – **7.14**

Average Number of Machines Locked (for security reasons) / month – **6.25**

Multi-Factor Authentication (MFA)

One of the most effective ways to protect an organization's digital assets is to implement Multi-Factor Authentication (MFA) as an augmentative security strategy. Think of MFA as a second piece of "proof" of an individual's digital identity: if a username and password is something that a user would "know", then a second factor would be something that the user "has" (like a mobile phone or a hardware token). If it happens that an individual who has MFA enabled for their account inadvertently gives up their username and password, the malefactor involved would not be able to access resources via that information without the second factor.

As stated earlier in this report, the MFA implementation project has already seen a number of resources across the institution subscribe to the service. These constituents include the Senior Leadership group, technical support personnel, and many more from functions such as Financial Services, Office of the Registrar, and Human Resources. In addition, many other constituents continue to enrol in the service via the ongoing “opt in” process.

In early February 2021, a key technological change was implemented (the enforcement of a protocol confusingly called “Modern Authentication”) which has paved the way for the MFA project to move forward in a much more aggressive fashion.

June 30, 2021 has been selected as the date when MFA for accessing Office 365 will be enforced, thereby placing all active email accounts behind this critical security methodology.

Note: Multifactor Authentication (MFA) for email affects all users who utilize the Microsoft Office 365 platform at Western (<https://myoffice.uwo.ca>), whether the connection is over a web browser, email client, or mobile device.

The MFA initiative is a central pillar of Western’s methodology to protect our digital identities and to secure against unauthorized access to institutional digital assets, including our email services.

Other institutional services that can leverage MFA to secure access will be implemented in the months that follow the full implementation of MFA for Office 365 (including access to Peoplesoft for all constituents, OWL for instructors and Grade Admins).

Email and SPAM Management

Activities to assist in the modernization of our email and spam management tooling continued in 2020 with the following information provided as context:

- 3-4 million messages are identified as SPAM and quarantined each month.
- Most of these messages are commercial in nature, but many are associated with phishing campaigns (some of which are becoming quite sophisticated).
- In addition to MFA and awareness-building throughout the institution, there are a series of upgrades to various components of Western’s email ecosystem that can help to optimally manage these issues moving forward:
 - Enforcement of Modern Authentication (already complete).
 - MFA for Office 365 (underway).
 - Replacing List Guardian (distribution list management) and Canit (email filtering)
 - The continued use of these tools results in particular flows of incoming mail and some technical restrictions on our ability to inspect and manage these streams.

- Rearchitecting email flow – in addition to replacing the List Guardian and Canit applications, some legacy components within our email management infrastructure restrict our ability to distinguish between various sources of mail (internal vs. external) as well as making a more complete use of Microsoft mail security tools, which could:
 - Allow Western to consider more complex mail management and scanning processes
 - Place banners on incoming email from outside the organization
 - Create a better user experience – Microsoft tools will allow for better integration with both our identity systems and our suite of collaboration tools for a better customer experience.

OTHER ITEMS

- WTS continues to be part of both the ON-CHEC and CANSSOC initiatives, as well as key members of the CUCCIO and CUCCIO SSIG associations.
- In consultation with relevant groups on campus and with Senior Leadership, clear rules of engagement have been established to conduct investigations when required.
- Implementation of a service to better protect the institution against distributed denial of service (DDOS) attacks.
- Over the course of 2020, substantive capacity was added to Western's VPN service to allow for secure work to continue while a work from home order was in place.

It was also recommended in 2019 that action be taken to further protect the Western directory from bot-scraping (automated processes that gather credentials and emails from public online directories). From these lists, organizational structure can be inferred which can lead to targeted spear phishing campaigns. The recommended course of action at that time was to place the Western directory behind a credential prompt, so that only employees and/or students can utilize. Most Faculties have online research profiles for their members and those apparatuses would serve as public means for interested parties to connect. This recommendation from WTS and WGIS stands and will be brought forward to relevant parties in 2021.

Financial Information Protection: Payment Card Industry (PCI) Compliance

As an institution that conducts substantive commercial activities, both at the point of sale (POS) as well as through ecommerce, Western has obligations to be compliant under the industry Payment Card Industry Data Security Standard (PCI DSS). Several WTS and WGIS members are actively involved with ensuring Western University remains PCI compliant through activities orchestrated through the Bank Card Committee. Emerging payment technologies, new e-commerce solutions on campus, and a changing payment card security standard require that Western's payment card

environment be reviewed regularly to determine the implications to Western's PCI status.

In December 2020, Western once again achieved compliance under version 3.2.x of the Payment Card Industry Data Security Standards (PCI DSS). This was the 10th successful validation of compliance for Western, the first being in 2010. Western is one of very few Canadian universities to attest compliance with these stringent standards.

In 2021, the Bank Card Committee will continue to ensure Western remains PCI compliant, review all payment-related processes associated with the Western ONECard, and review the Bank Card Policy.

TRAC: Technology Risk Assessment Committee

Over the course of the past few years, a process has been introduced at Western known as Technology Risk Assessment (TRA). In 2019, the TRA process was re-evaluated and revised to better facilitate and formalize the emerging workload associated with this effort:

(https://cybersmart.uwo.ca/for_it_support_providers/technology_risk_assessments/index.html)

The purpose of Technology Risk Assessments (TRA) is to provide the organization the due diligence required to ensure that software, hardware, and data-provisioning initiatives are adequately protected, and/or that the risks involved are understood and accepted by the required stakeholders within Western University. This approach is conducted by the Technology Risk Assessment Committee (TRAC) and is largely concerned with technologies being introduced into the organization for the purposes of operations, administration, and research goals. It is also a process concerned with the renewing of technology use as contracts come to maturity.

While the approach is geared towards technological initiatives, there is great variability in the types of solutions that are within scope. Some projects might require a formal Request for Proposal (RFP) based on the costs involved and others might be cloud-based solutions that have no fees at all. Some solutions may require ecommerce transactions and others may not be geared as such. And others may deal with Personally Identifiable Information (PII), while many may not. In each scenario, (significant) risk may exist and this process is meant to help our partners across the organization understand these components and to assist in mitigating and/or accepting the understood risks.

Western University has a legal obligation and an ethical responsibility to protect the information and processes related to our operational, academic, and research portfolios. One of the ways that we accomplish this goal is through a Technology Risk Assessment (TRA) for any initiative being brought forward at Western University that has some sort of technological (in a broad sense) dimension.

