SENATE AGENDA

**Friday, November 12, 2021, 1:30 p.m. – 4:30 p.m.
Meeting to be held electronically via Zoom videoconference**

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

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

1.0   Land Acknowledgement

2.0   Minutes of the Meeting of October 15, 2021   Approval

3.0   Business Arising from the Minutes

4.0   Report of the President   Information

AGENDA

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

    5.1   Consultation on the Draft Western University Open Access Policy   Information

6.0   **Report of the Nominating Committee (K. Yeung)** – no report for November
        12, 2021

7.0   **Report of the Senate Committee on Academic Policy and Awards (J.**   See 11.2
        Cuciurean) – no report for November 12, 2021

8.0   **Report of the Senate Committee on University Planning
        (M. Davison)** – no report for November 12, 2021

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

    9.1   Research Park Plans   Information

    9.2   Research Strategic Plan   Information

10.0   Report of the Academic Colleague   Information

11.0   Consent Agenda

11.1   Items from the Operations/Agenda Committee

    11.1(a)   2020-2021 Annual Report of the Senate Review Board Academic — Information

    11.1(b)   Senate Election Schedule for 2022 — Information

    11.1(c)   Senate Membership – Vacancies Filled by Appointment — Information

    11.1(d)   Faculty of Arts and Humanities: Amendment of the Faculty Council Constitution — Approval

11.2   Items from the Senate Committee on Academic Policy and Awards

    11.2(a)   Schulich School of Medicine & Dentistry:

        11.2(a)(i)   Revisions to the DDS Program — Approval

        11.2(a)(ii)   Revisions to the Structure of the Academic Year Policy (Guidelines for the Organization of the Academic Year: Dentistry) — Approval

    11.2(b)   Report on Scholastic Offences (2020-21) — Information

    11.2(c)   New Scholarships and Awards — Information

    11.2(d)   New Scholarships and Awards Funded by Operating — Information

11.3   Announcements and Communications

    11.3(a)   Academic Administrative Appointments — Information

    11.3(b)   Election Results – University Research Board — Information

12.0   Items removed from Consent Agenda

13.0   Discussion and Question Period

14.0   New Business

15.0   Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

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

ITEM 2.0 – Minutes of the Meeting of October 15, 2021

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on October 15, 2021 be
approved as circulated.

MINUTES OF THE MEETING OF SENATE

October 15, 2021

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

SENATORS:

A. Shami
K. Arora
G. Balfour
P. Barmby
A. Barnfield
A. Baxter
J. Baxter
I. Berry
E. Boussoulas
D. Brou
S. Burke
E. Chamberlain
J. Chazi
M. Cleveland
K. Coley
J. Compton
S. Constas
J. Corrigan
J. Cuciurean
S. Datars Bere
M. Davison
G.De Viveiros
R. Dekoter
M. Fahmida
J. Garland
K. Gibbons
A. Haque
N. Harney

L. Henderson
R. Heydon
S. Hodgson
T. Joy
S. Kadish
E. Kalaydjian
S. Karky
G. Kelly
D. Kotsopoulos
J. Lacefield
D. Laird
J. Langille
M. Lebo
D. Lee
L. Lewis
J. Li
L. Logan
M. Longtin
D. Malloy
M. Milde
L. Miller
J. Minac
K. Mooney
S. Morrison
A. Nelson
J. Nord
A. Pahargarh
M. Patel

P. Peddle
S. Powell
S. Prichard
D. Purcell
A. Pyati
V. Radcliffe
G. Read
L. Rigg
A. Robin
S. Roland
G. Santos
E. Sapuridis
J. Schermer
A. Schuurman
A. Shami
A. Shepard
Z. Sinel
V. Smye
C. Steeves
L. Stephenson
L. Stoyles
J. Watson
G. West
K.Yeung
J. Yoo
S. Zivkovic

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

Land Acknowledgement

A. Pyati offered a Land Acknowledgement.

S.21-204 **Minutes of Prior Meeting**

The minutes of the meeting of September 17, 2021 were approved as circulated.

S.21-205 **Business Arising from the Minutes**

L. Logan, Vice-President (Operations & Finance), responded to a question from the last Senate meeting on ventilation measures in office spaces and other areas on campus. She advised that the air quality was assessed in some areas with large gatherings, energy efficient buildings, clinical spaces, labs, offices, shared cubicle areas and common spaces within Stevenson Hall, Support Services Building and Mogenson Centre. These areas showed similar strong results as the classrooms, with minor adjustments made. L. Logan advised that Western's ventilation systems are meeting or exceeding industry recommendations for ventilation in buildings and classrooms. The results of the ventilation measures of all spaces will not be posted as reviewing every space within Western's buildings would divert resources needed elsewhere. L. Logan advised that questions and concerns regarding certain spaces can be directed to Facilities Management and an assessment could be completed on an exception basis.

S.21-206 **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:

- COVID-19 update: Western was a national leader in mandating vaccination. Vaccination rates of the campus community are between 98 and 99%.
- Applauded the efforts of all administrative and academic units on campus to ensure a safe environment to teach, learn, work and research during the pandemic.
- Equity census is underway. A comprehensive demographic survey for all staff, students and faculty, to better understand and enhance the diversity and demographics of the University.
- Announced the property purchase of the building at 450 Talbot Street.
- The London Police Service announced that they were unable to substantiate unconfirmed social media reports of sexual assaults at the Medway-Sydenham Hall residence, after interviewing 600 students.
- Sanction guidelines revised for students accused of sexual assault, as they will be trespassed from all residences, and depending on the allegation, may be trespassed from all other areas on campus.
- The Gender-Based and Sexual Violence Action Committee will review the implementation of the policy on Gender-Based and Sexual Violence.

- Search for an independent third-party reviewer to investigate the events of September is underway.
- Increased the number of Special Constables on campus.
- In the process of hiring Safety Ambassadors to be present in residence halls, particularly in the evenings and weekends.
- Police confirmed the tragic events that led to the death of first year student Gabriel Neil were unrelated to other events that may have occurred at Medway-Sydenham Hall.
- A candlelight vigil was held on October 1, 2021, remembering the life of Gabriel Neil at TD Stadium.
- The Great Hall and Alumni Hall have been made available to offer increased study and gathering space for students due to social distancing requirements.

The President concluded his report by thanking the Western community for a successful academic start to the year, but noted there is work to be done regarding culture. Western is one of Canada's greatest universities, with world class research and teaching, deserving of recognition. He noted that the Western community needs to have a reset in the relationship between fun and the fundamental academic mission of the institution, which can be achieved through a collective effort to promote change in the culture.

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.21-207   **ITEM 5.1 – Revisions to the Senate Election Procedures**

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

That the Senate Election Procedures be revised as shown, effective October 15, 2021.

CARRIED

S.21-208   **ITEM 5.2 – Senate Observer: Associate Vice-President (Equity, Diversity and Inclusion)**

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

That an Observer seat on Senate be assigned effective immediately for the Associate Vice-President (Equity, Diversity and Inclusion).

CARRIED

The USC representative expressed support of the addition of the Associate Vice-President (Equity, Diversity and Inclusion) as an Observer, as it will allow for an equity and anti-racism lens on Senate.

S.21-209 **ITEM 5.3 – Senate E-Vote Result regarding the Notice of Motion to Revise the Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs**

E. Chamberlain provided an update on the Notice of Motion received at the last Senate meeting, regarding the temporary provision of additional self-reported absences. She advised that OAC's recommendation on the SRA motion was to discard the E-Vote result and bring it forward to Senate for consideration at its October meeting. It appears on the agenda as Item 7.1, under the Report of SCAPA. OAC also recommended that Senate be asked to determine a process for the use and determination of Senate e-votes for time-sensitive matters, to be brought forward for Senate's approval at a subsequent Senate meeting this fall.

REPORT FROM THE NOMINATING COMMITTEE

S.21-210 **ITEM 6.1 – SCAPA Subcommittee on Program Review – Undergraduate (SUPR-U)**

The following Undergraduate student members were acclaimed to the SCAPA Subcommittee on Program Review Undergraduate (SUPR-U):

I. Berry, S. Karky, and M. Patel, for a term to June 30, 2022.

S.21-211 **ITEM 6.2 – University Research Board**

The following members were acclaimed to the University Research Board:

K. Arora (UNDG) and V. Bhat (PostDoc), for a term to June 30, 2022.

An additional nomination was received from the floor for the senior staff member serving in a leadership position with a research focus vacancy.

[Secretary's note: The election resulted in a tie vote. In accordance with the Adopted Policies and Procedures of Senate, Section 5, the tie vote was resolved by lottery conducted by the University Secretary.]

C. Calmettes was elected to URB for a term to June 30, 2023.

S.21-212 **ITEM 6.3 – Operations/Agenda Committee**

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

A. Pyati (FIMS), T. Jenkyn (Eng), for a term to June 30, 2023.

S.21-213 **ITEM 6.4 – Senate Review Board Academic (SRBA)**

E. Boussoulas (UNDG) was acclaimed to the Senate Review Board Academic, for a term to June 30, 2022.

<u>REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS</u>

S.21-214   **<u>ITEM 7.1 – Notice of Motion Referred from Senate: Revision to the Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs</u>**

J. Cuciurean provided an overview of the Notice of Motion presented at the September 17 Senate meeting regarding the temporary provision of additional self-reported absences (SRAs). SCAPA recommended the motion to Senate on the following considerations:

- The return to campus and start of the fall term has been a difficult time for the Western community and resulted in heightened stress among students.
- Students may be dealing with trauma relating to the passing of a first-year student and the investigation of gender based sexual violence incidents.
- Additional SRAs could be a tool that can support the students dealing with trauma, which can be long lasting and present at a later date.
- Additional SRAs will encourage students who may be displaying COVID-19 symptoms to practice self-care and remain off campus.

