

**SENATE AGENDA**

**Friday, September 17, 2021 at 1:30 p.m.**  
**Meeting to be held electronically via Zoom videoconference**

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

Members of the public who wish to attend Senate are invited to  
 contact the University Secretary at [senate@uwo.ca](mailto:senate@uwo.ca)

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|----------------------|--|--|-------------|
| 1.0                  | Land Acknowledgement   |  |             |
| 2.0                  | Minutes of the Meeting of June 11, 2021  |  | Approval    |
| 3.0                  | Business Arising from the Minutes  |  |             |
| 4.0                  | Report of the President  |  | Information |
| <br>                 |  |  |             |
| <b><u>AGENDA</u></b> |  |  |             |
| 5.0                  | <b>Report of the Operations / Agenda Committee (E. Chamberlain)</b>  |  |             |
| 5.1                  | <a href="#">Announcement of a Vice-Chair of the Operations/Agenda Committee</a>                              |  | Information |
| 5.2                  | <a href="#">Senate Observer: Lecturer</a>  |  | Approval    |
| 5.3                  | <a href="#">Update on the OAC ad hoc Working Group re: SCAPA Subcommittees</a>                               |  | Information |
| 6.0                  | <b>Report of the Nominating Committee (K. Yeung)</b>   |  |             |
| 6.1                  | <a href="#">Announcement of the Senate Nominating Committee Chair and Vice-Chair</a>                         |  | Information |
| 7.0                  | <b>Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean)</b>                           |  |             |
| 7.1                  | <a href="#">Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy and Awards</a> |  | Information |

7.2	Faculty of Information and Media Studies, Faculty of Arts and Humanities and Don Wright Faculty of Music: <a href="#">Introduction of a Major in Creative Arts and Production</a>	Approval
8.0	<b>Report of the Senate Committee on University Planning (M. Davison)</b>	
8.1	<a href="#">Announcement of a Chair of the Senate Committee on University Planning</a>	Information
9.0	<b>Report of the University Research Board (L. Rigg)– no report for September 17, 2021</b>	
10.0	Report of the Academic Colleague – no report for September 17, 2021	
11.0	<a href="#">Consent Agenda</a>	
11.1	Items from the Operations/Agenda Committee	
11.1(a)	<a href="#">Senate Membership – Vacancies Filled by Appointment</a>	Information
11.1(b)	<a href="#">Ivey Business School Council Constitution</a>	Approval
11.2	Items from the Senate Committee on Academic Policy and Awards	
11.2(a)	Schulich School of Medicine & Dentistry: <a href="#">Revisions to the Admission Requirements of the Major in Medical Sciences</a>	Approval
11.2(b)	Faculty of Science and Schulich School of Medicine & Dentistry:	
11.2(b)(i)	<a href="#">Revisions to Medical Sciences First Entry</a>	Approval
11.2(b)(ii)	<a href="#">Revisions to Admission to the Bachelor of Medical Sciences (BMSc) Program</a>	Approval
11.2(b)(iii)	<a href="#">Revisions to the Modules Offered in the Bachelor of Medical Sciences (BMSc) Program</a>	Approval
11.2(b)(iv)	<a href="#">Revisions to the Bachelor of Medical Sciences (BMSc) Program</a>	Approval
11.2(c)	Faculty of Science, Department of Physics and Astronomy: <a href="#">Introduction of a Minor in Astrophysics</a>	Approval
11.2(d)	Faculty of Social Science, Department of History: <a href="#">Withdrawal of the Major in Middle East Studies</a>	Approval

11.2(e)	Huron University College: <a href="#">Introduction of a Minor in Environmental Stewardship</a>	Approval
11.2(f)	School of Graduate and Postdoctoral Studies:	
11.2(f)(i)	<a href="#">Introduction of a Primary Healthcare Nurse Practitioner Graduate Diploma (GDip)</a>	Approval
11.2(f)(ii)	<a href="#">Revisions to the Master of Clinical Science (MCiSc) in Speech-Language Pathology</a>	Approval
11.2(g)	SUPR-U Report: <a href="#">Cyclical Reviews of the Undergraduate Programs in Languages and Cultures and English and Cultural Studies (Huron University College)</a>	Information
11.2(h)	<a href="#">New Scholarships and Awards</a>	Information
11.3	Items from the Senate Committee on University Planning	
11.3(a)	<a href="#">Heart &amp; Stroke/Barnett-Ivey Chair</a>	Approval
11.4	Announcements and Communications	
11.4(a)	<a href="#">Election Results - Subcommittee for Western Approved Micro-credentials (SWAM)</a>	Information
11.4(b)	<a href="#">Academic Administrative Appointments</a>	Information
12.0	Items removed from Consent Agenda	
13.0	Discussion and Question Period	
14.0	New Business: <a href="#">Autumn Convocation (#318)</a>	Information
15.0	Adjournment	

**ITEM 1.0 – Land Acknowledgement**

**ACTION REQUIRED:**

FOR APPROVAL

FOR INFORMATION/DISCUSSION

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

**ITEM 2.0 – Minutes of the Meeting of June 11, 2021**

**ACTION REQUIRED:**

FOR APPROVAL

FOR INFORMATION/DISCUSSION

**Recommended:** That the minutes of the meeting held on June 11, 2021 be approved as circulated.



**MINUTES OF THE MEETING OF SENATE**

**June 11, 2021**

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

**SENATORS:**

L. Archibald	R. Gros	S. Morrison
A. Baxter	L. Henderson	A. Nelson
J. Baxter	R. Heydon	C. Nolan
G. Belfry	S. Hodgson	A. Pahargarh
A. Borchert	D. Jeffrey	P. Peddle
D. Brou	T. Jenkyn	J. Nord
C. Burghardt-	C. Jensen	J. O'Hagan
Jesson	G. Kelly	S. Pitel
C. Burucúa	J. Kitz	S. Powell
E. Chamberlain	D. Kotsopoulos	S. Prichard
K. Coley	J. Langille	G. Read
J. Compton	K. Lawless	L. Rigg
J. Corrigan	W. Lehmann	S. Roland
J. Cuciurean	L. Lewis	G. Santos
S. Datars Bere	J. Li	E. Sapuridis
M. Davison	D. Malloy	A. Shepard
R. Dekoter	C. McLeod	C. Steeves
J. Finegan	K. Mequanint	G. Tigert
L. Frederking	A. Meyer	J. Toswell
J. Garland	M. Milde	K. Yeung
K. Gibbons	L. Miller	J. Yoo
G. Gifford	K. Miller	B.A. Younker
T. Granadillo	J. Minac	

Observers: B. Baron, R. Bgeginski, C. Brunette-Debassige, R. Chelladurai, J. Doerksen, N. Narin, M. Reesor, k. seanor

**A moment of silence was observed to honour four members of the Afzaal family who were killed in a targeted attack on June 6, 2021.**

**Land Acknowledgement**

T. Granadillo offered a Land Acknowledgement.

S.21-140 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of May 14, 2021 were approved as circulated.

S.21-141 **REPORT OF THE PRESIDENT**

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

The President additionally commented on the following items:

- The President acknowledged the Western community's resilience and effort for the work done throughout the academic year.
- Plan for an in-person fall term, subject to Health and Safety Guidelines.
- Mandatory COVID-19 vaccinations announced for all students living in residence.
- Western placed at 170th worldwide on the 2022 QS World University Ranking, advancing by 33 spots from its previous position.
- Searches for Provost & Vice-President (Academic) and Associate Vice-President (EDI) are underway. The searches for the three Associate Vice-Presidents of Research (Arts, Humanities & Social Science; Health; Science, Engineering & Technology) are near completion.

The President concluded his report by expressing his gratitude to Senators for their service on Senate, and to academic leaders who are concluding their terms.

**REPORT FROM THE OPERATIONS/AGENDA COMMITTEE**

S.21-142 **ITEM 5.1(a) – Revisions to the Terms of Reference of the Operations/Agenda Committee**

It was moved by S. Burke, seconded by C. Steeves,

That the Terms of Reference of the Operations/Agenda Committee be revised as shown, effective July 1, 2021.

CARRIED

S.21-143 **ITEM 5.1(b) – Revisions to the Terms of Reference of the Nominating Committee**

It was moved by S. Burke, seconded by C. Steeves,

That the Terms of Reference of the Nominating Committee be revised as shown, effective July 1, 2021.

CARRIED

S.21-144 **ITEM 5.1(c) – Revisions to the Terms of Reference of the Senate Committee on University Planning**

It was moved by S. Burke, seconded by C. Steeves,

That the Terms of Reference of the Senate Committee on University Planning be revised as shown, effective July 1, 2021, and notwithstanding the changes to eligibility for membership, that members duly elected to the committee prior to July 1, 2021 be permitted to complete their terms.

CARRIED

S.21-145 **ITEM 5.1(d) – Revisions to the Terms of Reference of the University Research Board**

It was moved by S. Burke, seconded by C. Steeves,

That the Terms of Reference of the University Research Board be revised as shown, effective July 1, 2021.

CARRIED

S.21-146 **ITEM 5.2 – Nominating Committee Membership**

The following member was acclaimed to the Nominating Committee:

E. Boussoulas (UNDG) for a term to June 30, 2022.

**REPORT FROM THE NOMINATING COMMITTEE**

S.21-147 **ITEM 6.1 – Selection Committee for the Associate Vice-President (AVP), Innovation & Strategic Partnerships**

The following members were acclaimed to Selection Committee for the Associate Vice-President (AVP), Innovation & Strategic Partnerships:

M. Estaiteyeh (GRAD), R. Bartha (Schulich), M. Capretz (Engg), A. Moehring (Sci).

S.21-148 **ITEM 6.2 – Subcommittee for Western Approved Micro-credentials (SWAM)**

The following members were acclaimed to the Subcommittee for Western Approved Micro-credentials (SWAM) during the Senate meeting:

R. Singh (GRAD), C. Gallant (UNDG), J. Hutter (Sci)(Associate Dean).

An additional nomination was received from the floor. An election was held following the Senate meeting. The following four individuals have also been elected to SWAM:

L. Davies (SS), J. Doerksen (Mus), M. Green-Barteet (AH)(Department Chair), L. Murray (HSci).

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING**

S.21-149 **ITEM 8.1 – Western University Strategic Plan**

It was moved by S. Burke, seconded by C. Steeves,

That Senate provide advice to the Board of Governors through the President and Vice-Chancellor, recommending the approval of the draft strategic plan, Towards Western at 150.

CARRIED

**REPORT OF THE UNIVERSITY RESEARCH BOARD**

S.21-150 **ITEM 9.1 – Status of the Rotman Institute of Philosophy**

It was moved by S. Burke, seconded by C. Steeves,

That Senate and the Board of Governors approve that the Rotman Institute of Philosophy be established effective June 17, 2021.

CARRIED

S.21-151 **ITEM 10.0 – Report of the Academic Colleague**

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

S.21-152 **UNANIMOUS CONSENT AGENDA**

It was moved by S. Burke, seconded by C. Steeves,

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.21-153 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

- ITEM 11.1(a) – Schedule of Senate and Senate Committee Meetings (2021-22)
- ITEM 11.1(b) – Senate Membership – Vacancies Filled by Appointment

**REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS**

S.21-154 **ITEM 11.2(a) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Management of Applied Science (Applied Science Spoke)**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the Master of Management in Applied Science (Applied Science Spoke) be revised as shown.

CARRIED

S.21-155 **ITEM 11.2(b)(i) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements for the Major in Medical Sciences**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the admission requirements for the Major in Medical Sciences be revised as shown.

CARRIED

S.21-156 **ITEM 11.2(b)(ii) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program (Changes to GPA calculation due to COVID-19)**

It was moved by S. Burke, seconded by C. Steeves,

That the admission requirements of the DDS program be revised as shown, for the 2020-21 application cycle to correct an administrative omission.

CARRIED

S.21-157 **ITEM 11.2(c)(i) – Faculty of Science, Department of Applied Mathematics: Withdrawal of the Major in Theoretical Physics and the Minor in Mathematical and Numerical Methods**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the Major in Theoretical Physics and the Minor in Mathematical and Numerical Methods be withdrawn.

CARRIED

S.21-158 **ITEM 11.2(c)(ii) – Faculty of Science, Department of Applied Mathematics: Revisions to the Admission and Program Requirements of Modules**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the admission and program requirements for the modules offered by the Department of Applied Mathematics (listed below) be revised as shown.

- Honours Specialization in Applied Mathematics
- Honours Specialization in Mathematical and Statistical Sciences
- Major in Applied Mathematical Methods
- Major in Applied Mathematics
- Major in Scientific Computing and Numerical Methods
- Minor in Applied Mathematics
- Specialization in Applied Mathematics

CARRIED

S.21-159 **ITEM 11.2(c)(iii) – Faculty of Science, Department of Biology: Revisions to the Admission Requirements of Modules**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the admission requirements for the modules offered by the Department of Biology in the Faculty of Science (listed below) be revised as shown.

- Honours Specialization in Animal Behaviour (BSc)
- Honours Specialization in Biodiversity and Conservation
- Honours Specialization in Biology
- Specialization in Biology
- Major in Biology
- Honours Specialization in Genetics
- Major in Genetics
- Honours Specialization in Genetics and Biochemistry

Honours Specialization in Synthetic Biology  
Major in Ecosystem Health

CARRIED

S.21-160 **ITEM 11.2(c)(iv) – Faculty of Science, Department of Chemistry: Revisions to the Admission Requirements of Modules**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the admission requirements for the modules offered by the Department of Chemistry in the Faculty of Science (listed below) be revised as shown.