This process is geared towards Western and its partners, employees, researchers, and operations to better understand the risks associated with technology-related solutions. The advent of web-based, cloud-oriented applications, along with traditional client/server applications, has grown tremendously and there has been an acute increase in how these technologies use data (Western's or others'), interact with other systems, and transmit information. Each process may be vulnerable, and the Technology Risk Assessment is Western's due diligence in understanding the risks.

Primarily, the TRAC is comprised of 5 central functions at Western: Legal Counsel, Privacy Office, Financial Services (if commerce is involved), Procurement Services, and Western Technology Services (WTS).

Other members include representation from the Office of the Registrar, Western Research, and Western's Internal Audit Group.

Over the course of 2020, 71 TRAs were conducted for units and research projects across the institution. Of these, 17 were identified as HIGH RISK where processes were implemented to mitigate, and overall acceptance of risk was required by Senior Leadership.

4. Incident Response & Investigations

As stated earlier in this document, Western Technology Services (WTS) and relevant partners across the institution have developed a comprehensive Cyber Security Incident Response Plan (CSIRP). A cohesive CSIRP enables Western to act quickly and with the appropriate resources to mitigate potential issues these incidents may cause.

The CSIRP is primarily informed by the following high-level model, where the institution is balanced by both Resiliency (culture and practices) and Deterrence (technology):

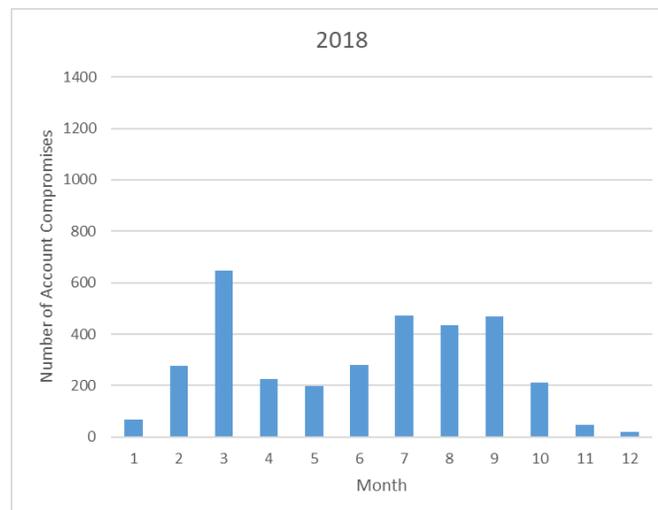




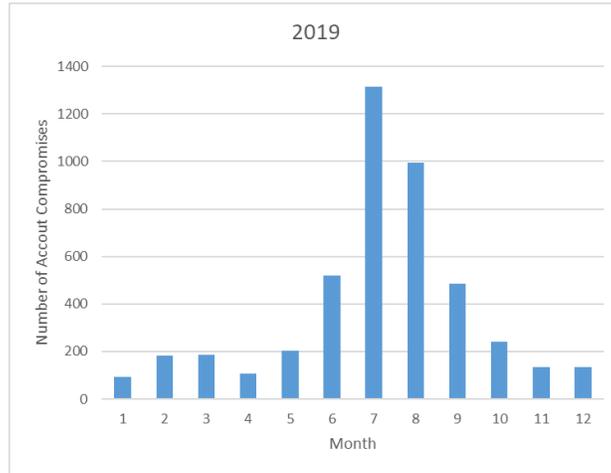
Over the course of 2020, Western continued to be attacked daily by threat actors seeking to gain access through port scanning. Sometimes, these scans can number in the millions on a daily basis and our firewalls have been highly effective in repelling these attempts.

Other ways threat actors seek to disrupt organizations is through the compromising of internal accounts (usernames and passwords).

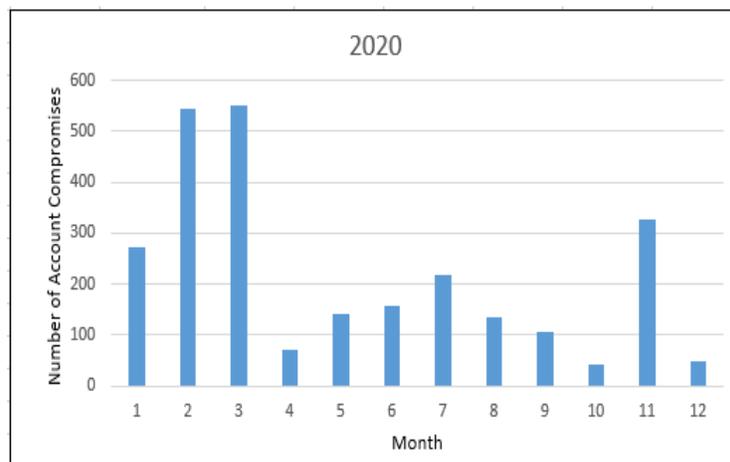
In 2018, our compromised accounts (totalled by month) were relatively modest:



In 2019, the attack surface grew and attacks targeting our students (and other institutions) became more realistic with faked promises of refunds and requests to view information from senior leaders:



In 2020, we saw some changes in the timing of these campaigns as spikes were reflected in the early months of the year (leading into the pandemic lockdown response). Interestingly, spam and phishing campaigns became quite subdued during the early months of the pandemic and through the summer period:



Compromised accounts are attended to through internal processes and will largely be mitigated once MFA is implemented for Office 365 and other services.

There are incidents which rise to the level of requiring an investigation. Western experienced a number of investigated security incidents in 2020 (11), which is down considerably when compared to 2019 (24). The reason for this is likely related to the changes brought on by the COVID-19 global pandemic (even cyber opportunists were slow to take advantage in some respects).

5. Future Plans

WGIS (and WTS) will focus on the following initiatives in 2021 and beyond:

- WTS and WGIS are working with HR to better provide opportunities across campus for our constituents to undertake the Information Security Awareness training.
- A comprehensive review of policies and procedures (MAPP and AUP) associated with technology and security, revise where necessary and add new policies where appropriate (aligned with the Western Data Strategy).
- MFA for Office 365 will be completed in 2021 and other applications will fall in behind this authentication process to make our accounts and environment more secure.
- Communications campaign about Cyber Security Awareness will continue with social media and web-based content.