A discussion regarding the revision to the policy for the addition of SRAs ensued. During the discussion, the following points were highlighted by Senators in favour of the motion:

- Several student Senators supported the motion, noting that students have experienced a difficult start to the year, adding that this flexibility would allow them to prioritize their wellness without jeopardizing their academic performance.
- While SRAs do not address critical issues or offer direct support, they encourage accessibility and wellness amongst students, as an SRA allows students in these situations the space and time they need to seek support.
- If students are seeking support, the support received may not be immediate due to the timeline of the process of accommodation. Additional SRAs would be a survivor-centric measure, as it would provide immediate relief, without the need to reiterate traumatic accounts to counselors.

The following points were highlighted by Senators against the motion:

- If a student is experiencing trauma through the second term, they would best be served by seeking support, rather than a mechanism that may cause the student to avoid seeking help, or result in a greater assessment load for students later in the term.
- Additional SRAs may eliminate an opportunity for counselors to identify a student in distress and direct them to appropriate resources.
- Students with COVID symptoms should not utilize an SRA to remain off campus, as most counselors are accepting a receipt of a COVID test in lieu of a Student Medical Certificate.
- If additional SRAs are provided to all students, irrespective of need, an advantage to students who do not have a need is provided, and is therefore unfair to students in need.
- Senators highlighted the administrative and organizational challenges caused by students utilizing SRAs in large numbers.

A Senator advised that the policy should be reviewed as per its review date timeline, to understand how SRAs are being utilized.

J. Cuciurean advised that the policy has a requirement to be reviewed within three years of initiation. A review of the policy was started last year; however, it was paused due to unprecedented circumstances and a review will be undertaken this fall or in January.

Following the discussion, a vote was called on the Notice of Motion: Revision to the Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs.

It was moved by G. Reid, seconded by S. Burke,

> That effective October 15, 2021 until April 1, 2022, the "Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs" be temporarily amended as shown in Item 7.1 and,
>
> That effective April 2, 2022 the previous version of the policy, "Last Revised 2019 10" be reinstated.

MOTION FAILED

REPORT FROM THE UNIVERSITY RESEARCH BOARD

S.21-215   **ITEM 9.1 – Announcement of a Vice-Chair of the University Research Board**

L. Rigg, (Vice-President, Research) announced the Vice-Chair of the University Research Board Committee (Linda Miller).

S.21-216   **ITEM 9.2 – Western Research Chair Program**

L. Rigg provided a verbal report regarding the proposed Western Research Chair Program.

S.21-217   **ITEM 9.3 – Indigenous Research Committee Report**

C. Richmond, Associate Professor (Geography and Environment), presented the Indigenous Research Committee Report, which outlined a series of recommendations that will be implemented to support indigenous research initiatives.

S.21-218   **UNANIMOUS CONSENT AGENDA**

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

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

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.21-219 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

- 11.1(a) – Officers of Convocation

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

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

S.21-220 The following items reported by the Senate Committee on University Planning were received for information by unanimous consent:

- ITEM 11.2(a) – Notice of Motion Referred by Senate: Revision to the Adding and Dropping Courses Policy
- ITEM 11.2(b) Sessional Dates
  - 11.2(b)(i) Undergraduate Sessional Dates – 2022-23
  - 11.2(b)(ii) Faculty-Specific Undergraduate Sessional Dates – 2022-23
- ITEM 11.2(c) New Scholarships and Awards

ANNOUNCEMENTS AND COMMUNICATIONS

S.21-221 **Information Items Reported through Announcements and Communications on Unanimous Consent**

The following items were reported through Announcements and Communications and were received for information by unanimous consent:

- 11.3(a) Honorary Degree Recipients – Autumn 2021

S.21-222 **ITEM 11.4 – Senate E-Vote (Time Sensitive): Notice of Motion: Revision to the Adding and Dropping Courses Policy Approval**

Senate received for information the results of the E-Vote for the Notice of Motion: Revision to the Adding and Dropping Courses Policy Approval received at the September 17, 2021 Senate meeting. The motion received sufficient votes and passed.

S.21-223   **DISCUSSION AND QUESTION PERIOD**

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

1.   A Senator inquired why polling stations were not hosted on-campus for the federal election held on September 20th and if the University will host on-campus voting in the upcoming provincial and municipal elections.

A. Bryson responded on behalf of P. White (Executive Director, Government Relations & Strategic Partnerships), who indicated that the vote on campus program was suspended by Elections Canada during this election cycle. The University was in discussions with the Southwestern Ontario Regional Office of Elections Canada on having a polling station for London North center. Due to the tight timeframe of the election, the deadline for a decision on a polling station was August 27. The University received the return to campus operational approval guidelines from the Ministry of Colleges and Universities on the evening of August 31. As a result, a polling station could not be implemented. Traditionally, Western welcomes polling stations on campus for elections at all levels of government. It is expected that in both the upcoming provincial and municipal elections, Western will host polling stations on campus for voting, in partnership with Elections Ontario, and the City of London.

2.   An Observer questioned why the Sexual Violence and Student Safety Task Force does not include designated representatives from employee groups at Western.

A. Shepard responded that in order to designate representatives from each employee group, the committee members number would start at 16, not including additional members. A manageable size committee is preferred as it is more collaborative and allows for easier scheduling of meetings. He advised that two co-chairs were announced, and the composition of the task force will be deliberated to ensure it is inclusive and representative of the various groups on campus.

ADJOURNMENT

The meeting adjourned at 2:57 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

ITEM 3.0 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

There is no business arising at this time.

Western 🛡

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: November 5, 2021

Re: President's Report to Senate

Dear Senators,

The following report highlights some noteworthy developments since my last report to Senate of October 15.

COVID-19 update: As case infection rates in Ontario remain contained, the province is lifting capacity limits in most settings where proof of vaccination is required. This applies to restaurant-style dining spaces on campus and the student recreation centre. Additional study spaces will also be made available beginning November 8. Thanks to all campus members for their continued diligence in keeping our environment as safe as possible. Please watch https://www.uwo.ca/coronavirus/ for the latest news on campus developments.

Western Research Parks announces strategic framework: With its vision "to be recognized globally as a model for interdisciplinary excellence in research translation, student engagement, and innovation," Western Research Parks' new plan highlights five themes: collaboration, connectivity, collision, communication, and content. Thanks and congratulations to VPR **Lesley Rigg** and Research Parks Acting Executive Director **Katherine Albion** for leading the consultation process on the new framework in alignment with *Towards Western @ 150*.

Strategic Priorities Fund update: The deadline for the first of three opportunities to apply for support from the $20M Strategic Priorities Fund is November 15. A call for proposals was issued earlier this fall to academic and administrative unit leaders across campus, inviting faculty and staff to submit ideas for new initiatives aligned with *Towards Western @ 150*. Funding will be allocated to projects in three streams on the basis of scope: up to $250K, from $250K to $1M, and over $1M. We look forward to announcing successful projects in the first round later this fall. Proposal deadlines for the next two rounds are January 17 and March 14.

Call for proposals on downtown property: Following the October 4 announcement of Western's purchase of the Greene-Swift Building at 450 Talbot Street, a call for proposals is being circulated this month among campus leaders to begin gathering ideas for how to

make best use of the facility. Featuring 45,000 square feet of above-ground space for programming and activities, and another 15,000 square feet of basement space for storage and infrastructure, the building represents an opportunity to strengthen Western's partnership with the City of London while expanding educational programming and services for students, faculty, staff, and citizens alike. Submissions will be received and assessed during the next several months, with space allocation and planning getting underway in the spring. Design and construction are targeted for May 2022 through July 2023, with programming commencing in fall 2023.

University Climate Change Coalition: Western has joined ranks with the [UC3](#)—a group of 23 leading North American research universities working to accelerate solutions to climate change. UC3 member institutions commit to mobilizing their expertise and resources for collaborative research, as well as to hosting regional climate forums and sharing best practices. Joining the group supports our goals in both the [new strategic plan](#) and the [President's Advisory Committee on the Environment & Sustainability](#), which was reconstituted earlier this year. Last year, Western also became a signatory to an [Investment Charter for Canadian Universities](#) which affirms responsibility for modeling evolving global environmental practices and putting in place strategies to measure, evaluate, and shift investments to reflect sustainability and environmental impact.

Scarborough Charter on Anti-Black Racism & Black Inclusion in Canadian Higher Education: Later this month, following consultation with the Board, Western will sign the [Scarborough Charter](#)—an inter-institutional initiative that affirms the important role Canadian colleges and universities have to play in building a stronger, more just society. The Charter's principles, actions, and accountabilities for addressing anti-black racism align well with Western's [strategic goals](#) to create a more equitable and inclusive campus, and also with our [commitments made in 2020](#) to address anti-black racism. We look forward to participating in future conversations with Charter members.

Action Committee on Gender-Based & Sexual Violence: On November 2, the Action Committee led by **Terry McQuaid** and **Nadine Wathen** met for the first time. The committee of students, faculty, staff, and community representatives will be engaging campus members in the coming weeks and months to explore ways for improving safety and changing the culture at Western. A report outlining recommendations is anticipated in spring 2022. For more details on the committee's mandate and membership, please visit https://president.uwo.ca/gbsv/

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

- Alumni and PhD candidates **Emma Donnelly** (MESc'20, Biomedical Engineering) and **Patrick Adjei** (MESc'20, Software Engineering) awarded Western's inaugural Indigenous & Black Engineering & Technology Momentum Fellowships

- **Jessica Grahn** (Psychology) awarded the E.W.R Steacie Memorial Fellowship supporting her research in neuroscience and music

- Alumna **Kelly Greene** (BFA'94) named Western's first Indigenous Artist-in-Residence

- **Gregor Reid** (Microbiology & Immunology) awarded the Dr. Rogers Prize for Excellence in Complementary & Alternative Medicine

- **John Murkin** (Anesthesia & Perioperative Medicine) awarded the 2021 Gold Medal from the Canadian Anesthesiologists' Society for career achievements in the field.