Honours Specialization in Biochemistry and Chemistry  
Honours Specialization in Chemistry  
Specialization in Chemistry  
Major in Chemistry  
Minor in Chemistry

CARRIED

S.21-161 **ITEM 11.2(c)(v) – Faculty of Science, Department of Computer Science: Revisions to the Admission Requirements of Modules**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the admission requirements for the modules offered by the Department of Computer Science in the Faculty of Science (listed below) be revised as shown.

Honours Specialization in Bioinformatics  
Honours Specialization in Computer Science  
Specialization in Computer Science  
Major in Computer Science  
Minor in Computer Science  
Honours Specialization in Information Systems

CARRIED

S.21-162 **ITEM 11.2(c)(vi) – Faculty of Science, Department of Earth Sciences: Revisions to the Admission and Program Requirements of Modules**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the admission and program requirements for the modules offered by the Department of Earth Sciences in the Faculty of Science (listed

below) be revised as shown.

Honours Specialization in Environmental Science  
Specialization in Environmental Science  
Major in Environmental Science  
Minor in Environmental Science  
Honours Specialization in Environmental Geoscience – For Professional  
Registration  
Specialization in Environmental Geoscience – For Professional  
Registration  
Honours Specialization in Geology – For Professional Registration  
Specialization in Geology – For Professional Registration  
Honours Specialization in Geophysics – For Professional Registration  
Specialization in Geophysics – For Professional Registration  
Major in Geophysics  
Minor in Geophysics  
Honours Specialization in Geology and Biology  
Specialization in Geology and Biology

CARRIED

S.21-163 **ITEM 11.2(c)(vii) – Faculty of Science, Department of Physics and Astronomy:  
Revisions to the Admission Requirements of Modules**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the admission requirements for the modules offered by the Department of Physics and Astronomy in the Faculty of Science (listed below) be revised as shown.

Honours Specialization in Astrophysics  
Specialization in Astrophysics  
Major in Astrophysics  
Honours Specialization in Materials Science  
Specialization in Materials Science  
Major in Materials Science  
Minor in Materials Science  
Honours Specialization in Medical Physics  
Specialization in Medical Physics  
Major in Medical Physics  
Honours Specialization in Physics  
Specialization in Physics  
Major in Physics  
Minor in Physics

CARRIED

S.21-164 **ITEM 11.2(c)(viii) – Faculty of Science, Department of Statistical and Actuarial Sciences: Revisions to the Admission and Program Requirements of Modules**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the admission and program requirements for the modules offered by the Department of Statistical and Actuarial Sciences in the Faculty of Science (listed below) be revised as shown.

- Honours Specialization in Actuarial Science
- Major in Actuarial Science
- Honours Specialization in Data Science
- Major in Data Science
- Minor in Data Science
- Honours Specialization in Financial Modelling
- Major in Financial Modelling
- Minor in Applied Financial Modelling
- Honours Specialization in Statistics
- Major in Applied Statistics
- Minor in Applied Statistics

CARRIED

S.21-165 **ITEM 11.2(c)(ix) – Faculty of Science: Revisions to the Admission Requirements for Modules offered in Integrated Science**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the admission requirements for the modules offered in Integrated Science in the Faculty of Science (listed below) be revised as shown.

- Honours Specialization in Integrated Science with Astrophysics
- Honours Specialization in Integrated Science with Biology
- Honours Specialization in Integrated Science with Chemistry
- Honours Specialization in Integrated Science with Computer Science
- Honours Specialization in Integrated Science with Earth Sciences
- Honours Specialization in Integrated Science with Environmental Science
- Honours Specialization in Integrated Science with Genetics
- Honours Specialization in Integrated Science with Mathematical and Statistical Sciences
- Honours Specialization in Integrated Science with Physics

CARRIED

S.21-166 **ITEM 11.2(d)(i) – Faculty of Social Science: Introduction of a Social Science Internship Program and Internship Courses**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, a Social Science Internship Program (SSIP) be introduced in the Faculty of Social Science, and

That Social Science 3990A/B/Y (Internship) be revised as shown, and

That the following courses be introduced in the Faculty of Social Science:

Social Science 3994 (Internship: Preparation and Skill Development)  
Social Science 3995A/B/Y (Internship: Preparation and Skill Development)  
Social Science 3391 (Internship)  
Social Science 3392 (Internship)  
Social Science 3993 (Internship)

CARRIED

S.21-167 **ITEM 11.2(d)(ii) – Faculty of Social Science, Department of Psychology: Changes to the First Year Course Offerings in Psychology and Revisions to the Admission and Program Requirements of Modules**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, Psychology 1002A/B and Psychology 1003A/B be introduced by the Department of Psychology in the Faculty of Social Science, and

That effective September 1, 2021, Psychology 1000 be withdrawn, and

That effective September 1, 2021, the admission and program requirements for the modules offered by the Department of Psychology in the Faculty of Social Science (listed below) be revised as shown:

Honours Specialization in Psychology – BA  
Honours Specialization in Psychology – BSc  
Honours Specialization in Developmental Cognitive Neuroscience – BSc  
Honours Specialization in Psychology/HBA  
Major in Psychology  
Minor in Psychology

CARRIED

S.21-168 **ITEM 11.2(e)(i) – Revisions to the “Course Credit” Policy (Discovery Credits)**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the “Course Credit” policy be revised as shown.

CARRIED

S.21-169 **ITEM 11.2(e)(ii) – Revisions to the “Gold Medals” Policy**

It was moved by S. Burke, seconded by C. Steeves,

That effective September 1, 2021, the “Gold Medals” policy be revised as shown.

CARRIED

S.21-170 **ITEM 11.2(f)(i) – Renewal of the Articulation Agreement for the Admission of Graduates of the Nutrition and Food Service Management Diploma Program at Centennial College into the Bachelor of Science (Foods and Nutrition) Program at Brescia University College**

It was moved by S. Burke, seconded by C. Steeves,

That Senate recommend to the Board of Governors, that effective May 1, 2021, graduates of the Nutrition and Food Service Management Diploma Program at Centennial College be admitted to the Bachelor of Science (Foods and Nutrition) Program at Brescia University College (Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, Specialization in Foods and Nutrition), as set out in the attached articulation agreement.

CARRIED

S.21-171 **ITEM 11.2(f)(ii) – Renewal of the Articulation Agreement for the Admission of Graduates of the Food Nutrition Management Program at Fanshawe College into the Bachelor of Science (Foods and Nutrition) Program at Brescia University College**

It was moved by S. Burke, seconded by C. Steeves,

That Senate recommend to the Board of Governors, that effective May 1, 2021, graduates of the Food Nutrition Management Program at Fanshawe College be admitted to the Bachelor of Science (Foods and Nutrition) Program at Brescia University College (Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, Specialization in Foods and Nutrition), as set out in the attached articulation agreement.

CARRIED

S.21-172 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

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

- ITEM 11.2(c)(x) – Faculty of Science: Transfer of Modules from the Department of Applied Mathematics to the Department of Mathematics and the Department of Physics and Astronomy
- ITEM 11.2(g) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Bachelor of Education Program and the Undergraduate Programs in Film Studies and Health Studies
- ITEM 11.2(h) – Revised 2021-22 Sessional Dates – Faculty of Education and Ivey Business School (HBA Program)
- ITEM 11.2(i) – New Scholarships and Awards

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING**

S.21-173 **Information Items Reported by the Senate Committee on University Planning**

The following items reported by the Senate Committee on University Planning were received for information by unanimous consent:

- ITEM 11.3(a) – Reports on Promotion, Tenure and Continuing Appointments

**REPORT OF THE UNIVERSITY RESEARCH BOARD**

S.21-174 **ITEM 11.4(a) – Proposal to URB to Update MAPP 7.14**

It was moved by S. Burke, seconded by C. Steeves,

That Senate recommend for approval to the Board of Governors the amendments to MAPP 7.14, Policy and Procedures for Ethical Review of Research Involving Human Participants, effective June 17, 2021.

CARRIED

S.21-175 **DISCUSSION AND QUESTION PERIOD**

Questions were submitted in advance of the meeting and the full text of which were posted in the Agenda. The questions are summarized below.

**1. Entrepreneurship**

A Senator noted that the Entrepreneurship and Innovation Building is about to go up and asked whether entrepreneurship programming has advanced at the undergraduate and graduate level or will only be an extra-curricular or co-curricular or community-engaged learning endeavour, and whether it is still intended to be a pan-campus endeavour.

Eric Morse, Director of Entrepreneurship, was unable to attend the Senate meeting to respond to the question, but the President indicated he can be invited to attend in the fall, if need be.

The President responded that the Entrepreneurship program is working on a certificate in Entrepreneurship. It has been communicated to all faculties through the Deans and Associate Deans and was received with positive feedback. The certificate will go to Senate for approval this coming fall. In the meantime, there are courses being taught across campus, as well as in Ivey, and there are ongoing fundraising efforts through the Deans. Although the curricular programming at the moment is primarily at Ivey, that will change with the certificate and with the other work the program is leading outside of Ivey.

**2. Fall 2021 Return to Campus – Social Distancing**

An Observer noted that it appears that many classrooms are being booked for full seating capacity, rather than two metres distanced capacity, for September and asked what the backup plan is should physical distancing measures still be in effect for indoor gatherings?

R. Chelladurai, Associate Vice-President (Planning, Budgeting & Information Technology), responded that the plan for fall 2021 is based on the assumption that we will be able to operate without the physical distancing restrictions. That assumption has been guided by the information received from health agencies, information on vaccination rates, the province's reopening strategies, and Western's health and safety teams. Schedules for on campus courses are based on full seating capacity in all of the instructional spaces. The plan will be adapted if the situation changes as we approach the fall term, and there are physical distancing and capacity restrictions in place.

**3. Follow-up: Senate meeting May 2021, Budget Presentation**

A Senator noted that during the budget presentation and in the budget documents there is information about a hiring of 77 tenure-track/probationary faculty, 17 limited-term faculty, and about 250 staff, and asked whether more specific information is available with the breakdown of faculty hires by home faculty, and staff hires by faculty or by academic support unit or by administrative support unit.

S. Prichard, Acting Provost & Vice-President (Academic) provided the details of hires of faculty and staff in 2021-2022 based on budget submissions that were approved, which includes tenure track and limited term appointments.

- Social Science: 11
- Science: 17
- Schulich: 14
- Law: 7
- Faculty of Information & Media Studies: 3
- Health Sciences: 18
- Engineering: 9
- Education: 5
- Ivey: 14

In addition to these figures, there have been further additions to Music. The CRC allocations may cause further adjustments and additions to some of the faculties.

The distribution of staff is wider than faculty units, with 250 staff distributed across units and faculties.

#### **4. Fall 2021 Return to Campus – Accessible Education**

An Observer asked how students will be accommodated where courses are scheduled to be taught in person but the students cannot attend in person due to health concerns or, in the case of international students, due to them not being in the country. The Observer also asked whether the mandate of Accessible Education will be expanded to cover the needs of such students or whether accommodation will be up to the instructor.

S. Prichard responded that there are no changes in the policies for students who require accommodation. Students that require accommodation should contact Student Experience, which will provide support and services to students in all faculties and programs.

Additional accommodations will not be implemented for international students who cannot enter the country, as the duty to accommodate extends only to students who are here.

#### **5. Final Grade Reporting**

A Senator noted that previous practice included SCAPA submitting a report on grades by faculty annually to Senate and that that practice has since ended. The Senator asked whether the grades for 2020 and 2021 are different from the norm given the pivot to remote learning due to the pandemic.

J. Doerksen, Vice-Provost (Academic Programs) noted that data on grades is provided by faculties and available to the public on <https://www.uwo.ca/ipb/databook/>. Grades in spring 2020 increased by 1-1.75% in all Faculties. Higher grades may have been a result of the means students chose to have their grades represented with a pass/fail option, which would have excluded many of the lower grades from the calculations.

**ADJOURNMENT**

The meeting adjourned at 2:45 p.m.

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A. Shepard  
Chair

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A. Bryson  
University Secretary

**ITEM 3.0 – Business Arising from the Minutes**

**ACTION REQUIRED:**

FOR APPROVAL

FOR INFORMATION/DISCUSSION

There is no business arising at this time.

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## REPORT OF THE PRESIDENT

To: Senators  
From: Alan Shepard  
Date: September 9, 2021  
Re: President's Report to Senate

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Dear Senators,

Welcome back. I hope you've enjoyed the summer and have been able to recharge after a very challenging 2020-21 academic year. Looking ahead, I am hopeful and optimistic that our comprehensive planning and preparations for a return to in-person learning this fall will be successful, enabling us to provide our students with the high-quality educational experience Western is renowned for. Of course, a great deal has transpired since we last met three months ago. The following report highlights a selection of noteworthy developments since my last report to Senate of June 11.

**COVID-19 update:** Informed by advice from public health authorities, community members, infectious disease experts, employee groups, and by instructions outlined in a [new COVID-19 framework released by the provincial government on August 31](#), Western and its affiliated university colleges have implemented [a robust vaccine policy and set of health and safety precautions](#) designed to support a full return to in-person learning. We are encouraged by evidence of a very high vaccination rate within our community. As I write this report, faculty and staff are tracking at 97.3%, while the student vaccination rate is tracking at 98%. To help address questions and concerns regarding our return to campus, we hosted a virtual town hall on September 7, and also a virtual Q&A on September 10 with Dr. Michael Silverman, Chair of Infectious Diseases at the Schulich School of Medicine & Dentistry. For anyone unable to attend these information sessions, recordings [will be posted online](#). Please continue watching <https://www.uwo.ca/coronavirus/> for the latest news. I will provide a further update on our return-to-campus plan in my oral report.