Appendix A – Current WGIS Members

Glen Tigert (Chair)

University Registrar

Erika Basile

Research Ethics

Ross Beatty

Housing and Ancillary Services

Rob Brennan

Western Technology Services

James Ciesla

Schulich School of Medicine & Dentistry

Colin Couchman

Western Technology Services

Dominique Perreault

Western Technology Services

Paul Eluchok

General Counsel

Aleksander Essex

Faculty of Engineering

Sharon Farnell

Internal Audit

David Ghantous

Western Technology Services

Ed Gibson

Western Technology Services

Lisa Latif

Office of Registrar

Geoff Pimlatt

University Students' Council

Chris Wedlake

Robarts Research Institute

Ed Zuidema (Scribe)

Western Technology Services

ITEM 5.5(a) – Election Results - Selection/Review Committee for the Vice-Provost (School of Graduate and Postdoctoral Studies)- Faculty Representation

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

EXECUTIVE SUMMARY:

At the April 16, 2021 Senate meeting, an additional nomination was received for a position on the selection committee. An electronic vote was subsequently held on April 19 - 21, 2021. The Senate representatives on the Selection Committee for the Vice-Provost (School of Graduate and Postdoctoral Studies) are: D. Kotsopoulos (Dean, Faculty of Education), Y. Babenko-Mould (HSci), L. Cipriano (Ivey), Z. Khan (Schulich).

The results certified by Simply Voting are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

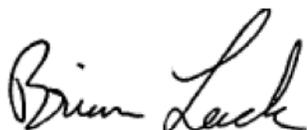
Apr 22, 2021

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 Vice-Provost (Graduate and Postdoctoral Studies)

Start: 2021-04-20 09:37:00 America/Toronto

End: 2021-04-21 19:00:00 America/Toronto

Turnout: 58 (58.0%) of 100 electors voted in this ballot.

Selection Committee for the Vice-Provost (Graduate and Postdoctoral Studies)

Option	Votes
CIPRIANO, Lauren (Ivey)	44 (28.2%)
BABENKO-MOULD, Yolanda (HSci)	42 (26.9%)
KAHN, Zia (Schulich)	37 (23.7%)
PITEL, Stephen (Law)	33 (21.2%)

VOTER SUMMARY

Total	58
Abstain	0 (0.0%)



Information for Senate - April 2021				
Start Date	End Date	Name	Department	Admin Appointment
3/1/2021	2/28/2022	Santos, Maria Jacinta	Schulich - Office of the Dean	Assistant Dean
3/1/2021		Bressette, Christie	Indigenous Initiatives-General	Vice-Provost/AVP Indigenous In
3/15/2021	6/30/2027	McGlynn, Margaret	Vice-Provost Acad Plan,Policy	Vice-Provost (Policy, Faculty)
3/19/2021	9/2/2022	Johnson, Erin	WL - Content Mgmt (CMDA)	Library Head - Acting
4/1/2021	12/31/2021	Hahn, Karin	Oncology	Clinical Department Chair - Interim
4/1/2021		O'Hagan, Jeffrey	VP University Advancement	Vice-Pres. Univ. Advancement
5/1/2021	6/30/2026	Domaratzki, Michael	Computer Science	Department Chair
7/1/2021	6/30/2024	Regnault, Timothy	Schulich - Office of the Dean	Assistant Dean
7/1/2021	6/30/2022	Baxter, Jamie	Soc Science - Office of Dean	Associate Dean (Grad,PostDoc)
7/1/2021	6/30/2022	Campbell, Craig	Paediatrics	Co-Chair/Co-Chief
7/1/2021	6/30/2022	Singh, Ram	Paediatrics	Co-Chair/Co-Chief
7/1/2021	6/30/2026	Coltman, David	Department of Biology	Department Chair
7/1/2021	6/30/2022	Navarro, Salvador	Economics	Department Chair
7/1/2021	6/30/2026	Rhoden, Nancy	History	Department Chair
7/1/2021	6/30/2026	Frisbee, Jefferson	Medical Biophysics	Department Chair
8/1/2021	6/30/2026	Harney, Nicholas	Soc Science - Office of Dean	Dean
7/1/2022	6/30/2024	Jones, Carol	Science - Office of the Dean	Associate Dean(Administration)

ITEM 7.1 – Nominating Committee Membership

ACTION REQUIRED: FOR ACTION FOR INFORMATION

SENATE NOMINATING COMMITTEE
[Must be members of Senate]
Workload: Meets monthly, the Thursday of the week before Senate at 9:30 a.m.

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

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

Nominating Committee Membership as of July 1, 2021:

Terms to June 30, 2022:

Regular Members: K. Yeung (Sci), A. Schuurman (AH) (*July 1 to Dec. 31, 2021 only*)/
A. Borchert (AH) (*Jan. 1 to June 30, 2022 only*), J. Compton (FIMS),
vacancy (graduate student senator)
Alternate Member: S. Burke (HS), vacancy (student senator)

Terms from July 1, 2021 to June 30, 2023:

Regular Members: M. Cleveland (SS), Z. Sinel (Law), L. Stephenson (SS),
Alternate Members: vacancy (senator)

Required: Regular Committee Members:

One (1) Graduate Student Senator to serve as a regular Nominating Committee member:

Nominees: Victoria Jaremek (Graduate Student Senator) term to June 30, 2022

Required: Alternate Committee Members:

Two (2) Senate members to serve as alternate members of the Nominating Committee, including one (1) student.