- **Van Lu** (Physiology & Pharmacology) received the Early Career Investigator Award from the Gairdner Foundation

- **Bridget Ryan** (Family Medicine) awarded the Healthcare Fellowship in Compassion & Artificial Intelligence from Associated Medical Services

- Ivey professors **Elizabeth Grasby**, **Jim Hatch**, **Fraser Johnson**, and Lecturer **Ian Dunn** ranked by the Case Centre among the Top 50 Bestselling Case Authors for 2020/21, from a pool of 19 business schools, from nine countries, across three continents

- Alumni **Jacqueline Dron** (PhD'20, Biochemistry), **Tyler Girard** (PhD'21, Political Science), and **Heather Stewart** (PhD'21, Philosophy) awarded the Governor General's Academic Medals for 2021

- Ivey alumnae **Judy Fairburn** (EMBA'01), **Mary Federau** (MBA'87), **Zainul Mawji** (MBA'01), and **Charlie Wall-Andrews** (EMBA'17) named among the Most Powerful Women in Canada for 2021

- Alumna, novelist, and multi-media artist **Shani Mootoo** (BFA'80); London lawyer **Janet Stewart**; historian **Natalie Zemon Davis**; and immunologist **Tak Mak** awarded honorary degrees at Western's Fall 2021 convocation

Leadership update: On October 19, I announced that **Louise Milligan** has been appointed Special Advisor to the President on Strategic Plan Implementation. Many Senators will know Louise as a colleague who served in many academic and administrative roles in Western's Faculty of Science over the years. Louise's experience and knowledge of Western will be instrumental in our implementation of *Towards Western @ 150.*

Meanwhile, the work of committees for the following leadership positions remains underway: Provost & Vice-President (Academic), Vice-Provost (Academic Programs), and Vice-Provost (School of Graduate & Postdoctoral Studies).

ITEM 5.1 – Consultation on the Draft Western University Open Access Policy

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Task Force on Open Access and Scholarly Communication, made up of faculty, librarians, students, staff and administrators, is tasked by the Provost to discuss a broad array of issues surrounding open access (OA) and scholarly communication and to recommend key matters for consideration by Senate.

Following an initial round of consultations with the campus community in spring 2021, the Task Force has produced Western's Draft OA Policy. Senators are invited to provide feedback on the draft as consultations continue for the development of a university-wide open access policy.

ATTACHMENT(S):

Draft OA Policy
Draft Western University Open Access Policy Consultation

DRAFT Open Access Policy for Discussion

October 28, 2021

Submitted for consultation by the Provost's Task Force on Open Access and Scholarly Communication

For more information see: https://www.lib.uwo.ca/scholarship/task_force.html

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Preamble

Western's community of scholars is committed to creating, disseminating and applying knowledge for the benefit of society through excellence in teaching, research, and scholarship. Western University is committed to the democratization of knowledge through open access and recognizes that open research and open scholarship practices foster collaborative, community-engaged, reproducible, and impactful scholarship.

Freely sharing research with the public reflects Western's responsibility and commitment to return research outputs to the public as a publicly funded institution. Open access accelerates discovery across the disciplines and increases the visibility and impact of Western's research. It facilitates connections and collaborations between scholars and strengthens the rigour of published research by ensuring it is available for scrutiny by all, enabling scholars from all sectors, policymakers, and the public to use and build on this knowledge.

University community members maintain full control of their intellectual property, and in some cases may choose not to share their work in an open access repository. Individual members of the University community may opt-out of this policy using the form made available by Western Libraries.

The purpose of this policy is to affirm the University community's commitment to the principles of open access. This Policy also aligns with and supports members of the University community in complying with the Tri-Agency Open Access Policy on Publications.

Policy

Members of the University community commit to openly share the products of research and scholarship. To do so, University community members agree to publish in open access publications and/or deposit scholarly work in Western's open access institutional repository, Scholarship@Western, or in a disciplinary repository, such as arXiv, as early as possible, ideally sometime between the date of acceptance and the date of publication. If applicable, access to the file in question can be suppressed for a period of time in order to meet publisher, patenting or granting body requirements.

To facilitate the dissemination and archiving of research outputs, the university will undertake work to archive, preserve, reproduce, and freely disseminate an electronic copy of all scholarly journal articles, book chapters, and conference papers, all with proper attribution, and for non-commercial purposes only. Western's scholars grant the university, where needed, non-exclusive rights to do so.

Scope

This Policy applies to journal articles, book chapters, and conference papers produced by any member of the University community subsequent to the adoption of this Policy. The policy does not apply to textbooks, monographs, or other non-listed works. In addition to these types of scholarly outputs, authors are urged to deposit into the institutional repository all their scholarly works, regardless of format, in order to enhance visibility, impact, and preservation of these research outputs. Authors are urged to deposit their research data as well in an appropriate data repository.

This Policy recognizes that not all research outputs are appropriate to be shared openly because of legal, cultural, ethical, or privacy concerns, including, at times, traditional and indigenous knowledges.

Policy Administration and Review

This policy is intended to encourage open access to scholarly work and strengthen author rights, and to encourage members of the university community to be actively informed of their rights as scholars, and Western Libraries is available to consult with authors on publishing and rights retention issues. This policy is to be read and interpreted in a manner consistent with relevant collective agreements and University policies related to academic freedom and intellectual property. Any applicable collective agreement between the University and its Members shall take priority over this Policy in the event of any conflict in terms and conditions or definitions. Additionally, this policy is not intended to alter MAPP 7.16 on Intellectual Property in any way. This policy comes into force on [date] and applies to all applicable works published after this date.

Western Libraries has responsibility for the oversight of Scholarship@Western. Oversight includes preservation and dissemination of scholarship submitted to the repository to assist members of the University community in meeting the open access policy requirements.

The Provost will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application vis a vis any other existing University policy, and recommending changes to the policy to the appropriate university body as necessary.

Draft Western University Open Access Policy Consultation

November 2021

Provost OA Task Force

Convened: July 2019

Mandate: Consult broadly with the Western campus community and make recommendations, for consideration by Senate, on the development of a Western University commitment to the advancement of open access and sustainable scholarly communications and publishing models.

Members of the Task Force

- Catherine Steeves, Chair
- Bobby Glushko, Vice-Chair
- Ziyana Marchant Kotadia - USC
- Jacquie Burkell - Western Research, FIMS
- Lisa Cechetto -Western Research
- Danica Facca - SOGS
- David Litchfield - Schulich
- Allan Pero- A & H
- Katina Pollock - Education
- Sam Trosow -FIMS, Law
- Courtney Waugh - UWOFA

Open Access

Open Access (OA) is a set of principles and a range of practices through which scholarly publications and research outputs are distributed online without access fees or other access barriers.

Why Open Access:

- Advances the core mission of the university - *the creation, dissemination and application of knowledge for the benefit of society*
- Increases impact & reach of research
- Removes barriers for readers and scholars
- Protects author rights- maintain copyright & control
- Reduces global and social inequities
- Fulfills funder mandates – Tri-Agencies

Campus Consultations

Round One Objectives 2020-2021:

- Orientation to scholarly communication issues, open access and scholarly publishing models

- Interim report to Provost and Senate May 2020 – Main rec. draft policy

- Gather input to forms of OA policy (survey, town halls, consults)

Round Two Objectives 2021:

- Introduce proposed Draft Western OA policy

- Gather feedback on policy - by invitation and town halls, Senate consult

Western

Draft OA Policy

"Does and Doesn't"

Western

Proposed OA Policy Doesn't:

- Tell authors where to publish – respects academic freedom and intellectual property

- Provide a one-size-fits-all framework – supports multiple pathways to open access
    - *Gold OA* – Publishing in fully OA journal
    - *Green OA* – Depositing in institutional or disciplinary repositories
    - *Hybrid* – Select journal content OA
    - …and diamond, blue, yellow but not black

Western

Proposed OA Policy Doesn't:

- Infringe upon scholarship that should remain closed because of cultural, ethical or privacy concerns – including traditional and Indigenous knowledges.

- Infringe upon collective agreement rights nor other related policies

- Infringe upon the right to protect patentable scholarship

Proposed OA Policy Does:

- Articulate Western's commitment the advancement of science, scholarship and research for the public good

- Facilitate funding body requirements for OA, such as CIHR, NSERC, SSHRC

- Encourage and promote use of Scholarship@Western Western's institutional repository:

  o Meets Tri-Agency OA requirements
  o No APC charge – Green OA
  o Mediated deposit or self-archiving support
  o Enhanced discoverability of deposited work

Western

Proposed OA Policy Does:

- Grant the university non-exclusive permission to archive, preserve, and openly disseminate electronic copies of scholarly works through the institutional repository

- Respect and retain Western authors' full control of their intellectual property – it is a rights-retention policy

- Define a scope:
  - applies to all - including faculty, post-docs, graduate students
  - articles, chapters, conference papers (encourages OA for other research outputs)

- Allow for individuals to **opt-out**

Western

OA Policy Landscape

OA Policies Across Canada

The Open Scholarship Policy Observatory (UVic) tracks institutional OA policies in Canada.

Currently there are 14 institutional OA policies in Canada, and a vast number in the US (some are opt-in some opt-out):

- UBC, Laval, York, Brock, Carleton, Concordia, Simon Fraser, Windsor, to name a few

- Harvard, UC System, MIT, Cal Tech, Duke, to name a few

Western

Available OA Support for Authors

rsclib@uwo.ca

- Individual support - help researchers with any OA questions, from author rights to publisher policies and how to avoid predatory journals

- Education - outreach and workshops on open access, scholarly publishing, and author rights

- Scholarship@Western
  - Self-archiving and mediated deposit support

- Institutional memberships and OA APC discounts

- Journal publishing - hosting platform and support for OA peer-reviewed journals

Western

Next Steps

- Online/independent consult and feedback

- Targeted or tailored consultations

- Further consultation as appropriate to feedback

- Final proposal to Provost, then back to Senate

- Translation into MAPP policy

https://www.lib.uwo.ca/scholarship/task_force.html e-mail: PTFOASC@uwo.ca

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Western

ITEM 9.1 – Research Park Plans

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

L. Rigg will present a high level overview of the Western Research Park Strategic
Framework for information.

ATTACHMENT(S):

Western Research Parks Key Highlights

Western
Research Parks

# The Strategic Framework:
Key Highlights

The Mission
To be an innovation hub that provides meaningful programming content and spaces and places for collision that bring together industry, not-for-profits, government, and academia to collaborate, communicate, and connect.