**Strategic plan approved and launched:** Our new strategic plan, [Towards Western at 150](#), was approved by the Board of Governors at its June 17 meeting. During a year of so much challenge, uncertainty, and constant reacting to events beyond our control, the strategic planning process was a highlight for me. The opportunity to engage thousands of colleagues and students in thinking about Western's future potential was invigorating and inspiring. Response to the plan has been overwhelmingly positive, providing us with a strong mandate to pursue the priorities outlined within it.

I am deeply grateful to all Senators and community members who helped shape the plan through their participation, with special thanks to [the 36-member strategic planning committee](#) who led the nearly 100 consultation sessions with the larger Western community. I look forward to working with all campus leaders and members as the hard work of implementation gets underway this fall.

**\$6M allocated to support EDI initiatives:** Key among priorities in our new strategic plan is creating a more equitable and inclusive Western. An initial commitment made in pursuit of this goal is a series of investments aimed at several recommendations made in the [final report of the Anti-Racism Working Group](#). Specifically, \$4M has been allocated to support recruitment of Black and Indigenous faculty starting this fall. Another \$1M will support an EDI curriculum development initiative across campus, led by the Centre for Teaching & Learning. And an additional \$1M will help to Indigenize curriculum. On top of these investments, the ribbon was cut on Western's new Office of Equity, Diversity & Inclusion September 1, shortly following the arrival of Western's first AVP of EDI, **Opiyo Oloya** (see Leadership Update below for more).

**Scholarships established to honour victims of anti-Muslim attack:** Following the horrific murder on June 7 of the family of engineering alumna and PhD candidate **Madiha Salman** and her husband **Salman Afzaal**, a kinesiology graduate, Western is raising funds to establish two memorial scholarships in their names. Paying tribute to Madiha, one will be awarded annually to a full-time female graduate student enrolled in a master's or doctoral program in the Department of Civil & Environmental Engineering whose research is focused on environmental. Paying tribute to Salman, the other scholarship will be awarded annually to a full-time graduate student enrolled in a master's or doctoral program in health and rehabilitation sciences.

**Western rises in QS World University Rankings:** Western rose 33 spots in the most recent [Quacquarelli Symonds Limited \(QS\) ranking](#) released in June, placing us 170<sup>th</sup> among the world's leading universities. The annual ranking measures institutions on reputation, teaching, research and scholarship, and global outreach. Among Canadian and Ontario universities, Western placed eighth and fourth, respectively. Though rankings represent only a moment in time and while every assessment model has its unique limitations, it is gratifying to see our collective efforts recognized among the world's top 200 universities.

**Accolades:** Congratulations to the following campus community members who, among others, received special honours during the summer months:

- *Twelve faculty named Canada Research Chairs*, including **Lauren Cipriano** (Healthcare Analytics, Management & Policy); **Jody Culham** (Immersive Neuroscience); **Spy Dénomme-Welch** (Indigenous Arts, Knowledge & Education); **Beth Gillies** (Polymeric Biomaterials); **Matthew Grol** (Musculoskeletal Biology & Health); **Jessica Prodger** (Genital Immunology & Prevention of Sexually Transmitted Infections); **Katreena Scott** (Ending Child Abuse & Domestic Violence); **Andy Sun** (Nanomaterials for Energy Conversion & Storage); **Jane Thornton** (Physical Activity, Health & Smart Technology);

**Ana Luisa Trejos** (Wearable Mechatronics); **Francesa Vidotto** (Foundations of Physics); and **Ying Zheng** (Chemical Reactions & Intensification).

- *Five PhD candidates named Vanier Canada Graduate Scholars*, including **Elmond Bandauko** (Geography & Environment); **Lorna Ferguson** (Sociology); **Olivia Ghosh-Swaby** (Neuroscience); **Samir Hamadache** (Biochemistry); and **Peter Zeng** (Schulich MD/PhD program).
- *Nine research projects awarded CFI grants through the John R. Evans Leaders Fund*, including support for **Anita Christie** (Kinesiology); **Matthew Grol** (Physiology & Pharmacology); **Amanda Grzyb** (FIMS); **Arghya Paul** (Chemical & Biochemical Engineering); **Ayan Sadhu** (Civil & Environmental Engineering); **Gary Shaw**, **Jimmy Dikeakos**, and **Peter Stathopoulos** (Biochemistry); **Kevin Shoemaker** and **Keith St. Lawrence** (Kinesiology); **Lars Stenthof** (Economics); and **Matthew Teeter** (Medical Biophysics).
- *Three students named among first recipients of Western's new National Indigenous Scholars*, including **Nicholas Keller**, Ojibway from Walpole Island First Nation, Bkejwanong Territory (Social Science); **Delainey Mattern**, Métis from Sherwood Park, AB, and Fort Smith Settlement (Schulich Medicine & Dentistry); and **Isabel Savard**, Naicatchewan First Nation. Each scholar receives \$50,000 over three years.
- **Professor Carolyn McLeod** (Philosophy and Women's Studies & Feminist Research) *named Fellow of the Royal Society of Canada.*
- **Professor Catherine Neish** (Earth Sciences) *named a member of the RSC's College of New Scholars, Artists & Scientists.*
- *Six exceptional secondary students enter Western as Schulich Leader Scholars*, including **Andréa Jackson**, from Orillia, ON (Mathematics); **Christian Goff**, from Mississauga, ON (Software Engineering); **Aimee Petrea Chripuci**, from Bolton, ON (Science); **Mandric Sittaro**, from London, ON (Science); **Shaelagh Stephan**, from Martensville, SK (Engineering); and **Daniel Wepler**, from Harriston, ON (Engineering). Each engineering scholar receives \$100,000 over four years; scholars in math, science, or technology receive \$80,000.

**Leadership update:** On August 30, we were delighted to welcome [Opiyo Oloya](#) as Western's first Associate Vice-President of Equity, Diversity & Inclusion. Opiyo joins us following more than 20 years with the York Catholic District School Board where he served as Superintendent of Education. He holds degrees from Queen's, Ottawa, and a PhD in Education from York.

I also want to thank **Bertha Garcia** and **Lisa Highgate** for continuing to serve in their roles as Special Advisors on Anti-Racism through September 30 during Opiyo's transition into his new role.

They have each been outstanding colleagues and champions behind our EDI work, and we are indebted to them for their exceptional service on behalf of our entire community.

During the summer, we also welcomed [Nick Harney](#) as Dean of Social Science and [Michael Kim](#) as Dean of the Don Wright Faculty of Music. Details related to Nick's and Michael's appointments and backgrounds were announced in my November 2020 and May 2021 reports to Senate, respectively.

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

**ITEM 5.1 – Announcement of a Vice-Chair of the Operations/Agenda Committee**

**ACTION REQUIRED:**      FOR ACTION             FOR INFORMATION

At its September 9, 2021 meeting, OAC elected a Vice-Chair for the July 1, 2021 to June 30, 2022 term as follows:

**Vice-Chair:**                              Sophie Roland (Music)                  

**Standing Chair:**    Erika Chamberlain (Law) to June 30, 2022

**ITEM 5.2 – Senate Observer: Lecturer**

**ACTION REQUIRED:**      FOR APPROVAL      FOR INFORMATION

**RECOMMENDED:**     That an Observer seat on Senate be assigned effective immediately for a Lecturer Representative.

**EXECUTIVE SUMMARY:**

In February 2021, Senate was asked to consider finding a means by which Lecturers, many of whom are long serving, could participate in the work of Senate.

Section 25 of the UWO Act provides that “The election of a member of the Senate under clause 24(1)(b) or (d) shall be by secret ballot of the members of the academic unit or affiliated college to be represented who hold the rank of assistant professor or higher, but in all other respects such an election shall be in accordance with the manner and procedures established and determined by the Senate.”

It was noted that undergraduate students, graduate students and full-time staff are all eligible to vote for a Senate representative, but full-time faculty with the rank of Lecturer are not.

P. Eluchok (Legal Counsel) noted that in order to give Lecturers voting representation on Senate, the Act would need to be amended. That would be a significant undertaking that is not being considered at this time.

In the following months, there was an exploration of other ways to address this inequity, short of amending the Act.

The most viable action explored is to add a Senate observership to be held by a Lecturer.

While Senate observerships were initially created in 1968 to provide for students to attend Senate, in 1971, Senate established administrative observerships:

“Administrative Observerships be established, to provide for attendance at meetings of the Senate of administrative personnel not eligible for attendance as Senate members, such Observerships to be separate to and distinct from Student Observerships, and that the role of Administrative Observers be the communication of Senate business to and from the pertinent administrative areas, and that the Executive Assistant to the President, Assistant to the Vice-

President (Academic), the Deputy Registrar be granted Administrative Observerships”.

In 2009, Senate provided the following criteria for considering observerships:

“The majority of Senate membership is designed to ensure that the primary focus of Senate is the academic mission of the University. Observerships assigned are confined to those constituencies that are wholly defined by their direct and complete participation in the specific areas of responsibility that make up Senate’s proper business: academic policies, regulations, and plans with respect to academic programs and research across the University.”

Lecturers are a constituency that would appear to fit within the criteria provided for observerships.

If granted observership, a process to elect a Lecturer Representative Observer will need to be established by lecturers.

**ITEM 5.3 – Update on the OAC ad hoc Working Group re: SCAPA and its Subcommittees**

**ACTION REQUIRED:**      FOR APPROVAL      FOR INFORMATION

**EXECUTIVE SUMMARY:**

Erika Chamberlain will provide a verbal update on the OAC ad hoc Working Group re: SCAPA and its Subcommittees.

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**ITEM 6.1 – Announcement of the Senate Nominating Committee Chair and Vice-Chair**

**ACTION REQUIRED:**      FOR APPROVAL      FOR INFORMATION

At its September 9, 2021 meeting, the Senate Nominating Committee elected a Chair and Vice-Chair for the July 1, 2021 to June 30, 2022 term as follows:

**Chair:**                     Ken Yeung (Science)

**Vice-Chair:**             Mark Cleveland (Social Science)



**ITEM 7.2 – Faculty of Arts and Humanities, Faculty of Information and Media Studies and Don Wright Faculty of Music: Introduction of a Major in Creative Arts and Production**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**      That effective September 1, 2022, a Major in Creative Arts and Production be introduced jointly by the Faculty of Arts and Humanities, the Faculty of Information and Media Studies and the Don Wright Faculty of Music, subject to Quality Council approval.

**EXECUTIVE SUMMARY:**

The proposed major module, *Creative Arts and Production (CAP)*, is jointly offered by the Faculties of Arts and Humanities, Information and Media Studies (FIMS), and Music to provide students with a coherent framework through which they can pursue creative exploration and practice in combination with a Major, Specialization or Honours Specialization module in a Bachelor of Arts degree in any of the three Faculties. Students will have the flexibility to explore a range of production techniques and knowledges across the three Faculties, drawing, for instance, on courses in theatre, writing, music and digital media, but these elective courses will be situated within a module that foregrounds the ways in which creativity and creative production can be understood as a cultural object, a political practice and a contested and fraught ideology.

This program is intended for students who would like to combine a commitment to creative production practices with a commitment to academic excellence and community engagement. The working assumption is that there is growing demand for the proposed combination of broad-based liberal arts training with hands-on practice in creative endeavours. Many students are already combining their modules in Arts and Humanities, FIMS, or Music with both curricular and extra-curricular opportunities to explore both production and creative practice, but they are doing this in ways that are haphazard, and which lack space for reflexivity, critical engagement, and a more expansive and politically engaged understanding of the landscape of creative arts practice as we enter the third decade of the 21<sup>st</sup> century. Moreover, in pairing the CAP module with a second Major, Specialization or Honours Specialization module in a Bachelor of Arts degree in Arts and Humanities, FIMS, or Music, students will be able to connect their practical creative processes to ideas and issues which are both discipline specific and interdisciplinary. They will, finally, be able to pursue questions of social justice, representation, and personal and community voice in their critical and creative work. The creative landscape is multi-cultural and multi-vocal; through courses and supervised projects, a reflexive approach to creative practice will prepare students to address each other and the broader population. This critical reflexivity and the opportunities afforded students in the program will encourage them to consider how

questions of difference, including race, gender, class, sexual orientation, Indigeneity, language, nationality, and ability, can inform critical and creative work.

SUPR-U considered the Major in Creative Arts and Production to be a proposal for the introduction of a new program and requested an external review, in line with Western's Institutional Quality Assurance Process (IQAP). The Final Assessment Report of the external review is attached.

**ATTACHMENTS:**

[New Calendar Copy – Major in Creative Arts and Production](#)  
[Final Assessment Report from the External Review](#)

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NEW CALENDAR COPY

**MAJOR IN CREATIVE ARTS AND PRODUCTION**

**ADMISSION REQUIREMENTS**

Acceptance into a Bachelor of Arts program in either the Faculty of Arts and Humanities or the Faculty of Information and Media Studies or the Don Wright Faculty of Music. Completion of first-year requirements with no failures, including Creative Arts 1020A/B, and at least a 0.5 course from MIT 1070A/B, Music 1629A/B, Music 1695A/B/Y, Music 1730A/B, Music 1925, Studio Art 1601, Studio Art 1605, Writing 1000A/B, or Computer Science 1033A/B.