Nominees: _____ (Student Senator) term to June 30, 2022
 Dale Laird (Schulich) (Senator) term to June 30, 2023

ATTACHMENT:

[Senate membership, effective July 1, 2021](#)

Senate Membership 2021-2022

EX OFFICIO (20 voting members and 1 non-voting member)

Chancellor	Linda Hasenfratz
President & Vice-Chancellor	Alan Shepard
Acting Provost & Vice-President (Academic)	Sarah Prichard
Vice-President (Operations & Finance)	Lynn Logan
Vice-President (Research)	Lesley Rigg
Vice-President (University Advancement)	Jeff O'Hagan
Vice-Provost (School of Graduate & Postdoctoral Studies)	Linda Miller
Dean, Faculty of Arts and Humanities	Michael Milde
Dean, Ivey Business School	Sharon Hodgson
Dean, Faculty of Education	Donna Kotsopoulos
Dean, Faculty of Engineering	Ken Coley
Dean, Faculty of Health Sciences	Jayne Garland
Dean, Faculty of Information and Media Studies	Lisa Henderson
Dean, Faculty of Law	Erika Chamberlain
Dean, Schulich School of Medicine & Dentistry	John Yoo
Dean, Don Wright Faculty of Music	Betty Anne Younker
Dean, Faculty of Science	Matt Davison
Acting Dean, Faculty of Social Science	Joan Finegan
Vice-Provost and Chief Librarian	Catherine Steeves
Registrar	Glen Tigert
Secretary of Senate (non-voting)	Amy Bryson

ELECTED FACULTY (46 voting members)

FACULTY OF ARTS AND HUMANITIES (5)

Term to June 30/22:

Angela Borchert (Languages & Cultures)
Constanza Burucúa (Languages & Cultures)
Mary Helen McMurrin (English & Writing Studies)

Term to June 30/23:

Alena Robin (Languages & Cultures)
Anne Schuurman (English & Writing Studies)

IVEY BUSINESS SCHOOL (2)

Term to June 30/22: Vaughan Radcliffe

Term to June 30/23: Deishin Lee

FACULTY OF EDUCATION (2)

Term to June 30/22: Jun Li

Term to June 30/23: TBD (Faculty Appointment)

FACULTY OF ENGINEERING (2)

Term to June 30/22: Thomas Jenkyn (Mechanical & Materials Engineering)

Term to June 30/23: James Lacefield (Electrical & Computer Engineering)

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (10)

SGPS – At Large

Term to June 30/23: Mark Cleveland (DAN Management & Organizational Studies)

SGPS – Arts and Humanities

Term to June 30/23: Genevieve De Viveiros (French Studies)

SGPS – Business

Term to June 30/22: Lauren Cipriano

SGPS – Education

Term to June 30/22: Rachel Heydon

SGPS – Engineering

Term to June 30/23: Shami Abdallah (Electrical & Computer Engineering)

SGPS – Health Sciences

Term to June 30/22: Matthew Heath (Kinesiology)

SGPS – Law/FIMS/Music

Term to June 30/23: Kevin Mooney (Music Research & Composition)

SGPS – Medicine & Dentistry

Term to June 30/23: Shawn Whitehead (Anatomy & Cell Biology)

SGPS – Science

Term to June 30/22: John Corrigan (Chemistry)

SGPS – Social Science

Term to June 30/22: Jamie Baxter (Geography & Environment)

FACULTY OF HEALTH SCIENCES (4)

Term to June 30/22: Lisa Archibald (Communication Sciences & Disorders)

Victoria Smye (Nursing)

Term to June 30/23: Shauna Burke (Health Studies)

Denise Connelly (Physical Therapy)

FACULTY OF INFORMATION AND MEDIA STUDIES (2)

Term to June 30/22: James Compton

Term to June 30/23: Ajit Pyati

FACULTY OF LAW (2)

Term to June 30/22: Joanna Langille

Term to June 30/23: Zoe Sinel

SCHULICH SCHOOL OF MEDICINE & DENTISTRY (5)

Term to June 30/22: Rodney Dekoter (Microbiology & Immunology)

Robert Gros (Physiology & Pharmacology)

Gildo Santos (Dentistry)

Term to June 30/23: Tisha Joy (Medicine)

Dale Laird (Anatomy & Cell Biology)

DON WRIGHT FACULTY OF MUSIC (2)

Term to June 30/22: John Cuciurean (Music Research & Composition)

Term to June 30/23: Sophie Roland (Music Performance Studies)

FACULTY OF SCIENCE (5)

Terms to June 30/22: Pauline Barmby (Physics & Astronomy)

Jan Minac (Mathematics)

Ken Yeung (Chemistry)

Term to June 30/23: Anwar Haque (Computer Science)

TBD (Faculty Appointment)

FACULTY OF SOCIAL SCIENCE (5)

Term to June 30/22: Daniel Brou (Management & Organizational Studies)

Tania Granadillo (Anthropology)

Wolfgang Lehmann (Sociology)

Term to June 30/23: Andrew Nelson (Anthropology)

Laura Stephenson (Political Science)

AFFILIATED UNIVERSITY COLLEGES (9 voting members)

BRESCIA UNIVERSITY COLLEGE (3)

Interim Principal	Cheryl Jensen
Term to June 30/22:	Lauretta Frederking
Term to June 30/23:	Sara Morrison

HURON UNIVERSITY COLLEGE (3)

President	Barry Craig
Term to June 30/22:	Geoff Read
Term to June 30/23:	TBD (Huron Appointment)

KING'S UNIVERSITY COLLEGE (3)

Principal	David Malloy
Term to June 30/22:	Laura Lewis
Term to June 30/23:	TBD (King's Appointment)

STUDENTS (18 voting members)

UNDERGRADUATES (14)

Arts and Humanities/FIMS/Music (1)

Term to June 30/22:	<i>Migrated to At-Large for 2021-22</i>
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Business/Education/Engineering/Law (1)

Term to June 30/22:	Shaurya Karky (Engineering)
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Health Sciences (1)

Term to June 30/22:	Elias Boussoulas
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Medicine & Dentistry (1)

Term to June 30/22:	Margi Patel
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Science (2)

Term to June 30/22:	Kenisha Arora
	Maisha Fahmida

Social Science (2)

Term to June 30/22:

Emilie Kalaydjian

Bianka Sriharan

Brescia, Huron, and King's University Colleges (2)

Term to June 30/22:

Jack Chazi (Huron)

Claudia Gallant (Huron)

At Large (5)

Term to June 30/22:

Iman Berry (Social Science)

Riley Kennedy (Social Science)

Artika Pahargarh (Ivey)

Lauren Stoyles (Huron)

Sandra Zivkovic (Health Sciences)

GRADUATE STUDENTS (4)

Term to June 30/22:

Seth Kadish (Epidemiology & Biostatistics)

Victoria Jaremek (Anatomy & Cell Biology)

Julie Nord (Musicology)

Effie Sapuridis (Information & Media Studies)

ADMINISTRATIVE STAFF (2 voting members)

Term to June 30/22:

Grace Kelly (Research Western)

Term to June 30/23:

Jeff Watson (Careers and Experience)

GENERAL COMMUNITY (5 voting members)

Alumni Association (3)

President designate:

TBD

Term to June 30/22:

Sandra Datars Bere

Term to June 30/23:

TBD

Elected by Senate (2)

Term to June 30/22:

Patrick Peddle

Term to June 30/23:

Sheila Powell

BOARD OF GOVERNORS (2 voting members)

Term to June 30/22: Keith Gibbons
Term to June 30/23: Cathy Burghardt-Jesson

OBSERVERS: (14 to 17 non-voting observers)

TBD	Academic Colleague
John Doerksen	Vice-Provost (Academic Programs)
Margaret McGlynn	Vice-Provost (Academic Planning, Policy & Faculty)
Britta Baron	Vice-Provost and Associate Vice-President (International)
Christy Bressette	Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Ruban Chelladurai	Associate Vice-President (Planning, Budgeting, and Information Technology)
Jennie Massey	Associate Vice-President (Student Experience)
VACANT	Director, Undergraduate Recruitment and Admissions
Nigmendra Narain	President, UWO Faculty Association (UWOFA)
TBD	UWOFA-Librarians/Archivists (LA) Representative
Zamir Fakirani	President, University Students' Council (USC)
kirstyn seanor	President, Society of Graduate Students (SOGS)
TBD	President, PAW (designate)
Jenny Zhang	President, Master of Business Admin. Assoc. (MBAA)
Gillian Balfour, Dan Smith	Academic Dean(s) of Affiliated University College who are not currently in elected positions on Senate. <i>(Up to three, one each from Brescia, Huron and King's).</i>

TOTAL: 103 Senators (102 voting members) plus 14-17 official observers

Effective: July 1, 2021

ITEM 7.2 – Amendment of the Adopted Policies and Procedures of Senate

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION

Recommended: That the *Adopted Policies and Procedures of Senate* be amended as shown effective July 1, 2021.

EXECUTIVE SUMMARY:

Section 1 of the Adopted Policies and Procedures of Senate provides that “The Annual Schedule is presented to Senate one year in advance, at the June meeting.”

The practice has been for the Secretariat to prepare the annual schedule of regular meetings from January to December of the following year and present it to Senate for information at the June meeting. There is a disconnect, as the annual schedule of meetings is presented from January to December, whereas the committee cycle and terms of Senate members and Senate committee members run from July 1 to June 30 each year. As well, the annual schedule being presented in June is presented six months in advance, rather than one year.

The proposed change will align the annual schedule of meetings with the academic year and committee terms by amending Section 1 of the Adopted Policies and Procedures as follows:

“The schedule of regular meetings of Senate and its committees for the next academic year is presented at the January meeting. The meetings of Senate are generally scheduled on the third Friday of each month, at 1:30 p.m.”

If approved, as the schedule of meetings from September to December 2021 has already been set, the Secretariat proposes to present the schedule from January to June 2022 at the June 2021 meeting of Senate. The Secretariat will then present the September to June schedule for the 2022-23 academic year in January 2022.

ATTACHMENT:

[Amendment to the Adopted Policies and Procedures of Senate](#)

ADOPTED POLICIES AND PROCEDURES OF SENATE

Summary Listing

N.B. This is not an exhaustive listing.

Meetings of Senate

1. Annual Schedule of Regular Meetings

The **schedule of regular meetings of Senate and its committees for the next academic year** ~~Annual Schedule~~ is presented ~~to Senate one year in advance,~~ at the **June January** meeting. The meetings **of Senate** are generally scheduled on the third Friday of each month, at 1:30 p.m.

2. Cancellation of Regularly Scheduled Meetings

The Chair of Senate is authorized to cancel previously scheduled meetings of Senate in the event of insufficient business.

3. Senate Meeting Times: Guidelines

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

The rest of the policy is unchanged

ITEM 8.1 – Academic Colleague

ACTION REQUIRED: FOR ACTION FOR INFORMATION

The Council of Ontario Universities (COU) Constitution requires that the Academic Colleague be “selected for membership by the academic senate or equivalent senior academic body described in Article 3(1)2.b.i above, from among the academic staff who are current members of that body or who could be appointed to it while serving as a colleague and who normally shall hold office for a term of three years, renewable.”

To be appointed to Senate, the faculty member must have a full or part-time position at the rank of assistant professor or higher, and must have held an academic appointment in the University or affiliated university college for at least two academic years.

Current Senate-elected Academic Colleague: Erika Chamberlain (Dean/Law)

Required: One member of faculty to serve as Academic Colleague to COU (3-year Term: July 1, 2021 – June 30, 2024)

Nominee: Pauline Barmby (Sci) (Faculty) Term to June 30, 2024

ITEM 8.2 – Senate Committee on Academic Policy and Awards (SCAPA)

ACTION REQUIRED: FOR ACTION FOR INFORMATION

Workload: SCAPA meets monthly on Wednesday at 2:30 p.m. in the week prior to Senate.

Composition: Includes ten (10) members elected by Senate, including:

- Two (2) Students:
 - One (1) Graduate Student
 - One (1) Undergraduate Student

- The remaining eight (8) members:
 - (5) Must be Senators at the time elected;
 - One (1) Faculty member from each of the following faculties:
Arts & Humanities, Science, Social Science, School of Graduate and Postdoctoral Studies
 - No more than one of the members of faculty may be a Dean
 - Up to one of these members may be a Senator from the General Community

Current Elected Members:

Terms Continuing to June 30, 2022:

Jamie Baxter (SS), Shauna Burke (HSci), C. Gallant (Undergraduate), Jane Toswell (AH),

Terms continuing to June 30, 2023:

J. Cuciurean (Mus), D. Kotsopoulos (Edu), M. Workentin (Sci), K. Yeung (Sci),
VACANT (SGPS)

Required: One (1) member from SGPS

Nominee: Immaculate Namukasa (SGPS)

Term to June 30, 2023

ITEM 8.3 – Senate Review Board Academic (SRBA)

ACTION REQUIRED: FOR ACTION FOR INFORMATION

Workload: Individual SRBA appeal hearings are arranged by the University Secretariat as required.