The Vision
To be recognized globally as a model for interdisciplinary excellence in research translation, student engagement, and innovation.

The Themes
The Western Research Parks Strategic Framework includes five core themes:

COLLABORATION	CONNECTIVITY	COLLISION	COMMUNICATION	CONTENT
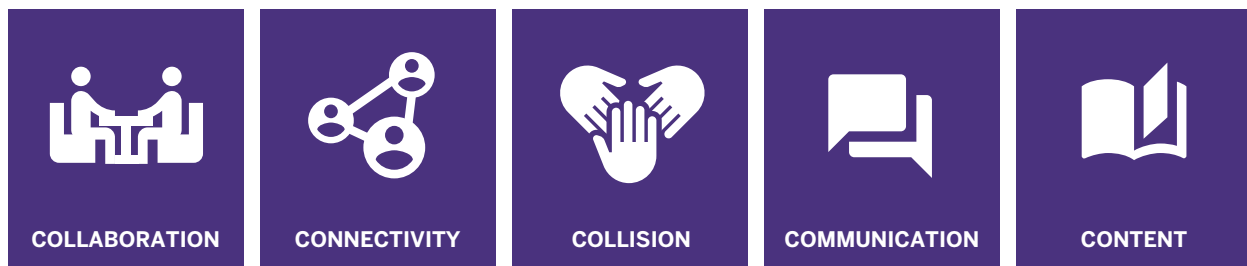
About the Strategy

Western Research Parks are a critical innovation and commercialization asset supporting Western University's mission.

Rooted in the three guiding principles of the updated Western University strategic plan, the Western Research Parks strategic plan will advance and enhance Western University in:

1. Driving Greater Impact

2. Mobilizing People, Community, and Culture

3. Securing Western's Place in the World

Building on Existing Strengths

The strategic framework builds on the following key strengths of Western Research Parks:

RESEARCH EXCELLENCE

$395 Million
received by the five major government research funding bodies between 2015-20.

52
Research Organizations.

60+
Canada Research Chairs.

ALIGNMENT WITH WESTERN'S RESEARCH AND ENROLMENT PRIORITIES

Health

is the highest-funded research sector at the University, and health programs have the highest percentage of student enrolment.

COMMUNITY INTEREST IN GREATER COLLABORATION

Collaboration

was identified as a **top five area of importance** by tenant survey respondents.

STRONG EXECUTIVE CHAMPION AND AMBASSADOR(S)

President & Vice President (Research)

act as champions for the University and Western Research Parks

SPECIALIZATION IN HIGH-POTENTIAL SECTORS

HEALTH **MATERIALS** **ENVIRONMENTAL SUSTAINABILITY**

Priority Recommendations by Theme

1. Collaboration

- Establish sector-focused working groups for increased engagement.
- Enhance processes to better leverage industry / faculty / tenant collaboration.
- Introduce an Industry and Partnership Liaison to promote industry collaborations between tenants, faculty, and ecosystem partners.

2. Connectivity

- Investigate structuring the Western Research Park to be more physically and socially reflective of an interdisciplinary space.
- Create a research funding strategy to support interdisciplinary applied research projects in selected areas.
- Expand on involvement of Interdisciplinary Studies (IS) courses / programs / students / faculty at the Research Park.

3. Collision

- Investigate structuring the Western Research Park to be more physically and socially reflective of an interdisciplinary space.
- Provide an enhanced and expanded facility for tenants.
- Increase access by supporting the diversity, equity, and inclusion of all researchers, industry / sector partners, students, and the community.

4. Communication

- Promote research activities in partnership with Western Research Communications.
- Create an award for Parks-affiliated researchers to be recognized for their individual knowledge mobilization efforts.
- Create a comprehensive internal and external communications plan for the master plan.

5. Content

- Create a growth accelerator to increase the transition between the accelerator and SME.
- Investigate special incentives for companies coming from the Fanshawe Centre for Research & Innovation (CRI) and Research & Innovation department at Lambton College.
- Undertake an audit to determine options to keep, improve, or discontinue services.

Target Outcomes

The strategic framework's five themes are intended to enable the following target outcomes:

✔ **BE THE CATALYST** for commercialization, partnership development, research translation, and entrepreneurial learning opportunities at Western.

✔ **ENHANCE SOCIAL AND ECONOMIC IMPACT** for the institution, local companies, and the community.

✔ **ACCELERATE** the development, growth, and sustainability of business throughout southwestern Ontario.

✔ **INCREASE PATHWAYS** for entrepreneur- and research-based experiential learning.

✔ **INSTILL** an equity, diversity, and inclusion-driven mindset.

✔ **RECRUIT TENANTS** aligned with research activities, educational programming, and the mission of the University.

✔ **OFFER A UNIQUE BLEND** of programs, services, and amenities that respond to identified market needs.

✔ **INCREASE** technology transfer and commercialization opportunities.

✔ **SUPPORT** the attraction, development, and retention of successful future leaders and organizations.

✔ **FOSTER** a culture of continuous innovation.

Opportunities to Maximize Impact

The ultimate objective is to enhance overall community impact in the following ways:

1. **Greater Collaboration Between Community, Industry, Not-for-Profits, and University**

2. **Greater Tenant Satisfaction Through Park Amenities and Programming**

3. **Greater Clarity of Sector Focus Opportunities**

4. **Clear and Compelling Narrative to Local and Global Partners and Potential Tenants**

5. **Better Processes and Systems to Improve Operations**

Western Research Parks

ITEM 9.2 – Research Strategic Plan

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☒ DISCUSSION

EXECUTIVE SUMMARY:

J. Burkell, Associate Vice-President (Research) will present the draft Mobilize for Impact Strategic Research Plan for information and discussion.

ATTACHMENT(S):

Draft Mobilize for Impact Strategic Research Plan
Mobilize for Impact Strategic Research Plan Presentation

MOBILIZE FOR IMPACT!

Strategic Research Plan :: 2022-2027

November 2021 :: Draft v. 1.24

Western Research

INTRODUCING
MOBILIZE FOR IMPACT!

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

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

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

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

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

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

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

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

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

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

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

Western Research

DEVELOPING
MOBILIZE FOR IMPACT!

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

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

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

The draft plan was provided to more than 200 members of our community for further review. We are particularly grateful for repeated input from Associate Deans (Research), the University Research Board, research officers, and colleagues within Western Research.

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

Western Research

HAVING
GREATER IMPACT

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

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

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

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

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

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

Western Research

GUIDING PRINCIPLES

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

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

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

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

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

Western Research

STRATEGIC GOALS

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

ENHANCE RESEARCH SUPPORT

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

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

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

Strategies to enhance research support include:

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

Western Research

STRATEGIC GOALS

FOSTER RELATIONSHIPS

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

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

Strategies to foster relationships include:

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

Western Research

STRATEGIC GOALS

CONNECT OUR WORK TO THE WORLD

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

Strategies to connect our work to the world include:

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

Western Research

STRATEGIC GOALS

TACKLE THE GRAND CHALLENGES OF OUR TIME
All researchers address challenges. Some of these challenges are grand.

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

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

Strategies to tackle the grand challenges of our time include:

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

Western Research

CONCLUSION

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

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

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

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

Western Research is here to support you.

Together, we can mobilize for impact.

Western Research

Mobilize for Impact!

Celebrating ongoing success. Shaping our future.

Western🛡Research

WHAT WE HAVE DONE	WHERE WE ARE	NEXT STEPS
• Data Collection & Environmental Scans • Consultations • Visioning Process for Western Research Parks • Collaborated with RSCA • Analysed Feedback • Built Bulleted Framework • Tested Bulleted Framework • Drafts of *Mobilize for Impact!*	• Seeking Feedback on *Mobilize for Impact!* • Finalizing Updates to the Plan for Approval	• Plan Approval at University Research Board and Senate • Board of Governors, for Information • Develop Research Themes and Return to University Research Board and Senate • Develop Measures of Success • Develop Implementation Plans

Mobilize for Impact!

Status Update :: November 2021

Western Research

PRINCIPLES

| Catalyze Research, Scholarship, & Creative Activity | Advance Equity, Diversity, Inclusion, & Decolonialization | Engage With Partners | Balance Risks & Opportunities |

STRATEGIC GOALS

| Enhance Research Support | Foster Relationships | Connect our Work to the World | Tackle the Grand Challenges of our Time |

IMPACT

Principles & Objectives

Mobilizing for Impact!

Western Research

FEEDBACK

Western Research

ITEM 10.0 - Report of the Academic Colleague

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

Report to Senate, COU Academic colleague, Prof. Pauline Barmby,

November 2021

The COU Academic Colleagues met by Zoom October 13 and 20. The full COU council met on Oct 22, also by Zoom. The following discussion items may be of interest to Senators:

2021-22 Provincial Advocacy, Role of Universities in Society: COU is currently finalizing a comprehensive advocacy campaign in support of key sector interests, intended to influence the Spring Budget and the Provincial election currently scheduled for June 2, 2022. This campaign will engage both government (especially on issues of financial sustainability), and the public on universities' role including developing a skilled workforce, attracting investment and talent, and driving the provincial and local economies.