**MODULE**

**6.0 courses:**

**0.5 course** in second year: Creative Arts 2200A/B.

**0.5 course** in third year: Creative Arts 3200A/B.

**0.5 course** in fourth year: Creative Arts 4400A/B/Y.

**0.5 course** in fourth year: Creative Arts 4410A/B/Y **or** Creative Arts 4411A/B/Y.

**2.0 courses** from: Creative Arts 2100A/B, Creative Arts 2210A/B, Creative Arts 3210A/B, Creative Arts 3300A/B, Creative Arts 3099A/B, Creative Arts 4200A/B.

**2.0 courses** from: Classical Studies 3100E, Classical Studies 3130F/G, Dance 2270A/B, Dance 2274A/B, Dance 3371A/B, Dance 3372A/B, Digital Communication 2203A/B, Digital Communication 2204A/B, Digital Communication 2311 F/G, Digital Humanities 2120 F/G, English 2041F/G, English 2097A/B, English 2099F/G, Film Studies 3368F/G, MIT 2153A/B, MIT 2156A/B, MIT 2550A/B, MIT 2570A/B, MIT 2600A/B, MIT 2601A/B, MIT3132F/G, MIT 3351F/G, MIT 3776A/B, Music 2695A/B, Music 2700A/B, Music 2701A/B, Music 2702A/B, Music 2734A/B, Music 2736A/B, Music 2925, Music 2970, Music 3734A/B, Music 3735A/B, Music 3736A/B, Music 3737A/B, Music 3738A/B, Music 3739A/B, Music 3854A/B, Music 3925, Music 3960A/B/Y, Music 3970, Music, 4720A/B/Y, Studio Art: 2500A/B, 2508A/B, Studio Art: 2510A/B, Studio Art 2560A/B, Studio Art 2652A/B, Studio Art 2660A/B, Studio Art 2662A/B, Studio Art 2663, Studio Art 3660A/B, Studio Art 3662A/B, Studio Art 3663, Studio Art 3664A/B, Theatre Studies 2201F/G, Theatre Studies 2202F/G, Theatre Studies 3202 F/G, Theatre Studies 3205F/G, Theatre Studies 3206F/G, Theatre Studies 3207F/G, Theatre Studies 3208 F/G, Theatre Studies 3209F/G, Theatre Studies 3581F/G, Women's Studies 3305F/G, Writing 2204F/G, Writing 2211F/G, Writing 2213 F/G, Writing 2214F/G, Writing 2218F/G, Writing 2220F/G, Writing 2224F/G, Writing 2226F/G, Writing 2227F/G,

Writing 2228 F/G, Writing 2530A/B, Writing 3225F/G, or any Creative Arts course not taken above.

**Note:** This module cannot be taken on its own. It must be completed in conjunction with another Major, Specialization or Honours Specialization module in a Bachelor of Arts degree in the Faculty of Arts and Humanities, the Faculty of Information and Media Studies, or the Don Wright Faculty of Music.



**Creative Arts and Production (CAP) Program  
Final Assessment Report & Implementation Plan**

<b>Faculty / Affiliated University College</b>	Inter-Faculty Program via Faculties of Information and Media Studies, Arts and Humanities, and Music
<b>Degrees Offered</b>	Bachelor of Arts (BA)
<b>Modules Reviewed</b>	Proposed Major in Creative Arts and Production (must be completed in conjunction with another Major, Specialization or Honours Specialization module in the Faculty of Arts and Humanities, the Faculty of Information and Media Studies, or the Don Wright Faculty of Music)
<b>External Consultants</b>	Dr. Sarah Bay-Cheng, Dean, School of the Arts, Media, Performance and Design, York University  Dr. David Gauntlett, Canada Research Chair, Faculty of Communication and Design, Ryerson University
<b>Internal Reviewer</b>	Dr. Dan Shrubsole, Associate Dean Undergraduate Studies, Faculty of Social Science
<b>Date of Site Visit</b>	July 5-7, 2021
<b>Evaluation</b>	<b>Approved to Commence</b>
<b>Approval Dates</b>	SUPR-U: September 1, 2021 SCAPA: September 8, 2021 Senate:
<b>Year of Next Review</b>	2029-2030

## **Executive Summary**

### **Overview:**

Western's proposed major module, Creative Arts and Production, is jointly offered by the Faculties of Arts & Humanities, Information & Media Studies (FIMS), and Music to provide students with a coherent framework through which they can pursue creative exploration and practice in combination with a major module in any of the three Faculties. Students will have the flexibility to explore a range of production techniques and knowledges across the three Faculties, drawing, for instance, on courses in theatre, writing, music, and digital media, but these elective courses will be situated within a module that foregrounds the ways in which creativity and creative production can be understood as a cultural object, a political practice, and a contested and fraught ideology.

This program is intended for students who would like to combine a commitment to creative production practices with a commitment to academic excellence and community engagement. The working assumption here is that there is growing demand for the proposed combination of broad-based liberal arts training with hands-on practice in creative endeavours. Many students are already combining their modules in A&H, FIMS, or Music with both curricular and extra-curricular opportunities to explore both production and creative practice, but they are doing this in ways that are haphazard, and which lack space for reflexivity, critical engagement, and a more expansive and politically engaged understanding of the landscape of creative arts practice as we enter the third decade of the 21st century. Moreover, in pairing the CAP module with a second Major module in A&H, FIMS, or Music, students will be able to connect their practical creative processes to ideas and issues, which are both discipline specific and interdisciplinary. They will, finally, be able to pursue questions of social justice, representation, and personal and community voice in their critical and creative work. The creative landscape is multi-cultural and multi-vocal; through courses and supervised projects, a reflexive approach to creative practice will prepare students to address each other and the broader population. This critical reflexivity and the opportunities afforded to students in the program will encourage them to consider how questions of difference, including race, gender, class, sexual orientation, Indigeneity, language, nationality, and ability, can inform critical and creative work.

### **Program Proposal Preparation and Review Process:**

As per the process outlined in Western's IQAP, a collaboration of partners across A&H, FIMS, and Music prepared a CAP program proposal submitted in April 2021. In the context of the program proposal preparations, consultations took place with:

- Lisa Henderson, Dean, Faculty of Information and Media Studies
- Michael Milde, Dean, Faculty of Arts and Humanities
- Betty Anne Younker, Dean, Don Wright Faculty of Music
- John Cuciurean, Associate Dean, Undergraduate Admissions and Programs, Don Wright Faculty of Music

- Karen Danylchuk, Associate Dean, Undergraduate Programs, Faculty of Health Sciences
- Kathy Hibbert, Associate Dean of Teacher Education, Faculty of Education
- Tracy Isaacs, Associate Dean, Academic, Faculty of Arts and Humanities
- Lyn Purdy, Associate Dean, Programs, Richard Ivey School of Business
- Christopher Sherrin, Associate Dean, Academic, Faculty of Law
- Dan Shrubsole, Associate Dean Undergraduate Studies, Faculty of Social Sciences
- Brad Urquhart, Associate Dean, Academic, Schulich School of Medicine & Dentistry
- Jeff Wood, Associate Dean, Undergraduate Studies, Faculty of Engineering
- Jeff Hutter, Associate Dean, Academic, Faculty of Science
- Laretta Frederking, Vice-Principal and Academic Dean, Brescia University College
- Laura Melnyk Gribble, Associate Dean, Academic and Research, King's University College
- Geoff Read, Vice-President (Academic) and Dean of Faculty of Arts and Social Science, Huron University College
- Glen Tigert, University Registrar, Office of the Provost
- Lisa Latif, Associate Registrar, Office of the Registrar
- John Doerksen, Vice-Provost, Academic Programs
- Catherine Steeves, Vice-Provost and Chief Librarian, Western Libraries
- Educational Policy Committee, Faculty of Arts and Humanities
- Educational Policy Committee, Don Wright Faculty of Music
- Undergraduate Affairs Committee, Faculty of Information and Media Studies

An external review by Dr. Sarah Bay-Cheng, York University & Dr. David Gauntlett, Ryerson University then took place, consisting of the review of the CAP New Program proposal document and a series of Zoom meetings from July 5-7 2021. The external review of the new CAP program was followed by a comprehensive report of findings which was sent to the interim program director and the Associate Deans of the three associated faculties for review and response. These formative documents, including the new program proposal document, the external reviewer report, and the faculty and program responses, have formed the basis of this summative assessment report of the new Creative Arts and Production Program.

The external reviewers highlighted a positive overall impression of the proposed program and shared their perspectives on the strengths, issues for consideration and resulting recommendations, as presented in the following sections.

### **Significant Strengths of the Program**

The following program strengths are identified in the External Consultants' Report:

- The CAP program builds on Western's distinctive approach to delivering excellent liberal arts education through program modules that students can explore and combine according to their individual interests, goals and capacities.
- The requirements for the program are well articulated with evident care in the design and delivery of the program in its launch.
- The program proposal presents a compelling structure in which students gain expertise in core creativity courses, with exposure to a broad range of disciplines and approaches that are more deeply targeted in their "home" module.
- The proposed structure is well designed to meet the objectives of the program and potential student interests.
- The program structure is designed to give students significant choice and flexibility, which will add to its overall quality and appeal for those students who can assemble their own pathway with confidence.
- The integration of opportunities for students to pursue questions of social justice, representation, and personal and community voice in their critical and creative work.
- The use a broad range of methods of assessment.
  - o An emphasis is placed on an evaluation of the creative process, instead of the final product.
- Affiliated faculty members show an impressive and broad range of expertise in the fields addressed by the CAP program. Integrating expertise from three faculties creates a deep pool of talent to draw upon.

### **Opportunities for Program Improvement and Enhancement**

The external reviewers recommended that the following elements be considered:

- Lack of clarity and agreement around the purposes of the program across stakeholders.
- Lack of clarity regarding how students will progress meaningfully through the program and the type of dedicated guidance that will support them.
- Details about specific preparation in technical production skills.
- The program's capacity to respond to student interest and distribution across the various areas of the module. For example, what happens when interest is not evenly distributed?
- Clarity regarding policies on "double dipping" or how course credits are counted in both the faculty module and CAP, i.e., whether a single course can fulfill two module requirements.
- Attentiveness to EDI in program content and when collaborating with community partners.

- The “hands-on” opportunities in the CAP program seem to come in quite self-contained electives which might make a student’s journey of continuous and cumulative growth more difficult.
- Lack of clarity regarding how faculty experience and research interests intersect with the delivery of production and commercially oriented courses.
- Equitable student access to the full range of technologies and learning outcomes regardless of their individual resources.

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

It was noted in the Faculty response “that the New Program Brief that the examiners used to review the CAP program only had an abridged version of the SCAPA document introducing the new program. The information in Appendix 1, which included the names and 50-word calendar descriptions of all Creative Arts courses being introduced as part of the module, was missing, and there was no other place in the document where the reviewers had access to that information. Despite only having titles and rough lists of assessments, based on their conversations and the overall brief, the reviewers concluded that ‘the proposed structure is well designed to meet the objectives of the program and potential student interests’ and that ‘the program appears well positioned to support the success of its students’ (p.6). There are several places throughout the external reviewer report where the absence of the information in Appendix 1 shapes the concerns and recommendations raised.

<b>Reviewers’ Recommendations</b>	<b>Decanal and Program Responses</b>
<p>1) To ensure clarity in the program and to deliver most effectively on its commitments, we recommend that the relevant importance of each of the dimensions of the program be clearly communicated to students, faculty, and external partners (p. 2).</p>	<p>We would like to emphasize that the different scenarios or versions of the program that the reviewers identify on page 2 (Is CAP a program which explores creativity as a distinct subject of study? Is CAP a set of opportunities for students to pursue production skills? Is CAP a chance to learn practical skills to succeed in the contemporary creative industries?) are not mutually exclusive. As they suggest, the relative emphasis of each of these varies across different stakeholders, and we would argue, that is perhaps to be expected, especially at this stage in program development, and given the interdisciplinary nature of the program.</p> <p>we see that rather than an either/or understanding, which narrows the program to one of these three approaches and areas of focus, the flexibility of the CAP program provides students with an opportunity to, potentially, leave with elements of</p>

	<p>all three aspects that were identified. While the verbal descriptions of the program the reviewers heard may have varied, we believe that the brief and program learning outcomes and structure are quite clear about how the program brings these three elements together. Creativity as both a theoretical and practical object of study forms a flexible but stable core of the program that also occasions opportunities for students to build the skills identified in the other two aspects identified above, depending on the choices they make as they work their way through the electives available to them. It is important, however, as the reviewers note, that “students will benefit from clear communication” (p. 2) in order to ensure that “student expectations are fulfilled rather than frustrated” (p. 8), and careful messaging about the program will be built into both program promotion and student counselling to forestall this potential frustration.</p>
<p>2) That progression within the key CAP courses be clarified to show how courses in the module build on previous courses (p. 5, 13).</p>	<p>Each CA course syllabus will list learning outcomes that tell students what skills they will acquire in the course and how those skills relate to the first, second, and third year.</p> <p>Each CA course syllabus will list learning outcomes that tell students what skills they will acquire in the course and how those skills relate to the first, second, and third year. The program will build in exercises in the two required courses in year two and year three that will help students gain practice in developing and applying production skills while also becoming aware of, and starting to develop collaborative practices.</p>
<p>3) That connections with creative industry partners be made explicit (p. 3).</p>	<p>The CAP director has been meeting with members of the London Economic Development Council, in addition to the brief list of organizations outlined in the proposal, to discuss internships and other experiential learning opportunities for students and will continue to build on this relationship. The director will also liaise with Western’s Internship Program in other to develop this aspect of the program. We have already identified the required courses, especially CA 4200, as places where industry professionals may be involved with mentoring students.</p>