Composition: Includes a Chair and twenty-three voting members;

- Thirteen (13) members of Faculty
- Ten (10) Students:
 - Six (6) Undergraduate Students
 - Four (4) Graduate Students

Current Members:

Terms continuing to June 30, 2022:

Faculty: T. Chiles (Music), L. Dagnino (Schulich), C. Dick (SS), K. Kirkwood (HS),
P. McKenzie (FIMS), V. Tai (Sci)

Required: One (1) person to serve as Chair (term from July 1, 2021 to June 30, 2022)

Nominees: Lina Dagnino (Schulich) (Chair), (Faculty) Term to June 30, 2022

Required: Seven (7) Members of Faculty OR Eight (8) Members of Faculty because a new Chair (above) is elected from the members of faculty whose terms continue to June 30, 2023, then an additional member of Faculty will be required).

Nominees:	<u>Miriam Capretz (Engg)</u>	(Faculty)	Term to June 30, 2023
	<u>Isha DeCoito (Edu)</u>	(Faculty)	Term to June 30, 2023
	<u>Rodney DeKoter (Schulich)</u>	(Faculty)	Term to June 30, 2023
	<u>Danielle Lacasse (Law)</u>	(Faculty)	Term to June 30, 2023
	<u>Erica Lawson (AH)</u>	(Faculty)	Term to June 30, 2023
	<u>Erika Simpson (SS)</u>	(Faculty)	Term to June 30, 2023
	<u>Viktor N. Staroverov (Sci)</u>	(Faculty)	Term to June 30, 2023
(if needed)	<u>John Wilson (Ivey)</u>	(Faculty)	Term to June 30, 2023

Required: Six (6) Undergraduate Students (terms from July 1, 2021 to June 30, 2022)

Nominees:	<u>Maisha Fahmida</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Eric Gair</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Margi Patel</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Bianka Sriharan</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Lauren Stoyles</u>	(Student, UNDG)	Term to June 30, 2022
	<u>Sandra Zivkovic</u>	(Student, UNDG)	Term to June 30, 2022

Required: Four (4) Graduate Students (terms from July 1, 2021 to June 30, 2022)

Nominees:	<u>Kaitlyn Gagnon</u>	(Student, GRAD)	Term to June 30, 2022
	<u>Mitchell Glover</u>	(Student, GRAD)	Term to June 30, 2022
	<u>Seth Kadish</u>	(Student, GRAD)	Term to June 30, 2022
	<u>Sierra Pellizzari</u>	(Student, GRAD)	Term to June 30, 2022

ITEM 8.4 – Nominating Subcommittee to Nominate a Senator from the General Community

ACTION REQUIRED: FOR ACTION FOR INFORMATION

Must be members of Senate
Workload: Will meet once or twice in January/February.

Composition: Five (5) members of Senate, elected by Senate, and the Chair of the Nominating Committee who chairs the subcommittee.

(See attached list of Senate Members, effective July 1, 2021)

Current Members:

Terms continuing to June 30, 2022:

J. Li (Edu), D. Malloy (King’s)

Terms continuing to June 30, 2023:

K. Mooney (Mus), V. Smye (HSci), **VACANT**

Required: One (1) current Senate Member (term from July 1, 2021 to June 30, 2023)

Nominees: _____ (Senator, Faculty/Staff/Com) Term to June 30, 2023

ITEM 8.5 – Operations/Agenda Committee (OAC)

ACTION REQUIRED: FOR ACTION FOR INFORMATION

[Must be members of Senate]
Workload: Meets monthly, the Thursday of the week before Senate at 3:00 p.m.

(See attached list of Senate Members, effective July 1, 2020)

Composition: Nine current members of Senate, at least one of whom shall be a student. The Vice-Chair of Senate is the Chair *ex officio* of this Committee.

Current Elected Members:

Terms continuing to June 30, 2022:

C. Burucúa (AH), J. Chazi (Undergraduate), V. Smye (HS), ~~B. Younker (Mus)~~ (Academic leave, August 1, 2021 to July 31, 2022)

Terms continuing to June 30, 2023:

P. Barmby (Sci), D. Connelly (HSci), D. Laird (Schulich), A. Nelson (SS), V. Radcliffe (Ivey)

Required: One (1) member of Senate (term from July 1, 2021, to June 30, 2022)

Nominees: Sophie Roland (Mus) (Senator, Faculty/Staff/Com) Term to June 30, 2022

ITEM 9.1 – Introduction of a “General Definition of Western Approved Micro-credentials” Policy and Establishment of the SCAPA Subcommittee for Western Approved Micro-credentials (SWAM)

ACTION REQUIRED: FOR APPROVAL

**Introduction of General Definition of Western Approved Micro-credentials Policy*

FOR INFORMATION

**Establishment of Subcommittee for Western Approved Micro-credentials*

Recommended: That effective July 1, 2021, a “General Definition of Western Approved Micro-credentials” policy be introduced as shown.

EXECUTIVE SUMMARY:

There is increasing interest in micro-credentials in post-secondary education. Western does not currently have a policy framework or official definition of micro-credentials.

At their April 28, 2021 meeting, SCAPA approved the establishment of a Subcommittee of SCAPA to provide oversight of Western Approved Micro-credentials, effective July 1, 2021. The mandate of the *Subcommittee for Western Approved Micro-credentials (SWAM)*, as outlined in the attached terms of reference, will include the formulation of policy and procedure concerning micro-credentials and the approval of applications for Western Approved Micro-credentials.

This proposal now seeks Senate’s approval for the introduction of a new policy to provide a general definition of Western Approved Micro-credentials.

ATTACHMENTS:

[Terms of Reference for the Subcommittee for Western Approved Micro-credentials \(SWAM\) \(for information\)](#)
[New Calendar Copy – General Definition of Western Approved Micro-credentials](#)

Subcommittee for Western Approved Micro-credentials (SWAM)

Effective Date: July 1, 2021

Supersedes: *

TERMS OF REFERENCE

To formulate policy and procedure concerning Western Approved Micro-credentials, including pathways across different credentials, and to report to the Senate Committee on Academic Policy and Awards (SCAPA) on an annual basis.

To review and approve applications for Western Approved Micro-credentials.

To review on a three-year cycle Western Approved Micro-credentials through a robust and rigorous internal quality assurance process including an on-going self-assessment strategy.

To monitor the need for Western Approved Micro-credentials by industry, employers, and/or the community.