The Academic Colleagues and Council meetings in October included robust discussion of the role of universities in society and how best to highlight their value to government, civil society, parents, and students. The discussion centered around several theme areas: preparing for the next pandemic, responding to climate change, and creatively driving positive change on equity, diversity, inclusion, and decolonisation. Universities are places where mis-information is combatted, multiple disciplines are mobilized to solve problems, and students the skills and knowledge to respond to society's need both now and in the future.

Red Tape Bill: Supporting People and Businesses Act

On October 7, the provincial government released Bill 13, [Red Tape Bill: Supporting People and Businesses Act](#). The [corresponding announcement](#) outlines several new government-wide initiatives that will be included in the Bill and that directly or indirectly impact universities.

Of particular note are three changes for the college sector, including expansion of college degree-granting caps; exploring options for expanding the degree-granting authority of colleges; and exploring options to expand credentials in the public college system to include "applied" Master's degrees. COU is concerned about possible clashes with university mandates and was seeking more information about these changes.

The government also announced that it is aiming to provide students with increased accountability, transparency and clarity by providing details of tuition fees at Ontario's postsecondary institutions.

Strategic Management Agreements: While the ministry has de-coupled funding from performance for the first two years of SMA3 to mitigate the impact of, reporting and evaluation of performance continue as normal. The ministry is starting the Year 2 performance evaluation process. Once that is finished, there will be an opportunity for the sector to review Year 3 allowable performance targets and to amend institutions' weighting of metrics for future years.

COVID and Re-Opening: COU advocated throughout the summer for Public Health Directive/MCU mandate for vaccination for on-campus activities to permit a safe campus re-opening. Directives from MCU came very close to the beginning of classes, and Ontario universities made a wide range of choices about how their fall and winter teaching terms would work. Western has more in-person activity than many other institutions, although the differences will likely decrease in the winter term.

ITEM 11.0 – The 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 - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *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.

A number of Canadian university governing bodies have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works for Senate:

In consultation with Committee chairs and principal resource persons, the Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their meeting 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, they can ask to have it removed from the consent agenda** by contacting the University Secretary 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 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. Those matters that have been struck from the consent agenda will be handled in the usual way.

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 11.1(a) – 2020-2021 Annual Report of the Senate Review Board Academic

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The 2020-2021 Annual Report of the Senate Review Board Academic is provided to Senate through the Operations/Agenda Committee in accordance with the Senate Review Board Academic's Terms of Reference.

ATTACHMENT(S):

2020-2021 Annual Report of the Senate Review Board Academic

2020-2021 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC

[Prepared by the University Secretariat]

The Senate Review Board Academic (SRBA) received 23 appeal applications between September 1, 2020 and August 31, 2021. Additionally, SRBA received two requests to continue with appeals received in 2019, which were previously placed on hold.

The Board issued final decisions for 14 of the 23 appeals received during this reporting period and the two appeals which were continued on from 2019. One appeal application was withdrawn after its initial panel meeting, and one appeal was resolved at the prior level. Further, SRBA received two appeals which they did not have jurisdiction to discuss. The remaining five appeals, which were not decided during this reporting period, will be included in next year's annual report.

The Board issued five final decisions for appeals that had been filed in the previous reporting period. Further, there was one appeal from the previous reporting period that was withdrawn during this reporting period. As a result, there were 24 appeals that were either decided, withdrawn or resolved during this period. The origin of these appeals is provided below:

	Faculty / School / Associated College	Number of Appeals	Withdrawn or Resolved at the Prior Level
Undergraduate Students	Education	1	0
	Engineering	1	0
	Health Sciences	1	0
	Ivey	1	0
	Law	2	1
	Science	5	0
	Social Science	5	0
	Schulich School of Medicine & Dentistry	1	0
	King's University College	5	2
	Huron University College	1	0
Graduate Students	School of Graduate and Postdoctoral Studies	1	0
	TOTAL:	**24**	**3**

Of the 21 appeals considered by SRBA during this period, SRBA denied fifteen of the appeals without hearings, sent one appeal back to the Associate Dean for reconsideration, granted four oral hearings, and held one mandatory hearing for a matter involving a scholastic offence. A summary of the oral hearings decided during this period is provided below:

Hearing No.	Grounds	Decision	Details
1	• General marking or grading practices • Bias at the prior level	Granted Denied	SRBA found that the decision at the prior level to deny the appeal on general marking or grading practices was unreasonable and unsupportable on the basis of the evidence and concluded that the student should be entitled to withdraw from the course without academic penalty. SRBA found no evidence to support the claim of bias and the appeal was denied on that ground.
2	• The Dean's decision requires the student to withdraw from a program, from the University, or from an Affiliated University College	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.
3	• The Dean's decision requires the student to withdraw from a program, from the University, or from an Affiliated University College	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.
4	• Relief against the finding that the conduct amounted to a scholastic offence • Relief against the penalty imposed as a result of a scholastic offence	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal in its entirety.
5	• The Dean's decision requires the student to withdraw from a program, from the University, or from an Affiliated University College	Denied	SRBA found the decision at the prior level to be reasonable and supportable on the basis of the evidence and denied the appeal.

As indicated in the table above, four of the appeals that proceeded to a hearing were denied. Further, one of the appeals was granted on the ground of general marking or grading practices and denied on the ground of bias at the prior level.

Chair: Lina Dagnino
Vice Chairs: Caroline Dick
                Danielle Lacasse

ITEM 11.1(b) – Senate Election Schedule for 2022

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Senate election schedule for 2022 is provided for information. The elections for the undergraduate and graduate student constituencies have been set to run in conjunction with the University Students' Council (USC) election.

ATTACHMENT(S):

Senate Election Schedule for 2022

Western

Senate Election Schedule for 2022

Elections will be held for representatives of the faculty, administrative staff, graduate and undergraduate student constituencies, as outlined below.

The terms of the faculty and administrative staff representatives will be two years (July 1, 2022 to June 30, 2024). The terms of the graduate and undergraduate student represenatatives will be one year (July 1, 2022 to June 30, 2023).

Faculty and Administrative Staff Constituencies	
Nominations Open	8:00 a.m., Tuesday, January 11
Nominations Close	4:00 p.m., Tuesday, January 25
Posting of Nominations	Wednesday, January 26
Balloting on the Web - Polls Open	8:00 a.m., Tuesday, February 8
Balloting on the Web - Polls Close	8:00 p.m., Wednesday, February 9
Posting of Results	Thursday, February 10

Graduate and Undergraduate Student Constituencies	
Nominations Open	8:00 a.m., Tuesday, February 15
Nominations Close	4:00 p.m., Tuesday, March 1
Mandatory All Candidates' Advisory Meeting for Undergraduate Student Candidates *(organized by the USC)*	Tuesday, March 1
Posting of Nominations	Wednesday, March 2
Campaign Period begins	12:01 a.m., Wednesday, March 2
Balloting on the Web - Polls Open	8:00 a.m., Thursday, March 10
Balloting on the Web - Polls Close / Campaign Period ends	8:00 p.m., Friday, March 11
Posting of Results	Monday, March 14 (evening posting)

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

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The Senate seat listed below was filled by appointment for the term indicated at the recommendation of the unit concerned in accordance with the Senate Election Procedures.

EDUCATION	
Immaculate Namukasa	July 1, 2021 – June 30, 2023

ITEM 11.1(d) – Faculty of Arts and Humanities: Amendment of the Faculty Council Constitution

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That effective November 12, 2021, the Faculty of Arts and Humanities Council Constitution be revised as shown.

EXECUTIVE SUMMARY:

The Faculty of Arts & Humanities presents its amended Council Constitution to Senate for approval. The purpose of these revisions is to establish the Council Nominating Committee with the addition of procedure and regulations to conduct its business.

ATTACHMENT(S):

Amendment of the Faculty of Arts and Humanities Council Constitution

FACULTY OF ARTS AND HUMANITIES

Effective Date: <mark>TBD</mark>

Supersedes: June 2020, June 2019; May 2017
_____

COMPOSITION AND RULES OF PROCEDURE

1. The Faculty of Arts and Humanities shall consist of the following Departments: Classical Studies; English and Writing Studies; French Studies; Gender, Sexuality and Women's Studies; Languages and Cultures; Philosophy; Visual Arts.

   Admission of other departments to the Faculty of Arts and Humanities will require the following steps:

   a. Application of the department concerned to the Senate.
   b. Approval of this application by the Senate, after consultation with the Faculty of Arts and Humanities and any other Faculty concerned.

2. The Head of the Faculty of Arts and Humanities shall be the Dean of Arts and Humanities who shall be assisted by one or more Associate Deans. Appointments to these positions shall be made in accordance with current University policy.

3. There shall be a Council of the Faculty of Arts and Humanities, responsible to the Senate and composed of:

   a. The following ex officio members:

      i. The President & Vice-Chancellor
      ii. The Provost & Vice-President (Academic)
      iii. The Dean and Associate Deans of the Faculty of Arts and Humanities
      iv. The Vice-Provost (or an Associate Vice-Provost) of the School of Graduate and Postdoctoral Studies
      v. The Director of the Centre for Theory and Criticism
      vi. The Assistant University Librarian, The D.W. Weldon Library

   b. The following faculty members from Arts and Humanities:

      i. All full-time (probationary, tenured, and limited-term) members of the departments of the Faculty of Arts and Humanities (except those on unpaid Leave of Absence)
      ii. All full-time faculty members of the University holding joint appointments with the departments in the Faculty of Arts and Humanities
      iii. Up to 16 part-time faculty members, two elected by each department

    c. The following other members:

      i. Representatives holding the rank of Assistant Professor or higher:
         2 each from the Faculties of Social Science and Science
         1 each from the Faculties of Education, Health Sciences, Information and Media Studies, Law, the Schulich School of Medicine & Dentistry, and the Don Wright Faculty of Music
         1 each from the Affiliated University Colleges

      ii. Up to 6 students registered in the Faculty of Arts and Humanities to be selected by the Arts and Humanities Students' Council

      iii. 1 member of the regular full-time administrative staff of the Faculty of Arts and Humanities, elected thereby

4. 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. The Council shall elect from among its members each year a Speaker whose job will be to preside over meetings of Council that year.