<p>4) That specific technical production skills taught within each course (p. 5) and the level of hands-on work within each course (p. 8) be communicated clearly and that the program might possibly require a minimum number of technical courses for the module (p. 8).</p>	<p>Each CA course syllabus will specify the technical production skills taught within the course, along with providing a clear outline of the hands-on, practical assignments.</p> <p>Regarding the articulation of technical skills taught within non-CA courses in the list of electives in the Faculties of Arts &amp; Humanities, FIMS, and Music: these courses have or will have their own syllabi, and the CAP Director can provide course counselling for CAP students wishing to learn more about the technical skills taught in those courses.</p> <p>The program is designed so that at least 4.0 of the 6.0 credits taken as part of the module will have a production focus, though 2.0 of these courses will vary from student to student, depending on the non-CA CAP electives they select. The CAP Program Committee and the Program Director, in conjunction with the Associate Dean of the host faculty, will review non-CA CAP elective course syllabi to ensure an appropriate level of production for inclusion in the module.</p> <p>The suggestion of a possible requirement for a minimum number of technical courses for the module will be taken under consideration during the inaugural year of running the program and may be implemented once the program has passed two or more years.</p>
<p>5) That course “clusters” or “defined pathways” be instituted as the program develops (p. 6).</p>	<p>As the program develops, we will be able to get a sense of how courses cluster together to form meaningful units within the module. The program director will consult with the CAP Program Committee, Associate Dean Undergraduate, and faculty members teaching the non-CA electives to gather information on how best to designate appropriate clusters that will facilitate students’ progress through the degree program.</p>

<p>6) That EDI issues will be foregrounded in course syllabi, in reading lists, and in the program (p. 7); that the program will ensure that guest speakers come from diverse backgrounds (p. 7) and will proactively seek connections with racialized and other underrepresented groups (p. 7) to facilitate shared research symposia and creative performances that highlight EDI issues (p. 8).</p>	<p>The program director will work with faculty to ensure that CAP core courses incorporate issues of gender, sexuality, intersectionality, race, colonization, and decolonization. The program will help both faculty and students to navigate difficult conversations, to gain intercultural skills, and to emphasize historically underrepresented and marginalized creativity and scholarship, taking non-traditional approaches to knowledge and inclusion. Students will be encouraged to develop multiple ways of demonstrating knowledge in written assignments, oral presentations, performances, visual work, experiential and independent work, reflections, and collaborative group projects. The diversity of assignments creates space for students who come from non-traditional backgrounds. The program will give students the opportunity to consider creativity in its historic, local, and global contexts in courses that take a decolonial and anti-racist approach to learning. In addition, the program will emphasize the importance of social justice, noting ways in which cultural production is intrinsic to many cultures in forging resistance to dominant narratives, such as those inflected by colonial and racist, heteronormative and cis-sexist, and ableist ideologies.</p> <p>Space and resources will be devoted to BIPOC students and visiting guest speakers will be drawn from BIPOC communities, from such Western resources as the Indigenous Initiatives office, and will include artists who adopt challenging and non-traditional creative practices. To ensure that we are hearing students' voices and addressing their concerns, we will consult regularly with Western student council groups such as the Black Students' Association, the Indigenous Students' Association, the Muslim Students' Association, Pride Western, and Active Minds Western. The program will work towards respect for and development of non-Eurocentric ways of learning, while aiming to make all students of diverse backgrounds feel welcome, confident, and valued. Core courses will redefine what constitutes "knowledge" by foregrounding non-Eurocentric epistemologies and methodologies and will encourage students to</p>
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	develop the skills needed to engage in the world as socially just, aware, and anti-racist citizens.
7) That “Care should be taken to ensure that students have equitable access to the full range of technologies and learning outcomes regardless of their individual resources. Further, if video and media production are intended to be increased with the addition of the CAP program, the equipment dedicated to the MIT undergraduate courses (listed as “Undergraduate Equipment”) will likely need to be increased. This is also true for the 3 Adobe editing suites, although it is not clear whether their current usage meets demand or if there are expansion plans” (p. 11).	We have already met with Robert Glushko at Weldon Library regarding the new multi-media workshop and performance space that forms part of Western Libraries’ Space Master Plan. This new resource can be added to the existing studio and digital media resources currently available at FIMS, the Faculty of Music, the Department of Visual Arts, and Film Studies. Robert is enthusiastic about the possibility of courses, workshops, installations, performances, and exhibitions being held in the new creative multi-media space at Weldon. The CAP director and core faculty members will be part of the planning working group for Phase 2 of the Western Libraries’ Space Master Plan, starting in August 2021.
8) That courses “[focus]on a few key project-based modes of assessment and deploying these strategically and sequentially throughout the program” (p. 9) and that there is stronger differentiation among course titles, such as “Creativity in the 21 <sup>st</sup> Century” and “Creativity and Production in the Digital Era” (p. 13).	The program director is currently consulting with faculty teaching CAP courses this coming academic year and will continue to discuss modes of assessment as the courses are developed. We will ensure that the course titles and descriptions clearly differentiate between courses and show precisely what the focus and expectations will be for each separate course.
9) Consider examining possible discrepancies between faculty policies on how course credits are counted (p. 6).	With regards to the identification of different expectations across Faculties related to academic procedures and policies, and the need to have a mechanism in place to monitor and resolve these in a way that does not confuse students or build in structural unfairness across the different units. The Associate Deans of the Faculties will work with academic counselling staff in each of the units to identify and resolve these issues.

<p>10) Consider resources on Entrepreneurship available through Student Experience that may be useful to the program and its students.</p>	<p>With the recent launch of the Morrisette Institute for Entrepreneurship at the Ivey Business School, we do note that there are opportunities for cross campus initiatives and we expect that CAP students will explore these options, especially during their upper years in the program. As well, we have been in discussion with Eric Morse, a faculty member at Ivey who has been spearheading the development of a certificate in Entrepreneurship that would be available to students across Western. The structure of the CAP program, with 1.0 year 4 courses taken as part of the Capstone experience, aligns with the current structure of the proposed entrepreneurship certificate, which will enable students who are interested in adding this certificate to do so.</p>
<p>11) As the institution has opportunities for new faculty hires, we recommend that the University work explicitly to diversity the faculty” (p. 7-8).</p> <p>We recommend that another full-time permanent position be appointed to the program within the next 2-3 years to ensure continuity and consistency for students in the program’s first cohort. In the near term, the program may wish to consider a dedicated artist- or designer-in-residence, who can provide perspectives and material not currently offered” (p. 10).</p>	<p>The possibility for future faculty hires to support the CAP program will be part of the Deans’ discussions in their APF planning and joint conversations with the institution. The Faculties agree with the recommendation that future faculty hiring, particularly in conjunction with CAP, prioritize faculty diversity and inclusion. Finally, we express our support for the recommendation that Deans and Faculties consider developing a creative producer-in-residence program to augment the diversity of perspectives and opportunities in the CAP program and across the three units. After Michael Kim, incoming Dean (August 1, 2021) of the Don Wright Faculty of Music has gotten his bearings, Deans from the three Faculties will explore how such a program might be funded and sustained across participating units.</p>

### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The program director, in consultation with the Associate Deans and Deans of the three faculties will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic Programs).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
To clearly communicate to students the program objectives, clustering of courses, technical skills and resources (e.g., rooms, equipment) available	Will be incorporated into recruitment and advising materials	Program Director	Fall Preview Day 2021
That EDI issues will be foregrounded in the courses and program.	Will be done communicated via course outlines, reading/video/music lists, and invited course speakers. Promotional materials will be sensitive to EDI issues (e.g., pictures of diverse student body)	Program Director	September 2021 and ongoing
Increase accessibility of technical lab space (e.g., video and media production) and ensure adequate availability of software licenses.	Already working with Western Libraries to lab provide for space and equipment as part of the Weldon renovations. Budget requests to Deans will identify software needs	Program Director, Western Libraries and budgetary support from relevant Deans	August 2021 and ongoing budget support
Ensure that project-based courses are strategically placed within the program and offer diversity of learning formats.	Consult with relevant faculty to ensure strategic implementation of capstone/fundamental learning experiences	Program Director	September 2021 and ongoing

<p>Consider partnering with Student Experience Office to explore resources on Entrepreneurship/Internship opportunities.</p>	<p>In progress. Explore opportunities for internships and coop placements among private, government and voluntary organizations</p>	<p>Program Director and Student Success Centre</p>	<p>September 2022</p>
<p>Hire an adequate level of faculty to support program as it grows and ensure that it is a diverse complement. At least one full-time permanent position is recommended in the next 2-3 years.</p>	<p>Provide funds for new hires and ensure EDI principles are used in hiring processes</p>	<p>Program Director, Deans and Faculty Relations</p>	<p>Ongoing</p>



### **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) – Senate Membership – Vacancies Filled by Appointment**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

The Senate seats listed below were filled by appointment for the terms indicated at the recommendation of the units concerned in accordance with the Senate Election Procedures (A.4.1(d)).

<b>SOCIAL SCIENCE</b>		
<b>Matt Lebo</b>	Political Science	July 1, 2021 – June 30, 2022 <i>* to complete the term of Tania Granadillo who is on sabbatical</i>

<b>BRESCIA UNIVERSITY COLLEGE</b>		
<b>Anne Barnfield</b>		August 1, 2021 – June 30, 2022 <i>* to complete the term of Laretta Frederking who is now an ex officio member of Senate as President of Brescia University College effective August 1, 2021</i>

<b>SCIENCE</b>		
<b>Stella Constan</b>	Chemistry	July 1, 2021 – June 30, 2023

**ITEM 11.1(b) – Ivey Business School Council Constitution**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**                      That effective September 17, 2021, the Ivey Business School Council Constitution be revised as shown.

**EXECUTIVE SUMMARY:**

The Ivey Business School presents its proposed Ivey Business School Council Constitution to Senate for approval. The Council has made a significant number of changes since the last time this document was revised in 2010. The purpose of these revisions is to align the constitution more closely to Senate procedures and other council constitutions across campus.

**ATTACHMENT:**

[Ivey Business School Council Constitution](#)

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**IVEY BUSINESS SCHOOL COUNCIL CONSTITUTION**

COMPOSITION AND RULES OF PROCEDURE

Effective Date: Approved by the Ivey Business School Council on June 22, 2021, Senate Approval Pending

Supersedes: September 13, 2010

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MANDATE

The Ivey Business School Council is the central venue for discussions of academic and important dialogue at the Ivey Business School. More specifically, it shall:

- A. Advise the Senate on all matters under the jurisdiction of the Senate which pertain to the Ivey Business School or which are referred to the Council by the Senate.
- B. Determine by vote policies on all matters identified in (A) if so delegated by the Senate.
- C. Provide direction to the Dean, Associate Deans, and senior decision-makers at Ivey Business School regarding decisions that significantly affect the Ivey Business School community.
- D. Serve as a forum for information-sharing and dialogue on matters of strategic interest to the Ivey Business School community.

COMPOSITION AND RULES OF PROCEDURE

1. There shall be an Ivey Business School Council responsible to Senate and composed of:

- A. The following ex officio members:
  - (a) The President & Vice-Chancellor
  - (b) The Provost & Vice-President (Academic)
  - (c) The Dean of the Ivey Business School, who shall be Chair
  - (d) The Associate Dean(s) of the Ivey Business School
  - (e) The Dean, or an Associate Dean, of the Faculty of Graduate Studies
  - (f) The Library Director, C.B. "Bud" Johnston Library
  - (g) The Chief Financial Officer of the Ivey Business School
  - (h) The Chief Administrative Officer of the Ivey Business School
  - (i) One President or Co-President of each of the HBA, MSc, MBA and PhD Associations
  - (j) The Executive Directors of Advancement, Career Management, Information Technology, Master's Program Recruitment and Admissions, and Marketing and Communications of the Ivey Business School
  - (k) Such other ex officio members as the Senate may determine upon the recommendation of the Ivey Business School Council

- B. (a) All full-time members of the Ivey Business School who hold the rank of Lecturer or higher, including those who hold joint appointments with other Faculties
- (b) Two (2) representatives of full-time Western faculty at the University who hold the rank of Lecturer or higher: 1 from the Faculty of Law, 1 from the Faculty of Engineering
- (c) Six (6) Directors of the Ivey Business School, elected by all staff holding director appointments for one-year terms by elections coordinated by the Dean's Office
- (d) Five (5) additional students selected by the student Associations:
- 2 students to be selected by the HBA Association
  - 1 student to be selected by the MBA Association
  - 1 student to be selected by the MSc Association
  - 1 student to be selected by the PhD Association
- (e) Four (4) full-time staff persons employed by Western who are not directors or executive directors. Two are to be elected each year for two-year terms by elections coordinated by the Dean's Office
- (f) Such other members as Senate may determine from time to time, upon the recommendations of the Ivey Business School Council.
2. A. Members of the above categories shall be entitled to participate fully in the meetings of the Council, i.e., to speak, to propose motions, and to vote on all questions.
- B. Council shall meet at least six (6) times in each academic year and at such other times as the Council, the Chair, or the Senate may prescribe.
- C. A special meeting of the Council shall be called on a written notice of ten (10) of its members and shall be convened within seven (7) days thereafter to consider the matter or matters set out in the notice of meeting.
- D. Thirty-five (35) voting members, of which a minimum of twenty-five (25) must be faculty members from category 1B(a) above, shall constitute a quorum for regular and special meetings of Council.
- E. The Council shall elect from among its members each year a Speaker whose job will be to preside over meetings of Council and maintain order according to the Rules of Order adopted by the Senate. The Speaker shall prepare the agenda for Council meetings in consultation with the Dean.
- F. The terms of elected and selected positions shall commence on July 1.
3. The Council may establish such committees as it considers necessary, including an Executive Committee, that may act in the name of and on behalf of the Council between regular meetings of the Council. Although the Council may delegate authority to its committees, these committees shall be responsible to the Council. Committees are obligated to report at least twice per year to the Ivey Business School Council with a written activity report and oral presentation by the committee's Chair. This report and minutes of the Committee's meetings shall be accessible to all members of the

Ivey Business School Council. Minutes should contain mainly a record of what was done at the meeting, not what was said by the members, and as privacy and confidentiality allow.