COMPOSITION

Seven members elected by Senate:

- Five faculty members, one of whom shall be an Associate Dean (Undergraduate or Graduate), and one of whom shall be a Department Chair (or equivalent). No two members may be from the same faculty/school. The Committee shall elect a Chair and a Vice-Chair annually from among the 5 faculty members elected by Senate.
- Two students: one graduate and one undergraduate.

1 representative of the Affiliated University Colleges, appointed on a one-year rotational basis, in consultation with the Principal/President concerned.

One member of SCAPA appointed by SCAPA.

One representative, appointed on a two-year term, by the London Economic Development Corporation (LEDC).

Subcommittee for Western Approved Micro-credentials

Ex officio (voting):

Director, Western Continuing Studies
Director, Centre for Teaching and Learning

Ex officio (non-voting):

University Registrar
University Secretary

GENERAL PROCESS FOR SENATE COMMITTEES

Quorum: As set out in Senate By-Law 11.(b), quorum shall be one-half of all voting members during September to May, and one-third of all voting members during June, July and August.

Quorum September to May: 6 voting members

Quorum June to August: 4 voting members

Terms: The terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Law 10.(a).

NEW CALENDAR COPY

GENERAL DEFINITION OF WESTERN APPROVED MICRO-CREDENTIALS

A micro-credential is a certification of assessed competencies, skills and knowledge that is additional, stand alone, complementary to, or a component of a formal qualification. Indicators of a micro-credential are a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community.

A micro-credential is typically offered through Western Continuing Studies and results in an official Grade Report being available for the student where the evidence of achievement of outcomes will be embedded and visible to employers.

Guiding Principles

- Micro-credentials can be a complement to traditional credentials (certificate, diploma, degree, or post-graduate certificate) or stand alone, and will be designed to facilitate a continuous pathway for lifelong learning, where possible.
- Micro-credentials are instruments that can deepen equity, diversity, and inclusion (EDI), decolonization and Indigenization efforts at Western University, as [per Western's Indigenous Strategic Plan \(2016\)](#).
- Micro-credentials are subject to a robust and rigorous quality assurance process under the authority of the Subcommittee for Western Approved Micro-credentials (SWAM).
- Micro-credentials should represent competencies identified by employers/industry sectors to meet employer needs while also highlighting competencies needed within the overall workforce.
- Micro-credentials must have a total workload (or study time) of normally 12-24 hours, including completion of a summative assessment that demonstrates evidence of achievement of learning outcomes.
- Micro-credentials may provide clear and seamless pathways across different credentials (both non-credit and credit) and may be stackable. A program leading to an academic qualification may include micro-credentials as components of learning, provided the overall design of the micro-credential(s) is coherent and meets the qualification outcomes and strategic purpose of the program.
- Micro-credentials are based on assessed proficiency of a competency, not on time spent learning.
- Micro-credentials are secure, trackable, and portable, and competency is documented through the unit providing the learning such as Western Continuing Studies.
- Western Approved Micro-credentials are to follow institutional processes as set out by SWAM.

VISIONING & STRATEGIC PLANNING

Western Research Parks – Faculty Senate

STILETTO

PROJECT PURPOSE & STAGES

- The purpose of the project is to assist Western University with its visioning and strategic planning exercise for Western Research Parks
- The project follows the following four main steps:



**STEP ONE:
DISCOVERY**



**STEP TWO:
FOCUS AND
POSITIONING**

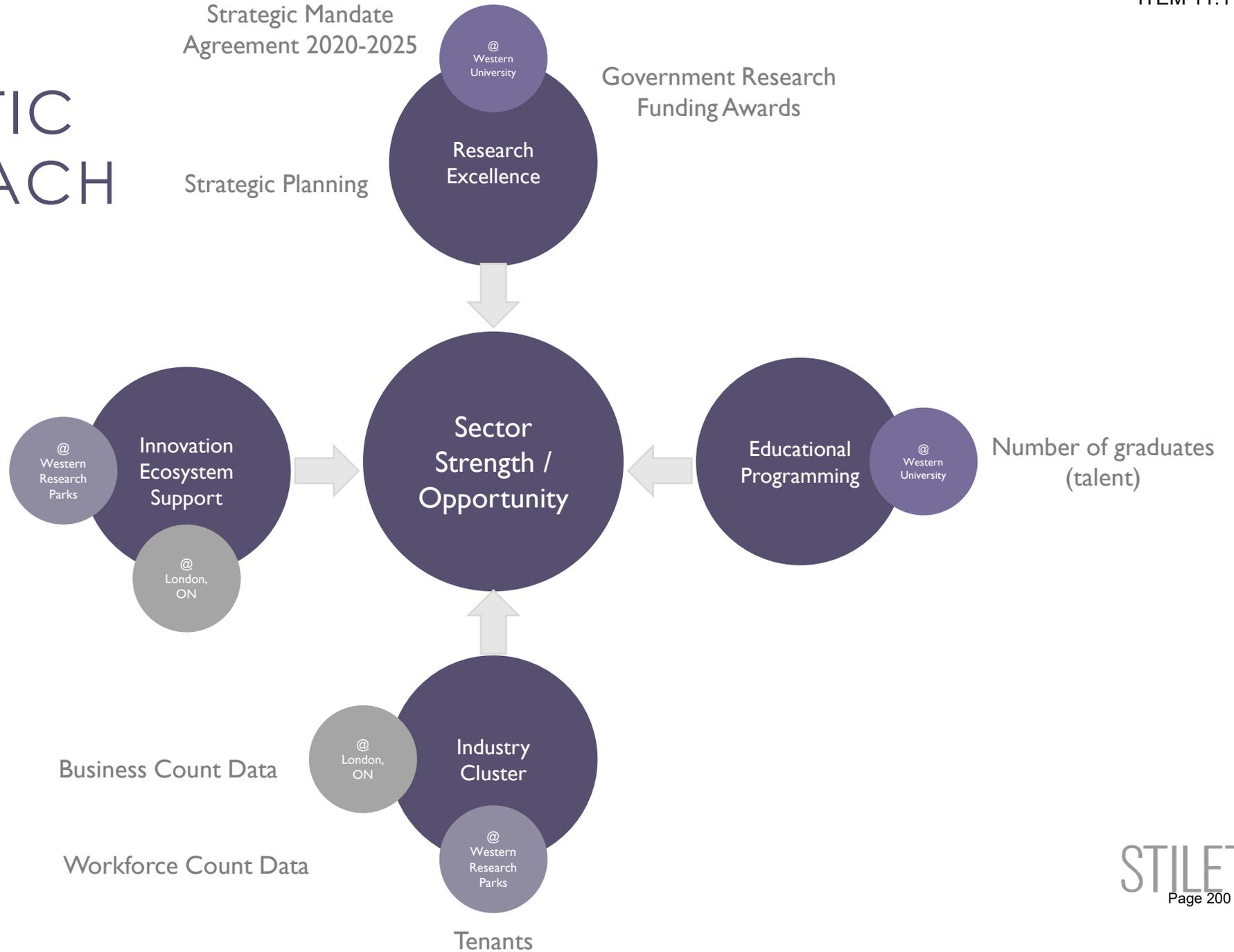


**STEP THREE:
OPPORTUNITY
ANALYSIS**



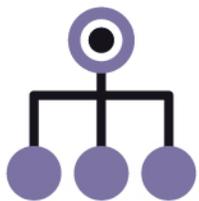
**STEP FOUR:
VISIONING
AND STRATEGY
FRAMEWORK**

HOLISTIC APPROACH





NORTH STAR FOR PARK, CLUSTER & DISTRICT DEVELOPMENT



**MULTI-LEVEL
GOVERNMENT
AND UNIVERSITY
SUPPORT**



A CHAMPION



**DEFINED MARKET
DEMAND**



**UNIQUE
VALUE
PROPOSITION**



**STRATEGIC
SECTOR(S) FOCUS**



**MANAGEMENT
DEDICATION TO
SUPPORTING
TENANT GROWTH**

PROGRESS UPDATE

	Material Collection & Review	DRAFT SWOT Analysis	Asset Mapping	Secondary Research & Data Collection	Analysis/Sector Focus Potential	Stakeholder Outreach	Market Demand Assessment	Park Visioning & Concept Narrative	Strategy Framework	Action Planning & Roadmap	Report Consolidation
Status	COMPLETED	COMPLETED	COMPLETED	IN PROGRESS	IN PROGRESS	IN PROGRESS	UPCOMING	IN PROGRESS	IN PROGRESS	UPCOMING	UPCOMING
Details	Gather and review necessary information from the client	Prepare a draft SWOT analysis to better understand opportunities and gaps	Includes: research assets, infrastructure assets, park assets, programming assets	Best practices and trends in the identified sectors and target markets	Overlay information pertaining to institutional and park assets, business counts, workforce and programming trends	Conduct outreach to key stakeholders	Confirm market demand based on target sector potential	Develop overall narrative based on key strengths and potential market positioning	Develop overall framework for the successful implementation of the strategy	Develop action plan to mobilize activities over the next five years	Consolidate the materials into a report summarizing the findings and recommended next steps
Timing	COMPLETED	COMPLETED	COMPLETED	February – May	March – May	February – May	May	April – May	April – May	May – June	June – July

CONTACT

Laura O’Blenis

President & CEO

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Jenna Evans

Project Manager

jenna@thinkstiletto.com

STILETTO

QUESTIONS FOR SENATE TO BE ADDRESSED DURING AGENDA

1. ITEM 6.0 – Items removed from Consent Agenda

C. Burucua, Senator

ITEM 5.3(f) Huron University College: Introduction of a Minor in Global Great Books

As someone who teaches in the program of Comparative Literature and Culture offered on Main Campus, I am wondering if Senate could have an explanation as to how the proposed Minor in Global Great Books differs from the ethos and practice of that longstanding program? Would Huron be interested in working out a partnership with the Department of Languages and Cultures (Faculty of Arts and Humanities) so that these programs could be better aligned to be complementary?

2. J. Toswell, Senator

ITEM 5.4(a) – Annual Report of the Working Group on Information Security (WGIS)

a) What is the percentage takeup rate at this point for the Multi-Factor Authentication system? I'm worrying that alumni, students, faculty, staff might have very different takeup rates, and that the rate might vary by home faculty as well. I am concerned as a member of the Board of Governors to be sure that our alumni who use their Western email continue to be able to do so--but possibly they have high takeup rates and know what they are doing, more than I do as a faculty member.

b) We used in these reports to get the very scary numbers about how many phishing attacks and other cyberattacks were coming in the course of a year. This report indicates several million a day. Can these be identified or classified in a more coherent way (I like taxonomies). Are 50% of them efforts to extract money, for example? From national bad actors or individuals? Do we know the greatest source of these?

3. University Research Board

S. Pitel, Senator

ITEM 11.0 Report of the University Research Board (L. Rigg)

Please provide Senate with an update on any searches for Associate Vice-Presidents reporting to the Vice-President (Research).

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

1. Follow-up Regarding Budget

J. Toswell, Senator

a) During the budget presentation and in the budget documents there is information about a hiring of 77 tenure-track/probationary faculty, 17 limited-term faculty, and 100 staff. It is also stated that more specific information is not yet available. Do we now have the specific information so that we can see the breakdown of faculty hires by home faculty, and staff hires by faculty or by academic support unit or by administrative support unit? If faculties are to engage in hiring they should probably be starting on the process in the next month or two, given the complexities of hiring at the moment?

- b) The budget presented in April presented several options for curricular development, including \$500K for summer teaching support internships for undergraduate students, \$2M for interdisciplinary curriculum initiatives approved by the provost and deans, \$1M for EDI curricular development through a Pathways program run by the Center for Teaching and Learning, \$1M for indigenizing university curriculum (including an Indigenous Curriculum Grant).

Faculty members who have approached me have indicated they want to indigenize their courses, and to apply EDID principles to their courses, and to develop interdisciplinary initiatives. However, they need to know exactly what application systems are in place and when. It is already too late to set up programs that would have peer review and adjudication for courses in September 2021, but colleagues are anxious to see the possibility of some funding and research help for developing curricular initiatives for courses and programs in January 2022. Is there any clarity as to what the different competitions supervised by several different offices will be, and when they will become available. Also, will course release be available for developing new curricula, as well as library support, and funding for graduate students to help with developing new courses and programs?

ITEM 14.0 – New Business

ACTION REQUIRED: FOR APPROVAL FOR INFORMATION/DISCUSSION

G. Tigert (University Registrar) will provide an oral update on Remote Proctoring.