5. The Council shall meet at least twice each year and at such other times as the Council, the Dean, or the Senate may prescribe. A minimum of 25 percent of the members of the Council, including at least 25 percent of those members of the Council who are from the Faculty of Arts and Humanities, shall constitute a quorum.

6. A special meeting of the Council shall be called on the written notice of ten (10) of its members, and shall be convened within 14 days thereafter, to consider matters set out in the notice of the meeting.

7. The Council shall advise the Senate on all matters under the jurisdiction of the Senate which pertain to the Faculty of Arts and Humanities or which are referred to the Council by the Senate, and shall determine policy on all such matters if so delegated by the Senate.

8. The Council shall establish Committees to exercise its powers and to advise it, as it considers necessary.

    a. **Nominating Committee**

      i. **The Council Nominating Committee will consist of three members with staggered three-year terms, representing three different departments, with one or more members elected annually by Council (and nominated by the current Nominating Committee). Members of the Nominating Committee can serve one three-year term, and are not eligible for re-election to the Nominating Committee for three years;**

      ii. **The Nominating Committee will prepare nomination slates for all selection committees mandated by Senate or by relevant collective agreements, and for all committees of Council, and for representation on other bodies as requested (e.g. other faculty councils);**

      iii. **In January before the annual faculty meeting at which elections normally take place, and at other times as appropriate, the Nominating Committee will circulate to voting members of Council a list of vacancies in committees, and provide a deadline ten days before the meeting of Council for nominations to be provided to the Nominating Committee;**

      iv. **The Nominating Committee will provide its nomination slate to Council at least a week before any meeting.**

9. The by-laws and regulations for the conduct of the proceedings of Council shall, where practicable, be those adopted by the Senate.

10. This document may be amended by the Senate on recommendation by majority of the voting members of the Council in attendance at a regularly constituted meeting prior to which there has been at least seven (7) days' written notice of the proposed amendment.

ITEM 11.2(a)(i) – Schulich School of Medicine & Dentistry: Revisions to the DDS Program

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

That effective September 1, 2023 the third-year course Fixed Prosthodontics 5322 be withdrawn from the DDS Program.

EXECUTIVE SUMMARY:

Schulich Dentistry is proposing to reallocate Fixed Prosthodontics course content from year 3 to year 2 of the DDS program. This will allow for improved integration and sequencing of course content among all second and third year courses. With this alignment to year 2, students will be qualified at the beginning of third year to treat their patients with need for a broader scope of Fixed Prosthodontics treatment modalities - including not only single unit restorations but also multi-unit tooth and implant supported restorations which are currently treated at the very end of year 3. This alignment will provide enhanced clinical experience for year three and also assist in allowing students to complete their competencies in a timely manner in order to graduate on time and to possibly have the opportunity for choosing electives.

Information on the current DDS curriculum and courses is available here:
https://www.schulich.uwo.ca/dentistry/current_students/index.html

ATTACHMENT(S):

Revised Course Description – Fixed Prosthodontics 5222

Revised Course Description: Fixed Prosthodontics 5222

Utilizing patient simulation, the art and science of Fixed Prosthodontics will be introduced with emphasis on the fundamental principles and techniques required to rehabilitate oral function and form with single unit fixed prostheses, followed by the multiple-unit fixed prostheses and implant supported fixed prosthodontics restorations

General Objectives: To introduce the foundation principles and techniques of the art and Science of Fixed Prosthodontics related to the restoration of single unit restorations and the replacement of multiple missing teeth with both teeth and implant supported restorations to the beginner student, emphasizing into the preclinical skills development with the aid of simulated clinical scenarios. Students will progress into the multiple steps associated with the conventional clinical case progression in Fixed Prosthodontics. Laboratory techniques involved will be covered as well.

Revised Fixed Prosthodontics 5222: 155 total hours including lab and lecture
Previous Fixed Prosthodontics 5222: 109 total hours including lab and lecture

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

EXECUTIVE SUMMARY:

With the request to reallocate the content of Fixed Prosthodontics 5322 into Fixed Prosthodontics 5222 (see Item 11.2(a)(i)), applicable to students entering year two of the DDS Program effective September 1, 2022, Schulich Dentistry is proposing a temporary amendment to the organization of the 2022-23 academic year for students entering year 3 to ensure that they receive the appropriate academic content of the reallocated material.

Specifically, Schulich Dentistry wishes to extend the fall term from 14 weeks to 15 weeks for year three of the DDS program for the 2022-23 year only. The additional week will be from August 22-26, 2022 adding to the clinical orientation component of the curriculum. This extension will allow for teaching a two-week Condensed Prosthodontics Course 5322 applicable to students entering third year of the DDS Program. In addition, as students enter into their clinical training with real patients in third year, this inclusion of an added week will allow for more enhanced clinical hands-on training assimilating into fourth year, therefore fulfilling all clinical requirements in order to graduate on time. This added week will also present opportunities for any added elective activity.

The attached proposal is to amend the *Guidelines for the Organization of the Academic Year for Dentistry* to provide allowance for the change proposed above regarding the extension of the fall term from 14 weeks to 15 weeks for year three of the DDS program for the 2022-23 year only. The current guidelines stipulate that a fall term shall comprise 14 weeks of classes. The proposal is to amend these guidelines to indicate that a fall term shall *normally* comprise 14 weeks of classes. Such an allowance is in line with the guidelines for the organization of the academic year for other professional programs at Western that do not follow the 26-week teaching term.

ATTACHMENT(S):

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

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

GUIDELINES FOR THE ORGANIZATION OF THE ACADEMIC YEAR: DENTISTRY

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

- For I, II and III year, a fall term shall **normally** comprise 14 weeks of classes plus a one week examination period* and a winter term would **normally** comprise 16 weeks of classes plus a three week examination period.
- For IV year, a fall term shall **normally** comprise 15 weeks of classes and a winter term would **normally** comprise 16 weeks of classes with final examinations interspersed in weeks 9 and 10 of that term.

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

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

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

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

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

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

ITEM 11.2(b) – Report on Scholastic Offences (2020-21)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Report on Scholastic Offences for the period July 1, 2020 to June 30, 2021 is provided to Senate for information.

The number of scholastic offences reported to Senate has typically been around 200, but the number has more than doubled in the last two years, from 228 in 2019 to 462 in 2021. Cheating on exams has increased, growing from less than a third of reported cases two years ago to about half in the current report. Plagiarism, which typically accounts for half of reported scholastic offences, fell to about a third of cases this year.

ATTACHMENT(S):

Report on Scholastic Offences (2020-21)

Western

Report on Scholastic Offences
for the period July 1, 2020 – June 30, 2021

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENCE	SANCTION
Arts and Humanities	Plagiarism (5)	• Four students received a grade of 0% on the assignment • One student received a reduced grade of 45% on the assignment
Education	Plagiarism (2)	• One student was permitted to re-write the assignment • One student was permitted to re-submit forum posts
Engineering	Plagiarism (8)	• Two students received the weight of assignment #3 added to assignment #4, worth 10% of final grade • Two students received a grade of 0% on the final exam • Four students received a grade of 0% on a portion of the exam
	Cheating (36)	• Nine students received a penalty of 50% on the assignment • Six students received a grade of 0% on the final exam • Four students received the requirement of a grade of 50% on the final exam to pass the course (from a requirement of an average of 50% on the midterm and final exam) • Two students received an 'F' in the course • One student received a grade of 0% on the midterm exam • One student received a grade of 0% on the quiz and a 4% reduction in the final course grade • Five students received a grade of 0% on the quiz and a 8% reduction in the final course grade • Eight students received a course grade calculated to course outline, waived requirement to pass the final exam in order to pass the course

Western

Report on Scholastic Offences
for the period July 1, 2020 – June 30, 2021

	Unauthorized Collaboration on Assignment/exam (19)	• Two students received a grade of 0% for the related questions on final exam, did not fail the course • Two students received a grade of 0% on a section of the final assessment worth 15% of the final grade, required to submit a reflection on academic integrity • Two students received a grade of 0% on four questions on midterm, worth 16% of final grade and 0% on a section of an assignment, worth 8% of final grade • Two students were permitted to resubmit part of a summative assessment with a cover letter outlining what professionalism means. Reduction of maximum grade on part two of the assignment to 50% • 11 students received a grade of 0% on the quiz
	Improperly Obtaining or Attempting to Obtain, Through Theft, Bribery, Collusion or Otherwise, an Examination paper Prior to the Date and Time for Writing Such an Examination (2)	• Two students received a grade of 0% on the final exam
Health Sciences	Plagiarism (6)	• Two students received a grade of 0% on final assignment • Two students received a grade of 0% on a lab report • One student received a grade of 0% on two reports • One student received a reduced grade on a lab assignment
	Cheating (1)	• One student received a grade of 0% on the final exam
	Cheating & Possession of Unauthorized Materials or Aids During Exam (4)	• Two students received a grade of 0% on final exam • One student received a reduction of final grade by 9% • One student received a grade of 'F' in the course
	Duplicate Submission of an Assignment (1)	• One student received a grade of 0% on final assignment