4. The By-Laws and Regulations for the conduct of the Council's proceedings shall, in general, be those adopted by the Senate unless stated otherwise herein.

5. The Composition and Rules of Procedure of the Ivey Business School shall be reviewed at intervals not longer than five years.

6. This constitution 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 seven (7) days' written notice of the proposed amendment.

**ITEM 11.2(a) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the Major in Medical Sciences**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**                      That effective September 1, 2021, the admission requirements of the Major in Medical Sciences, offered by Basic Medical Sciences Undergraduate Education in the Schulich School of Medicine & Dentistry, be revised as shown.

**EXECUTIVE SUMMARY:**

The Major in One Health was recently introduced by the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry. The Major modules offered by the basic medical science departments that lead to graduation with a Bachelor of Medical Sciences (BMSc) degree when paired with another basic medical sciences Major are not permitted to be combined with the Major in Medical Sciences, which leads to graduation with a non-BMSc degree. As such, the Major in One Health is being added to the list of basic medical science Major modules that cannot be completed in combination with a Major in Medical Sciences.

References to September 1, 2013 are also removed from Academic Calendar copy as students are no longer impacted by this date.

**ATTACHMENT:**

[Revised Calendar Copy – Major in Medical Sciences](#)

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REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21174>

## MAJOR IN MEDICAL SCIENCES

~~As of September 1, 2013, admission to this module is available only to students in degrees other than Bachelor of Medical Sciences (BMSc) degrees. The Major in Medical Sciences cannot be completed in combination with any of the following Majors in a Bachelor of Science degree: Biochemistry, Epidemiology and Biostatistics, Medical Biophysics, Medical Cell Biology, Microbiology and Immunology, Pharmacology, Physiology.~~

~~Students registered in a Bachelor of Medical Sciences (BMSc) degree prior to September 1, 2013 may complete the Major in Medical Sciences. Students admitted to the BMSc Program after September 1, 2013 who are interested in an interdisciplinary Major should see the MAJOR IN INTERDISCIPLINARY MEDICAL SCIENCES (IMS).~~

### Admission Requirements

**Admission to this module is available only to students in degrees other than Bachelor of Medical Sciences (BMSc) degrees. The Major in Medical Sciences cannot be completed in combination with any of the following Majors in a Bachelor of Science degree: Biochemistry, Epidemiology and Biostatistics, Medical Biophysics, Medical Cell Biology, Microbiology and Immunology, One Health, Pharmacology, Physiology.**

**Students admitted to the BMSc Program who are interested in an interdisciplinary Major should see the MAJOR IN INTERDISCIPLINARY MEDICAL SCIENCES (IMS).**

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

- 1.0 course: Biology 1001A and Biology 1002B\*.
- 1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.
- 1.0 course from: Applied Mathematics 1201A/B, Calculus 1000A/B or Calculus 1500A/B, Calculus 1301A/B or Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1024A/B, Applied Mathematics 1413.

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

- 0.5 course from: Physics 1028A/B, Physics 1301A/B or Physics 1501A/B.
  - 0.5 course from: Physics 1029A/B, Physics 1302A/B or Physics 1502A/B.
- It is recommended that the two half courses in Physics be taken in the Fall and Winter terms of the same academic year.

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

**ITEM 11.2(b)(i) – Faculty of Science and Schulich School of Medicine & Dentistry:  
Revisions to Medical Sciences First Entry**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**                      That effective September 1, 2021, Medical Sciences First Entry, offered by the Faculty of Science, be revised as shown.

**EXECUTIVE SUMMARY:**

Medical Sciences First Entry is offered by the Faculty of Science and intended by students wishing to apply for admission to the Bachelor of Medical Sciences Program in Year 3.

Medical Sciences First Entry is being revised to reflect recent changes in the first-year course offerings of the Department of Physics and Astronomy. Effective September 1, 2021, the Department of Physics and Astronomy introduced Physics 1201A/B and 1202A/B and withdrew Physics 1028A/B, 1029A/B, 1301A/B and 1302A/B. Medical Sciences First Entry will be updated to include Physics 1201A/B and 1202A/B and to refer to Physics 1028A/B, 1029A/B, 1301A/B and 1302A/B as former courses.

The recently approved Honours Specialization in Medical Bioinformatics requires students to complete either Calculus 1301A/B or 1501A/B. The notes for Medical Sciences First Entry will be updated to bring this to students' attention.

Lastly, Medical Sciences First Entry will be revised to indicate that students interested in modules in Medical Biophysics are encouraged, as opposed to required, to complete the first-year physics requirements in Medical Sciences 1 so that they have the opportunity to take 2000-level Physics courses, if required, and 3000-level Medical Biophysics courses in second year.

**ATTACHMENT:**

[Revised Calendar Copy – Medical Sciences First Entry](#)

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REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/medsci\\_firstentry.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/medsci_firstentry.pdf)

**MEDICAL SCIENCES FIRST ENTRY**

Students interested in the BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM should enrol in Medical Sciences First Entry. Medical Sciences First Entry is referred to as a Medical Sciences 1 in first year and Medical Sciences 2 in second year, and only students in Medical Sciences 1 who satisfy the requirements listed below may progress to Medical Sciences 2. Students in Medical Sciences 2 who satisfy certain conditions are assured admission to the BMSc Program in Year 3 (see ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM).

It is anticipated that not all of the spaces available in Year 3 BMSc will be filled by the students in Medical Sciences 2 who satisfy the conditions for assured admission, allowing additional students to apply for admission to Year 3 BMSc. See ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for the conditions that must be satisfied by these additional students applying from the “competitive pool” for admission to Year 3 BMSc.

**MEDICAL SCIENCES 1 (YEAR 1):**

5.0 courses:

- 1.0 course: Biology 1001A and Biology 1002B.
- 1.0 course: Chemistry 1301A/B and Chemistry 1302A/B.
- 0.5 course from: Calculus 1000A/B or Calculus 1500A/B
- 0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B or Calculus 1501A/B, Mathematics 1600A/B (see notes below).
- 0.5 course from: **Physics 1201A/B**, Physics 1501A/B, **or one of the former courses**: Physics 1028A/B, Physics 1301A/B (see notes below).
- 0.5 course from: **Physics 1202A/B**, Physics 1502A/B, **or one of the former courses**: Physics 1029A/B, Physics 1302A/B (see notes below).
- 1.0 1000-level course from either Category A or Category B (see Breadth Requirements for Bachelor Degrees).

Notes:

1. Modules in **Medical Bioinformatics and** Medical Biophysics require either Calculus 1301A/B or Calculus 1501A/B.
2. The first-year physics requirement can be taken in either Medical Sciences 1 or Medical Sciences 2. **with the exception that S** Students interested in modules in Medical Biophysics **must are encouraged to** complete the physics requirement in Medical Sciences 1.

*To progress from Medical Sciences 1 to Medical Sciences 2, students must:*

- Successfully complete a full load of 5.0 courses during the Fall/Winter of Medical Sciences 1;
- Achieve a mark of at least 60% in the first attempt at each of the half courses in biology, chemistry, mathematics and physics (if taken in Medical Sciences 1) listed above;
- Achieve a passing grade (mark of at least 50%) in the first-year course from either Category A or B;
- Not fail any course(s) taken during Medical Sciences First Entry (including summer sessions)

**MEDICAL SCIENCES 2:**

Medical Sciences 2 consists of a full load of 5.0 courses comprised of the remaining courses (usually 2000-level courses) listed in the Admission Requirements for the module(s) each student plans to pursue if admitted to the BSc Program in Year 3, as well as optional courses. The conditions that must be satisfied by students in Medical Sciences 2 for assured admission to the BSc Program in Year 3, as well as the conditions that must be satisfied by students in the competitive pool applying for admission to Year 3 BSc, are outlined in **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BSc) PROGRAM.**

**ITEM 11.2(b)(ii) – Faculty of Science and Schulich School of Medicine & Dentistry:  
Revisions to Admission to the Bachelor of Medical Sciences (BMSc) Program**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**                      That effective September 1, 2021, Admission to the Bachelor of Medical Sciences (BMSc) Program, offered jointly by the Faculty of Science and the Schulich School of Medicine & Dentistry, be revised as shown.

**EXECUTIVE SUMMARY:**

A student in Medical Sciences 2 is assured admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program from Medical Sciences 2 provided certain conditions are satisfied, including the completion of all courses listed in the Admission Requirements of the module to which the student applies. The exception for a student in the competitive pool to be admitted to a module in Year 3 BMSc having completed only 3.0 of 3.5 or more of the 2000-level Admission Requirements is being removed. It would not be fair for a student applying for admission from the competitive pool to be admitted to a module(s) without having completed all Admission Requirements when a student applying for assured admission from Medical Sciences 2 would not be offered the same opportunity.

An applicant to Year 3 BMSc from the competitive pool may repeat one of the 2000-level courses listed in the Admission Requirements to improve their eligibility for admission to Year 3 BMSc. It is now being specified that a minimum average of 60% on the two attempts at the course must be achieved.

**ATTACHMENT:**

[Revised Calendar Copy – Admission to the Bachelor of Medical Sciences \(BMSc\) Program](#)

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REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/bachelor\\_medicalsciences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/bachelor_medicalsciences.pdf)

**ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM**

Admission to the BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM occurs in Year 3, usually after the successful completion of Medical Sciences 1 and 2 (see MEDICAL SCIENCES FIRST ENTRY). When applying for admission to the BMSc Program in Year 3, students also apply for admission to the various MODULES OFFERED IN THE BMSc PROGRAM. Students must be admitted to the BMSc Program in Year 3 to be eligible to progress to the BMSc Program in Year 4.

Although admission to the BMSc Program in Year 3 is assured for students in Medical Sciences 2 who satisfy certain conditions, it is anticipated that space will be available for additional students. These students will comprise the “competitive pool”.

***Assured Admission to Year 3 BMSc for Students in Medical Sciences 2:***

For assured admission, the following conditions must be satisfied by the end of the Fall/Winter of Medical Sciences 2:

- A full load of 5.0 courses must be successfully completed (i.e., no failures) during the Fall/Winter of Medical Sciences 2 (September-April);
- Any course(s) taken during the summer sessions either before or after Medical Sciences 2 must be successfully completed (i.e., no failures);
- All courses listed in the Admission Requirements for the module to which the student applies must be completed by the end of the Fall/Winter of Medical Sciences 2. See the BMSc website for the 2000-level Admission Requirements for BMSc Double Majors;
- The specified minimum mark must be achieved in the first attempt at each course listed in the Admission Requirements for the module to which the student applies;
- A minimum average of 80% must be achieved on the 2000-level courses listed in the Admission Requirements for the module to which the student applies. If 3.5 or more 2000-level courses are listed in the Admission Requirements, a minimum average of 80% is required on the best 3.0 of these 2000-level courses.

Students in Medical Sciences 2 who satisfy the conditions for assured admission receive priority placement in Honours Specialization modules in Year 3 BMSc. The capacity of each Honours Specialization module is limited in Years 3 and 4 due to the maximum capacity in laboratory courses and research project courses. See MODULES OFFERED IN THE BMSc PROGRAM for details about admission to Honours Specialization modules, as well as to Specialization modules and Double Majors, in Years 3 and 4, and the BMSc website for additional information.

**Admission to Year 3 BMSc for Students in the Competitive Pool:**

For admission from the competitive pool, the following conditions must be satisfied prior to the beginning (September) of Year 3:

Although a full load of 5.0 courses is not required in Year 2, students must be eligible to register in Year 3 (e.g. must successfully complete at least 8.0 credits);

- All courses taken during the Fall/Winter of Year 2 and during the summer after Year 2 must be successfully completed (i.e., no failures);
- A minimum mark of 60% must be achieved in each 1000-level half course listed in the Admission Requirements for the module to which the student applies (repeats of these 1000-level courses are permitted);
- All courses listed in the Admission Requirements for the module(s) to which the student applies must be completed prior to the beginning (September) of Year 3 with the following exception: if 3.5 or more 2000-level courses are listed in the Admission Requirements, only 3.0 of these courses (including the prerequisites, if any, for 3000-level modular courses) must be completed prior to the beginning of Year 3. See the BMSc website for the 2000-level Admission Requirements for BMSc Double Majors;
- A minimum average of 75% must be achieved on the 2000-level courses listed in the Admission Requirements for the module to which the student applies. If, however, the Admission Requirements list 3.5 or more 2000-level courses, a minimum average of 75% is required on the best 3.0 of these 2000-level courses. Note that an average greater than 75% may be required for admission, depending on the number of applicants from the competitive pool and the number of spaces remaining in Year 3 of the BMSc Program.
- The specified minimum mark must be achieved in each of the 2000-level courses listed in the Admission Requirements for the module(s) to which the student applies. Students may repeat a maximum of one of these 2000-level half courses and, if one of these 2000-level half courses is repeated, the average on both attempts in the course **must be at least 60% and** will be used in calculating the minimum average;

Students admitted to Year 3 BMSc from the competitive pool are registered in their modules after students in Medical Sciences 2 who satisfied the conditions for assured admission. The capacity of each Honours Specialization module is limited in Years 3 and 4 due to the maximum capacity in laboratory courses and research project courses. See MODULES OFFERED IN THE BMSc PROGRAM for details about admission to Honours Specialization modules, as well as Specialization modules and Double Majors, in Years 3 and 4, and the BMSc website for more information.