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Information and Media Studies	Plagiarism (6)	• One student permitted to re-write paper, received a 50% penalty on assignment • One student permitted to re-write paper, received a 25% penalty on assignment • One student permitted to re-write paper, received a 10% penalty on assignment • One student received a grade of 0/10 on short answer section of test • One student received a grade of 0% on a section of a test • One student was permitted to re-write assignment with a maximum grade of 50%
	Inappropriate Citation (2)	• Two students received a 25% penalty on an annotated bibliography
Ivey School of Business HBA Program and Business Foundations	Plagiarism (11)	• Five students received a 2% reduction in the final course grade; students are not eligible for the designation of Ivey Scholar or the HBA Gold Medal and not eligible to participate in the Ivey Ring Tradition Ceremony • Five students received a grade of 0% on the assignment; students are not eligible for the designation of Ivey Scholar or the HBA Gold Medal and not eligible to participate in the Ivey Ring Tradition Ceremony • One student received a grade of 0% on the exam; student not eligible for the designation of Ivey Scholar or the HBA Gold Medal and not eligible to participate in the Ivey Ring Tradition Ceremony
	Cheating on an Examination or Falsifying Material Subject to Academic Evaluation (2)	• One student received a 2% grade reduction in the final course grade; student not eligible for the designation of Ivey Scholar or the HBA Gold Medal and not eligible to participate in the Ivey Ring Tradition Ceremony • One student received a grade of 0% on the exam; student not eligible for the designation of Ivey Scholar or the HBA Gold Medal and not eligible to participate in the Ivey Ring Tradition Ceremony

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Law	Improperly Obtaining or Attempting to Obtain, Through Theft, Bribery, Collusion or Otherwise, an Examination paper Prior to the Date and Time for Writing Such an Examination (1)	• One student received a final grade in two courses reduced by a full letter grade
Don Wright Faculty of Music	Unauthorized Collaboration on Assignment/exam (7)	• Three students received 0 points for the relevant questions resulting in a 10% on assignment; assignment worth 12% of the course grade • Two students received a 50% deduction from assignment grade; assignment was worth 5% of the course grade • Two students received a 50% deduction from the assignment grade; assignment was worth 6% of the course
Schulich School of Medicine and Dentistry (BMSc)	Cheating (8)	• Four students received a grade of 0% on the exam • One student received a grade of 0% on the final exam • Three students received a grade reduction on the exam
	Plagiarism (1)	• One student received a grade of 0% on the report
Schulich School of Medicine and Dentistry (DDS)	Cheating (1)	• One student received a grade reduction of 50% on their mid-term exam
Schulich School of Medicine and Dentistry (MD)	No offences to report	
Science	Plagiarism (35)	• 18 students received a grade of 0% on the assignment • Two students were permitted to re-submit assignment; received a 50% penalty • One student received 5% reduction of course grade • Two students received a 25% penalty on the assignment • One student was permitted to re-submit the assignment • Four students received a grade of 0% on the lab report

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Report on Scholastic Offences
for the period July 1, 2020 – June 30, 2021

		• One student received a 25% grade reduction on the assignment • One student received a 50% grade reduction on the assignment • One student received a grade of 0% on their first report and a penalty of 25% on two additional reports • One student received no penalty and the offence was noted • One student received a grade of 0% on three assignments • Two students withdrew from the course; record filed in Dean's office
	Possession/Use of Unauthorized Materials or Aids During Exam (62)	• One student received a grade of 0% on assignments and a midterm; additional penalty of -100% of the value of each assignment and a grade of 'F' • 10 students received a grade of 0% on exam • Seven students received a grade of 0% on the midterm • Three students received a grade of 0% on the final exam • Three students received a grade of 0% on the assignment • Three students received a 10% reduction on the course grade • One student received a 15% reduction on the course grade • One student received an 'F' in the course • 16 students received an 'F' in the course; not permitted to retake the course until Winter Term of 2022 • Three students received a grade of 0% on the midterm and a grade of 0% on the final exam • Five students received a 9% reduction of the course grade (1.5 times the value of the test) • One student received a 9% reduction on the course grade • One student received a 16% reduction on the course grade • One student received a grade of 0% on final exam and deduction of the value of the exam from final course grade • One student received a grade of 0% on assignments, midterm exam and final exam

		• One student received a grade of 0% for two assignments and final exam • One student received a grade of 0% on midterm exam, 8% reduction in final course grade • One student received a grade of 0% for an exam and assignment; additional -100% of the value of the assignment from course grade • Two students withdrew from the course; offence file in Dean's office
	Unauthorized Collaboration on Assignment/Exam (29)	• One student received a grade of 0% on the midterm • Six students received a grade of 0% on the assignment • Three students received a grade of 0% on the exam • Four students received a grade of 0% on the final exam • One student received a grade of 0% on the midterm and final exam • Two students received a grade of 0% on the assignments in question • One student received a grade of 0% on the major assignment • One student received a grade of 0% on the first lab, received a 25% grade reduction on two additional labs • One student received a 10% grade reduction on the final exam • Two students received a grade of 0% on components of two assignments, midterm and final exam • Two students received a grade of 0% on the test • Two students withdrew from the course, did not suffer a grade penalty, offence file in Dean's office • One student received a 50% reduction in grade on midterm exam • Two students received a grade of 0% in the course
	Cheating (1)	• One student received a grade of 0% on the make-up exam

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Report on Scholastic Offences
for the period July 1, 2020 – June 30, 2021

Social Science	Unauthorized Collaboration on Assignment/Exam (47)	• 37 students received a grade of 0% on the exam • Two students received a 35% grade reduction on the exam • Three students received a 10% grade reduction on the exam • One student received a 20% grade reduction on the exam • One student received a 40% grade reduction on the exam • Three students withdrew from the course
	Plagiarism (27)	• 19 students received a grade of 0% on the assignment • Three students received a 10% penalty on the assignment • Three students received a 25% penalty on the assignment • One student received a 40% penalty on the assignment • One student received a 50% penalty on the assignment
	Possession/Use of Unauthorized Materials or Aids During Exam (14)	• 12 students received a grade of 0% on the exam • One student received a 50% grade reduction on the exam • One student received a grade reduction on the plagiarized sections of the exam
	Impersonating a Candidate at an Examination/Assignment or Availing Oneself of the Results on Such an Impersonation (1)	• One student received a grade of 0% on the assignment and attendance
School of Graduate and Postdoctoral Studies	Plagiarism (12)	• One student received a grade of 0% on the component of the course • 11 students received a grade of 0% on the assignment

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Report on Scholastic Offences
for the period July 1, 2020 – June 30, 2021

Brescia University College	Plagiarism (8)	• One student received a 5% grade reduction on the report • One student received a 5% grade reduction on the assignment • Two students received a 10% grade reduction on the final report • Two students received a grade of 0% on the assignment • Two students received a 10% grade reduction on the assignment
	Cheating (6)	• One student received a grade of 0% on the exam • Five students received an F on the course and delayed permission to enrol in the course again
Huron University College	Plagiarism (6)	• One student received an F in the course and prohibited from future registration in the course (2nd offence) • One student received a grade of 0% on the exam • One student received a grade of 0% on the submitted essay, permitted to resubmit essay with a maximum grade of 50% • One student received a grade of 0% on the assignment • Two students received a grade of 0% on the essay
	Cheating (4)	• One student received a grade of 0% on the exam • Three students received 1/3 of their original grade
King's University College	Cheating (37)	• Six students received a grade of 0% on the test • One student received a grade of 0% on final exam • Two students received a grade of 0% in the course • Eight students received a grade of 50% in the course • One student received a grade of 60% in the course • One student received a grade of 14% on the test • Seven students received a grade of 0% on the assignment

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Report on Scholastic Offences
for the period July 1, 2020 – June 30, 2021

		• Two students received a grade reduction of 50% on the assignment • Five students received a grade of 0% on the midterm exam • One student received a 50% grade reduction on the mid term • One student received a grade of 0% on exam 2 or 50% in the course • Two students had their midterm exam grades reduced to 0%
	Plagiarism (29)	• 18 students received a grade of 0% on assignment • One student received a grade of 0% on the exam • Two students received a grade reduction of 30% on the assignment • One student received a grade of 40% on the assignment • Two students received a grade of 0% on two assignments • One student received a note on their record • One student received a 0% on two parts of an assignment • One student received a grade of 0% on one part of an assignment • One student received a grade reduction on the assignment • One student received a grade reduction of 50% on the assignment
	Unauthorized Collaboration on Assignment/Exam (13)	• Two students received a reduced grade on test • Six students received a grade of 0% on the assignment • Five students received a note on their record
	Possession/Use of Unauthorized Materials or Aids During Exam (6)	• Two students received a grade of 0% on the assignment • One student received a grade of 0% on the test • Three students had their final grades reduced to 50%
	Breach of Examination Policy (2)	• Two students received a grade of 0% on the exam

ITEM 11.2(c) – New Scholarships and Awards

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

ATTACHMENT(S):

New Scholarships and Awards

New Scholarships and Awards

<u>Bogal-Szot Award in Psychology</u> (Social Science)
Awarded annually to a full-time undergraduate student in Year 3 or 4 of any degree program in Psychology who is participating in an experiential learning placement or research program. The Department of Psychology will select the recipient based on academic achievement. To be considered, students must submit an application to the Department of Psychology outlining their experiential learning placement opportunity or research program. The Department will determine the application deadline. This award was established with a generous gift from Mr. Henry Szot.

Value: 1 at $4,500
Effective Date: 2021-2022 academic year

<u>Bogal-Szot Graduate Anthropology Fieldwork Award</u> (Social Science)
Awarded annually to a graduate student in Anthropology, based on academic achievement and participation in fieldwork. Applications are to be submitted to the Department of Anthropology. The recipient will be selected by the Scholarship Committee in Anthropology, of which at least one representative holds membership in the School of Graduate and Postdoctoral Studies. This award was established with a generous gift from Mr. Henry Szot.

Value: 1 at $3,200
Effective Date: May 2021

<u>Bogal-Szot Graduate Award in History</u> (Social Science)
Awarded annually to a graduate student in History, based on academic achievement. The recipient will be selected by the Scholarship Committee in History, of which at least one representative holds membership in the School of Graduate and Postdoctoral Studies. This award was established with a generous gift from Mr. Henry Szot.

Value:1 at $4,500
Effective Date: May 2021

<u>Bogal-Szot Undergraduate Anthropology Fieldwork Award</u> (Social Science)
Awarded annually to a full-time undergraduate student in any degree program in the Department of Anthropology who is participating in fieldwork. The Department of Anthropology will select the recipient based on academic achievement. To be considered, students must submit an application to the Department of Anthropology outlining their fieldwork opportunity. The Department will determine the application deadline. This award was established with a generous gift from Mr. Henry Szot.

Value: 1 at $3,200
Effective Date: 2021-2022 academic year

Dr. Carl F. Robinow Graduate Award in Biology (Science)
Awarded annually to a full-time graduate student in a Master's or Doctoral program in Biology based on academic achievement and research excellence. Preference will be given to candidates conducting research in microbiology or mycology. The Graduate Education Committee in the Department of Biology will select the recipient. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This award was established by Dr. A Keewatin Dewdney (BA '64) in honour of his mentor Dr. Carl F. Robinow.

Value: 1 at $2,000
Effective Date: May 2021 to April 2026 inclusive

ITEM 11.2(d) – New Scholarships and Awards Funded by Operating

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, SCAPA approved the establishment of terms of reference for the new scholarship funded by operating, as shown in Item 11.2(d).

ATTACHMENT(S):

New Scholarships and Awards Funded by Operating

New Scholarships and Awards Funded by Operating

<u>Salman Afzaal Memorial Scholarship in Physical Therapy</u> (Health Sciences)
Awarded to a full-time graduate student enrolled in a Doctoral (PhD) or Masters (MSc) program within Health & Rehabilitation Sciences. Preference will be given to a student who is engaged in leadership, research, and/or innovation in Physical Therapy. Candidates must submit a one-page statement outlining their leadership, research and/or innovation in Physical Therapy to the Dean's Office in Health Sciences. The Scholarship and Awards committee in Health Sciences will select the recipient. At least one member of the selection committee must hold current membership in the School of Graduate & Postdoctoral Studies. This scholarship was established by Western University.

Value: 1 at $4,800
Effective Date: May 2021

ITEM 11.3(a) - Academic Administrative Appointments

ACTION REQUIRED: ☐ FOR APPROVAL ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors as of the month of October 2021.

ATTACHMENT:

Academic Administrative Appointments

Information for Senate - November 2021				
Start Date	**End Date**	**Name**	**Department**	**Admin Appointment**
2021-09-01	2024-08-31	Laird, Dale	Assistant Dean	Schulich - Office of the Dean
2021-09-01	2021-12-31	Tithecott, Gary	Acting Associate Dean	Schulich - Office of the Dean
2021-09-01	2023-08-31	Cuciurean ,John	Associate Dean (Ugrd Program)	Music - Office of the Dean
2021-09-01	2026-08-31	Forrester-Jones, Rachel	School Director	School of Health Studies
2021-09-01	2022-08-31	Watling, Christopher	Acting Vice Dean	Schulich - Office of the Dean
2021-10-01	2026-09-30	Stranges, Saverio	Department Chair	Epidemiology and Biostatistics
2022-07-01	2024-06-30	Jones, Carol	Associate Dean(Administration)	Science - Office of the Dean
2022-07-01	2025-06-30	Jones ,Manina	Department Chair	English & Writing Studies
2022-07-01	2027-06-30	Straatman, Anthony	Department Chair	Mechanical & Materials

ITEM 11.3(b) – Election Results – University Research Board

ACTION REQUIRED: ☐ FOR APPROVAL   ☒ FOR INFORMATION

EXECUTIVE SUMMARY:

At the October 15, 2021 Senate meeting, an additional nomination was received for a senior staff member serving in a leadership position with a research focus, on the University Research Board. An electronic vote was subsequently held on October 18 - 19, 2021.

The election resulted in a tie vote. In accordance with Section 5 of the Adopted Policies and Procedures of Senate, the tie vote was resolved by lottery conducted by the University Secretary.

C. Calmettes was elected to URB for a term to June 30, 2023.

ATTACHMENT(S):
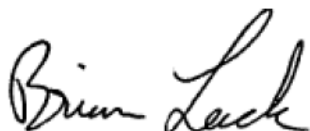
Simply Voting Certified Results

Nov 4, 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 - University Research Board Election

Start: 2021-10-18 10:00:00 America/Toronto
End: 2021-10-19 16:00:00 America/Toronto
Turnout: 52 (53.6%) of 97 electors voted in this ballot.

One senior member of administrative staff serving in a leadership position with a research focus

Option	Votes
BIESINGER, Mark	24 (50.0%)
CALMETTES, Caroline	24 (50.0%)

VOTER SUMMARY	
Total	52
Abstain	4 (7.7%)

ITEM 12.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

QUESTIONS FOR SENATE TO BE ADDRESSED DURING AGENDA

A. Pyati, Senator

1.   Item 5.1 - Draft Open Access Policy

   a) The university's repository, Scholarship@Western, is owned by one of the most notorious commercial academic publishers, namely RELX (Elsevier). Are there any plans for Western Libraries to find a non-profit, non-corporate partner for its OA repository? For instance, the fact that the University of California (UC) system rejected Elsevier's contract in 2019, due in large part to its stubborn refusal to make all the work of UC authors available via OA, is a red flag and adds a contradictory message to Western's OA efforts.
   b) While an institutional OA policy is a good first step, this draft policy does not address the stranglehold that commercial publishers have on academic publishing. Does Western Libraries have any plans to address this pressing issue?

2.   Item 9.2 - Mobilizing for Impact!

   a) Can you please comment more on what "decolonisation" means in the context of this effort? For example, does it only apply to indigenous peoples and concerns? Or does it refer to the wider meaning of the term, one that acknowledges the processes of exclusion and marginalization that many people of colour (in Canada, as part of the UWO community, and internationally) have been and continue to be subject to?
   b) Many documents about research impact at Western and at other universities in our neoliberal society relentlessly talk about "success." While "success" is a subjective term, what do we as a university community make of "failure?" Particularly since "failure" is such an important part of knowledge discovery. I don't have a specific question here, just some food for thought into how we acknowledge the fact that failing, revising, trying again, etc. are as much about the "success" of our research as the end results.

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

Identification System

1.

   T. Peace, Senator

On behalf of several faculty members at Huron:

Since last week's announcement of the Community Identification (lanyard) System and Visitor Registration Program at Western, several concerns have arisen about its application for students, faculty, and staff at Western's affiliated institutions, many of whom work closely with Western colleagues and departments, in addition to drawing on Western's research and teaching infrastructure. Could the acting Provost and Vice-President (Academic) please explain this policy to us: why it developed, what consultations took place in drafting the policy, and what steps have been taken to ensure continuity of access and relationships between Western and its affiliated institutions once this policy is implemented.

2.

Z. Sinel, Senator

Following concerns raised by many members of our faculty, the Senators from the Faculty of Law would like to inquire about the newly announced lanyard system that the university is implementing. Some of our questions are:

- What are the reasons for the implementation of this new system? What perceived problem or problems is it intended to address? What evidence supports the existence of these problems and their need to be addressed through the lanyard system?
- What process was taken to adopt this new policy? Which members of our campus community were consulted?
- Under what authority is this policy being implemented?
- Will this policy lead to increased campus security or restrictions on access to campus? Will members of the Western community be stopped and questioned if they are not wearing their lanyard?
- How does the university administration plan to encourage community uptake? Will incentives be offered to those who wear the lanyards and/or disincentives for those who do not?
- Will the lanyard system be enforced? If so, what will be the consequences for members of the community who refuse to wear the lanyard?
- How much annually will this new system cost? Will the cost of student lanyards in future years be borne by students through their fees or is this to be an ongoing cost borne by the university? If lanyards are lost, who will be financially responsible for their replacement? What are the short- and long-term environmental effects of this new system?
- Finally, although we understand that those visiting Western's medical and legal clinics will not be required to wear lanyards, members of the Law Faculty are concerned that the lanyard system might discourage members of our larger, non-Western community from accessing these important public services. Does the university administration share this concern? If so, what steps are being taken to avoid this result?

3.

C. Burucúa, Senator

How does the proposed identification policy align with other university initiatives concerning the dynamics with the city and the wider London community? And how does this policy fit within the model of public institutions?

Like many colleagues and students, I have concerns about the principles underpinning the policy. I also have reservations about more practical matters, such as patients of the staff-faculty clinic who are family members of UWO employees but not students or employees themselves, members of the wider community wanting to visit the library, the movie theatre, observatory, concerts, sports facilities, etc.

4.

N. Narain, Observer

Concerning the Lanyards:

a) Recognizing some buildings and secure-entry need controlled entries, what is the rationale for this university-wide main campus lanyard plan, and what are the reasonings tied the 'security' aspect and will it be made into a 'security policy'?

b) Who was consulted -- not just informed that new lanyards are coming out -- about this campus-wide plan when we are hearing from many that it there are concerns about: how this system compromises personal security, esp, women, by having their name, faculty, picture and id number publicly visible for stalking and cyber-stalking or lanyards being used to grab, choke and subdue wearers; how BIPOC members have a negative history with carding & profiling and other surveillance systems will marginalize further these fellow Westerners; a Black Visitor card feeds into Black-as-outsider frames and othering of those weather a Black lanyard; how this will create lots of admin work for staff to log, monitor, escort, retrieve-return, etc., visitors and others; and how our affiliate campus colleagues and students will become excluded/alienated from our 'Western family' as Visitors or some other designation; and these are just a handful of the concerns through general feedback received.

Excerpt from Senate's Adopted Policies and Procedures:

4.1 Purpose

The Discussion Question Period has two functions:

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

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

4.2 General Regulations

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

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

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

4.2.4 Members who submit more than one question or issue will be asked to indicate their

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

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

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

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

4.3   Process

4.3.1   Questions

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

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

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

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

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

4.3.2   Issues for Discussion

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

(b)   Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.

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

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