*The rest of the policy is unchanged*

**ITEM 11.2(b)(iii) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Modules Offered in the Bachelor of Medical Sciences (BMSc) Program**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**      That effective September 1, 2021, the Modules Offered in the Bachelor of Medical Sciences (BMSc) Program, offered jointly by the Faculty of Science and the Schulich School of Medicine & Dentistry, be revised as shown.

**EXECUTIVE SUMMARY:**

The Weighted Average Chart specifies which of the modular courses must be completed prior to Year 4 and how the Weighted Average is calculated. The Weighted Average Chart was updated in May 2021 to reflect recent changes in modular requirements for the Honours Specialization in Biochemistry and Cell Biology. At that time, a note was removed indicating that students requesting registration for year 4 for September 2021 and onward will require a total of 4.0 courses. The corresponding credit portion on the weighted average chart was not updated at that time. This corrects that error by indicated that 4.0 courses are required. The Weighted Averaged Chair will also be revised to reflect that admission to the Honours Specialization in Medical Health Informatics is discontinued, as the program will be withdrawn effective September 2021.

Notes are being added to the Double Majors section to clarify the requirement to being registered in a degree containing Double Majors for the Major in One Health and the Major in Pathology. The Major in Pathology has been restricted to students in BMSc Double Majors since its introduction. The more recently introduced Major in One Health is restricted to students in Double Majors in Honours degrees.

Updates are also being made to reflect that the Specialization is Interdisciplinary Medical Sciences (IMS) is the only Specialization module offered in the BMSc Program. No students are registered in the other Specialization modules which have been approved for withdrawal (admission has been discontinued since September 2019).

**ATTACHMENT:**

[Revised Calendar Copy – Modules Offered in the BMSc Program](#)

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REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/bachelor\\_medicalsciences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/bachelor_medicalsciences.pdf)

**ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM**

*This part of the policy is unchanged*

**MODULES OFFERED IN THE BMSc PROGRAM**

The Honours Specialization, Specialization and Double Major modules that lead to graduation with BMSc degrees are collectively referred to as the BMSc Program.

**Honours Specialization Modules:**

Admission to the BMSc Program does not guarantee admission to a particular Honours Specialization module as each of these modules has a limited capacity.

**Year 3:**

Once admitted to Year 3 of the BMSc Program [see **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM**], admission to each Honours Specialization module requires completion of ALL of the courses listed in the Admission Requirements for the Honours Specialization module to which the student applies and is based on the average obtained on ALL the 2000-level courses listed in the Admission Requirements. If the Admission Requirements list 3.5 or more 2000-level courses, admission is based on the average obtained on the best 3.0 of these 2000-level courses. A minimum mark of 60% must be achieved in any additional modular course(s) completed.

Students satisfying the conditions for assured admission to Year 3 of the BMSc Program from **MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 2)** will receive priority placement in the Honours Specialization modules in Year 3. Once these students have been adjudicated into the Honours Specialization modules, students admitted to Year 3 of the BMSc Program from the competitive pool will be adjudicated into the remaining spaces in the Honours Specialization modules.

**Year 4:**

Admission to an Honours Specialization module in Year 4 requires a minimum Weighted Average of 75% and completion of ALL of the courses indicated in the Weighted Average Chart below. Admission is not guaranteed as each of these modules has a limited capacity. Any student in Year 3 BMSc with the appropriate courses can apply for admission to Year 4 of any Honours Specialization module.

**WEIGHTED AVERAGE CHART**

<b>Honours Specialization Module</b>	<b>Modular courses responsible for 1/3 of the Weighted Average</b>	<b>Modular courses responsible for 2/3 of the Weighted Average</b>
<i>The first part of this table is unchanged</i>		
Biochemistry and Cell Biology	3.5 courses:  Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.	<del>3.5</del> or 4.0 courses*:  Biochemistry 3380G, Biochemistry 3381A and Biochemistry 3382A; Biology 3316A/B or Physiology 3140A; Biochemistry 3390B or Biology 3326F/G; Anatomy and Cell Biology 3309; Anatomy and Cell Biology 3329A/B.
Medical Health Informatics – admission discontinued	3.5 courses: Biochemistry 2280A; 1.0 course from Biology 2290F/G, Biology 2382A/B, Biology 2581A/B; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Computer Science 2120A/B and Computer Science 2121A/B.	3.0 courses: Computer Science 3120A/B and Computer Science 3121A/B; Pathology 3500 or the former Pathology 3240A and the former Pathology 3245B; Physiology 3120.
<i>The rest of this table is unchanged</i>		

**Notes:**

1. Some courses in the Weighted Average Chart include a mark/average requirement in their prerequisite(s). See UNDERGRADUATE COURSE INFORMATION.
2. Information about the maximum capacity of each Honours Specialization module and the minimum Weighted Average required for admission to each Honours Specialization module will be made available on the BMSc website: [www.schulich.uwo.ca/bmsc](http://www.schulich.uwo.ca/bmsc)

### **Double Majors:**

Students admitted to Year 3 of the BSc Program [see ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BSc) PROGRAM] are eligible to register in Double Major modules provided they have completed all of the 2000-level courses listed in the Admission Requirements for both Major modules and have the prerequisites to register in the 3000-level courses required in the module (some 3000-level courses include mark/average requirements in their prerequisites). A minimum mark of 60% must be achieved in any additional modular course(s) completed. For more information about completing the 2000-level Admission Requirements for each Major + Major combination available in the BSc Program, see the BSc website.

### **Notes:**

**1. The Major in One Health can be completed only in combination with another Major (Double Majors) in an Honours Bachelor Degree. Enrollment in the Major in One Health is limited and meeting the minimum requirements does not guarantee admission.**

**2. The Major in Pathology can be completed only in combination with another Major (Double Majors) in a Bachelor of Medical Sciences (BSc) degree or Bachelor of Medical Sciences (BSc) Honours degree.**

### **Specialization in Interdisciplinary Medical Sciences (IMS) Modules:**

Students admitted to Year 3 of the BSc Program [see ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BSc) PROGRAM] are eligible to register in **the Specialization in Interdisciplinary Medical Sciences (IMS) modules** provided they have completed all of the 2000-level courses listed in the Admission Requirements for the Specialization module **and have the prerequisites to register in the 3000-level courses required in the module (some 3000-level courses include mark/average requirements in their prerequisites)**. A minimum mark of 60% must be achieved in any additional modular course(s) completed.

**ITEM 11.2(b)(iv) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Bachelor of Medical Sciences (BMSc) Program**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**                      That effective September 1, 2021, the Bachelor of Medical Sciences (BMSc) Program, offered jointly by the Faculty of Science and the Schulich School of Medicine & Dentistry, be revised as shown.

**EXECUTIVE SUMMARY:**

The description of the Bachelor of Medical Sciences (BMSc) Program is being revised to remove the list of basic medical science departments that participate in the BMSc Program and the invitation to students to consider Interdisciplinary Medical Sciences (IMS) modules as an alternative to discipline-specific modules. The invitation to consider IMS modules was previously included in this section since IMS is not a department and BMSUE did not wish to have these modules overlooked. To simplify the Academic Calendar, and since many modules provide broad education, the departmental list and the mention of IMS is being removed. The listing of modules available in the BMSc Program will serve the purpose of informing students of the range of modular choices.

The modules within the Bachelor of Medical Sciences Program have been revised over the past few years and the description of the BMSc Program is being updated to reflect these changes in module offerings. The recently approved modules – Honours Specialization in Medical Bioinformatics and Major in One Health – have been added.

**ATTACHMENT:**

[Revised Calendar Copy – Bachelor of Medical Sciences \(BMSc\) Program](#)

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REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Pages.cfm?PageID=114>

**BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM**

The Bachelor of Medical Sciences (BMSc) Program, offered jointly by the Faculty of Science and the Schulich School of Medicine & Dentistry, offers four-year undergraduate degrees for students interested in **studying the basic medical sciences** an advanced study of one or more of the disciplines offered by the following Basic Medical Science departments:

Anatomy and Cell Biology+  
Biochemistry  
Epidemiology and Biostatistics  
Medical Biophysics  
Microbiology and Immunology  
Pathology and Laboratory Medicine  
Physiology  
Physiology

Students wishing an interdisciplinary approach and a broader education in the basic medical sciences are invited to consider the Interdisciplinary Medical Sciences (IMS) modules as an alternative to the discipline-specific modules.

+ Medical Cell Biology modules are offered by the Department of Anatomy and Cell Biology

**THE HONOURS BACHELOR OF MEDICAL SCIENCES (BMSc) DEGREE:**

This degree must contain either one of the following Honours Specializations:

Biochemistry  
Biochemistry and Cancer Biology  
Biochemistry and Cell Biology  
Biochemistry and Pathology of Human Disease  
Biochemistry of Infection and Immunity  
Chemical Biology  
~~Clinical Biochemistry – admission discontinued~~  
Computational Biochemistry  
Epidemiology and Biostatistics  
Interdisciplinary Medical Sciences (IMS)  
**Medical Bioinformatics**  
Medical Biophysics (Medical Science Concentration)  
Medical Biophysics (Clinical Physics Concentration)  
Medical Biophysics and Biochemistry  
Medical Cell Biology

**Medical Health Informatics – admission discontinued**

Microbiology and Immunology  
Microbiology and Immunology with Pathology  
One Health  
Pathology  
Pharmacology  
Physiology  
Physiology and Pharmacology

OR

two of the following Majors:

Biochemistry  
Epidemiology and Biostatistics  
Interdisciplinary Medical Sciences (IMS)  
Medical Biophysics  
Medical Cell Biology  
Microbiology and Immunology  
**One Health**  
Pathology  
Pharmacology  
Physiology

**THE BACHELOR OF MEDICAL SCIENCES (BMSC) DEGREE:**

This degree must contain either one of the following Specializations:

Biochemistry – **admission discontinued**  
Interdisciplinary Medical Sciences (IMS)  
Medical Biophysics – **admission discontinued**  
Microbiology and Immunology – **admission discontinued**  
Pathology – **admission discontinued**  
Pharmacology – **admission discontinued**  
Physiology – **admission discontinued**  
Physiology and Pharmacology – **admission discontinued**

OR

two of the following Majors:

Biochemistry  
Epidemiology and Biostatistics  
Interdisciplinary Medical Sciences (IMS)  
Medical Biophysics  
Medical Cell Biology

Microbiology and Immunology  
Pathology  
Pharmacology  
Physiology

Students interested in the modules leading to a Bachelor of Medical Sciences (BMSc) degree will normally complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) and apply for admission to year 3 of the BMSc Program. See **ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM** and **MODULES OFFERED IN THE BMSc PROGRAM** for additional information.

**ITEM 11.2(c) – Faculty of Science, Department of Physics and Astronomy:  
Introduction of a Minor in Astrophysics**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**                      That effective September 1, 2021, a Minor in Astrophysics be introduced by the Department of Physics and Astronomy in the Faculty of Science.

**EXECUTIVE SUMMARY:**

Astrophysics is a subject of interest to many Science students. The Faculty of Science does not currently offer a Minor that allows the pursuit of that interest alongside other disciplines. The Faculty does offer a Minor in Conceptual Astronomy, however, that Minor and its courses are intended for non-Science students. The proposed Minor uses courses that are already part of the existing Astrophysics modules and complements other recently-introduced major modules such as Geophysics and Planetary Geology.

**ATTACHMENT:**

[New Calendar Copy – Minor in Astrophysics](#)

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NEW CALENDAR COPY

**MINOR IN ASTROPHYSICS**

**Admission Requirements**

Completion of first-year requirements including the following courses, each with a mark of at least 60%:

1.0 course from: Physics 1201A/B, Physics 1401A/B, Physics 1501A/B or the former Physics 1301A/B or 80% in the former Physics 1028A/B and Physics 1202A/B, Physics 1402A/B, Physics 1502A/B or the former Physics 1302A/B or 80% in the former Physics 1029A/B.

1.0 course from: Calculus 1000A/B, Calculus 1500A/B, Calculus 1501A/B (recommended), Calculus 1301A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, the former Applied Mathematics 1412A/B, the former Applied Mathematics 1414A/B, or the former Applied Mathematics 1413.

1.0 additional course, at least 0.5 of which must be from the Faculty of Science

**Module**

4.0 courses:

0.5 course from: Calculus 2302A/B, Calculus 2502A/B, Applied Mathematics 2402A/B, Applied Mathematics 2814A/B, Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B, Numerical and Mathematical Methods 2277A/B, the former Applied Mathematics 2270A/B, the former Applied Mathematics 2276A/B, the former Applied Mathematics 2277A/B

1.0 course: Physics 2101A/B, Physics 2102A/B

1.0 course: Astronomy 2201A/B, Astronomy 2801A/B

1.0 course from\*: Astronomy 3302A/B, Astronomy 3303A/B, Astronomy 4101A/B, Astronomy 4602A/B

0.5 course from: Earth Sciences 3001A/B, Earth Sciences 3312A/B, Earth Sciences 3321A/B, Earth Sciences 4435A/B, Earth Sciences 4606Y, or any Physics or Astronomy course numbered 2100 or above not already taken.

Students must also complete Physics 2950Y (non-credit seminar course).

\*Note that these courses are generally offered only every other year.

Some courses may have pre-requisites not included in the module.



REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21009>

**MAJOR IN MIDDLE EAST STUDIES**

Admission to this module is discontinued effective September 1, 2021. Students enrolled in the module prior to September 1, 2021 will be allowed to graduate until August 31, 2025 upon fulfillment of the module requirements.

**ITEM 11.2(e) – Huron University College: Introduction of a Minor in Environmental Stewardship**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**                      That effective September 1, 2021, a Minor in Environmental Stewardship be introduced at Huron University College.

**EXECUTIVE SUMMARY:**

One of the greatest challenges facing humanity in the 21<sup>st</sup> century is climate change. We are required to think about how our choices and behaviour negatively impact the natural environment and what measures must be taken for sustainability. Students understand that climate change is happening and want to learn more about the dimensions of the problem and how they can take action in their local, national, and global communities. The Minor in Environmental Stewardship will bring together different disciplinary perspectives and respond to both student demand for integrated learning and the societal need for leaders with the knowledge and skills to mobilize for change.

The Minor in Environmental Stewardship fits well within the existing scholarly mandate and program structure of the Major in Governance, Leadership and Ethics, strengthening and diversifying options for students. GLE is a multidisciplinary program focusing on the governance structures, leadership strategies and ethical choices in civic life and public policy. The proposed Minor builds on the environmental themes and topics threaded through several Governance, Leadership and Ethics courses.

**ATTACHMENT:**

[New Calendar Copy – Minor in Environmental Stewardship](#)

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NEW CALENDAR COPY

**MINOR IN ENVIRONMENTAL STEWARDSHIP**

**Admission Requirements**

Completion of first-year requirements with an average of at least 60%.

**Module**

4.0 courses:

0.5 course: Governance, Leadership and Ethics 2004F/G

1.0 courses: Governance, Leadership and Ethics 2001F/G, Governance, Leadership and Ethics 2002F/G, Governance, Leadership and Ethics 2003F/G

2.5 courses\*: Global Great Books 3001F/G, Centre for Global Studies 3531F/G, History 4202F/G, Philosophy 3850F/G, Political Science 3379E

\*(Up to 1.0 other courses may be substituted with permission from the Coordinator.)

**ITEM 11.2(f)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Primary Healthcare Nurse Practitioner Graduate Diploma (GDip)**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**                      That effective September 1, 2022, a Primary Healthcare Nurse Practitioner Graduate Diploma (GDip) be introduced as shown.

**EXECUTIVE SUMMARY:**

Currently, the Arthur Labatt Family School of Nursing offers a Primary Healthcare Nurse Practitioner (PHCNP) Certificate for Registered Nurses who have completed a graduate degree in nursing to become eligible to write the Canadian Nurse Practitioner Examination (CPNE). The current proposal is to essentially change the existing PHCNP Certificate to a Graduate Diploma which more accurately reflects the status of the graduates and recognizes the program qualifications at a graduate level. The courses offered in this newly created PHCNP-Graduate Diploma program will be the same courses that are offered in the MN-PHCNP program. No additional resources or changes to administrative or faculty complements are needed to support this change. This proposal is intended to establish a new PHCNP Graduate Diploma to adjust the Certificate designation that should have been changed in 2010 with the advent of the MN-PHCNP.

**ATTACHMENT:**

[Proposal for a Primary Healthcare Nurse Practitioner Graduate Diploma](#)

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***Proposal for a Primary Healthcare Nurse Practitioner Graduate Diploma***

Currently, the Arthur Labatt Family School of Nursing offers a Primary Healthcare Nurse Practitioner (PHCNP) Certificate for Registered Nurses who have completed a graduate degree in nursing to become eligible to write the Canadian Nurse Practitioner Examination (CPNE). The history of PHCNP education in Ontario started in 1996 with the formation of a consortium of 10 university programs in nursing. The Council of Ontario University Programs in Nursing (COUPN), including Western, developed a unique program (PHCNP Program) where all courses focused on the education of PHCNPs were developed and delivered across all of the sites. For each course there is a lead university responsible for course revisions and delivery coordination. There are 7 courses, comprised of a variety of on-site and distance learning delivery methods, that comprise the PHCNP courses and these are incorporated into the university Master's degree programs. Any additional degree requirements are developed at the sites. While the courses are collaboratively developed, final approval of all PHCNP courses occurs at each university. Each university has control over admissions and progressions within their own program. The Arthur Labatt Family School of Nursing's current offering of the PHCNP Certificate is part of the [Master of Nursing – Primary Health Care Nurse Practitioner \(MN-PHCNP\)](#) program.

From 1996 until 2009, entry to practice for PHCNP in Ontario was a baccalaureate degree. To accommodate baccalaureate prepared Registered Nurses to obtain the qualification to write the CPNE, a baccalaureate certificate was developed by the Arthur Labatt Family School of Nursing. In 2009, when entry-to-practice requirements for PHCNPs in Ontario changed to a Master of Nursing degree, the PHCNP courses were revised and approved by Western's Senate for inclusion in a newly developed Master in Nursing (MN-PHCNP) degree program. In conjunction with those changes, the Arthur Labatt Family School of Nursing changed the admission requirements for the Certificate to require applicants to be Registered Nurses who previously had completed a Master of Nursing degree (MN, MScN, MSN). This results in graduate prepared nurses completing a baccalaureate Certificate (i.e., PHCNP Certificate) for what are graduate-level courses.

The current proposal is to essentially change the existing PHCNP Certificate to a Graduate Diploma which more accurately reflects the status of the graduates and recognizes the program qualifications at a graduate level. The courses offered in this newly created PHCNP-Graduate Diploma program will be the same courses that are offered in the MN-PHCNP program. No additional resources or changes to administrative or faculty complements are needed to support this change. This proposal is intended to establish a new PHCNP Graduate Diploma to adjust the Certificate designation that should have been changed in 2010 with the advent of the MN-PHCNP.

The Primary Health Care Nurse Practitioner Graduate Diploma will prepare graduates to provide primary health care at an advanced level to clients of all ages. Graduates will be prepared to engage in evidenced-based nursing practice through the clinical, research, education, and leadership roles of the Primary Health Care Nurse Practitioner

(PHCNP). The focus of the PHCNP Graduate Diploma is the development of advanced clinical practice that can be utilized by graduates across health-care situations. The Nurse Practitioner role is defined by the International Council of Nurses as a “registered nurse who has acquired the expert knowledge base, complex decision-making skills and clinical competencies for expanded practice, the characteristics of which are shaped by the context and/or country in which s/he is credentialed to practice”. This role includes a high degree of autonomy and the ability to integrate research, education, practice and management to plan, implement and evaluate programs in health and social care. Graduates of the program provide consultation services, serve as first point of contact for clients/patients seeking health care in Ontario and provide ongoing primary care for clients.

The PHCNP Graduate Diploma will be offered through a combination of online and on-campus delivery. Students attend seminars and laboratory practice on-campus and have online lectures and seminars. In addition, students receive experiential clinical learning opportunities with specific placements in southwestern Ontario.

## **PROGRAM REGULATIONS AND COURSES**

### ***Admission Requirements***

- Completion of a bachelor’s degree in nursing (e.g., BScN, BSN, BN). Internationally educated nurses may be asked to submit a World Evaluation Services (WES) report to confirm degree equivalence to those accredited by the Canadian Association of Schools of Nursing (CASN)
- Completion of a master’s degree in Nursing or a field related to health care
- GPA of 78% (B+) or higher. Admission averages are based on the last two years of full-time study or the last 10 part-time credits
- Undergraduate preparation in research and statistics
- Applicants must be registered with the College of Nurses of Ontario as a Registered Nurse (RN) in good standing with no practice restrictions. (Out of province applicants may apply with other Canadian registration, but will be required to show CNO registration as a condition of their admission.)
- Completion of the equivalent of two years of full-time RN practice experience (3,640 hours in Canada) in the past five years (some of those hours must be completed in Canada)
  - Requires completion of Verification of Employment Hours form

### ***Degree Requirements***

The Primary Healthcare Nurse Practitioner Graduate Diploma is a 1-year program when taken full-time (i.e., 3 terms).

- Completion of 4.0 course credits:
  - N9850 Pathophysiology for Nurse Practitioners (0.5)
  - N9856 Advanced Health Assessment & Diagnosis I (0.5)

- N9857 Advanced Health Assessment & Diagnosis II (0.5)
- N9458 Therapeutics I (0.5)
- N9459 Therapeutics II (0.5)
- N9853 Roles & Responsibilities (0.5)
- N9854 Integrative Practicum (1.0)

### ***Progression requirements***

SGPS establishes minimum requirements for progression in graduate programs. In summary:

- maintenance of a 70% passing grade is required in all courses;
- a maximum of two papers can be rewritten in the graduate program
- two course failures will result in a student being asked to withdraw from the program
- students are expected to be prepared and participate actively in all graduate seminars.

More specific progression details can be found:

<https://www.uwo.ca/fhs/nursing/graduate/policies.html>

### ***Part-time Studies***

This program is also offered part-time with the goal of increasing program accessibility for students who have different needs with respect to post-secondary learning timelines. Students wishing to enroll part-time may complete the program over two or three years of study.

### ***Distance Delivery***

The Nurse Practitioner courses are provincially delivered and mandated. These courses are delivered using a combination of online learning, onsite seminars and supervised clinical practica through a consortium of nine Ontario Schools of Nursing. This unique program has been delivering education for Primary Health Care Nurse Practitioners since 1996; the Arthur Labatt Family School of Nursing at Western has been an integral part of that consortium since its inception. The intention of the consortium is to provide students similar Nurse Practitioner (NP) core content across the province. Each university in the consortium has previously approved these courses and assigned university-specific course numbers.

**ITEM 11.2(f)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Science (MCISc) in Speech-Language Pathology**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**                      That effective September 1, 2021, the Master of Clinical Science (MCISc) in Speech-Language Pathology be revised as shown.

**EXECUTIVE SUMMARY:**

A recent amendment to Ontario's provincial legislation governing the licensure of audiologists and speech-language pathologists has reduced the required number of minor-area courses (i.e., of Audiology courses for Speech-Language Pathology students) to one 0.5 full course equivalent (FCE) course. For Speech-Language Pathology students, the program presently requires two 0.5 FCE courses (9632: *Audiology and Hearing Science for SLP* and 9634: *Auditory Aural Habilitation/Rehabilitation for SLP*) and one 0.25 FCE applications course (9642: *Clinical Applications in Audiology and Hearing Science*), which in total significantly exceeds the new requirement by 0.75 FCE. To reduce requirements and to enhance efficiency of program delivery, the School of Communication Sciences and Disorders proposes to eliminate 9632 and to offer the *fundamental* material from that course in condensed form within the 0.25 FCE applications course (9642) and its *interprofessional* material in condensed form within 9634.

**ATTACHMENT:**

[Revisions to the Master of Clinical Science \(MCISc\) in Speech-Language Pathology](#)

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**Revisions to the Master of Clinical Science (MCISc) in Speech-Language Pathology**

A recent amendment to Ontario's provincial legislation governing the licensure of audiologists and speech-language pathologists has reduced the required number of minor-area courses (i.e., of Audiology courses for Speech-Language Pathology students) to one 0.5 full course equivalent (FCE) course.

For Speech-Language Pathology students, the program presently requires two 0.5 FCE courses (9632: *Audiology and Hearing Science for SLP* and 9634: *Auditory Aural Habilitation/Rehabilitation for SLP*) and one 0.25 FCE applications course (9642: *Clinical Applications in Audiology and Hearing Science*), which in total significantly exceeds the new requirement by 0.75 FCE. To reduce requirements and to enhance efficiency of program delivery, the School of Communication Sciences and Disorders proposes to eliminate 9632 and to offer the *fundamental* material from that course in condensed form within the 0.25 FCE applications course (9642) and its *interprofessional* material in condensed form within 9634.

<b>Current program</b>	<b>Proposed Changes</b>
<p>2<sup>nd</sup>-year Speech-Language Pathology students are required to take:</p> <ul style="list-style-type: none"> <li>• 9642q (<i>Clinical Applications in Audiology and Hearing Science</i>, 0.25 FCE)</li> <li>• 9634b (<i>Auditory Aural Habilitation/Rehabilitation for SLP</i>, 0.5 FCE)</li> <li>• 9632a (<i>Audiology and Hearing Science for SLP</i>, 0.5 FCE)</li> </ul> <p>Current course descriptions:</p> <p><b>9642q: <i>Clinical Applications in Audiology and Hearing Science.</i></b> Students are provided with hands-on experience with auditory and psychoacoustic phenomena, as well as clinical audiological equipment and procedures. [0.25 FCE]</p>	<p>2<sup>nd</sup>-year Speech-Language Pathology students are required to take:</p> <ul style="list-style-type: none"> <li>• 9642q (<i>Clinical Applications in Audiology and Hearing Science</i>, 0.25 FCE)</li> <li>• 9634b (<i>Auditory Aural Habilitation/Rehabilitation for SLP</i>, 0.5 FCE)</li> </ul> <p>Revised course descriptions:</p> <p><b>9642q: <i>Clinical Applications in Audiology and Hearing Science.</i></b> Students are introduced to the basics of acoustics, anatomy/physiology of the auditory system, and psychoacoustics. Students are provided with hands-on experience with auditory and psychoacoustic phenomena, as well as an introduction to clinical audiological</p>

Current program	Proposed Changes
<p><b>9634b: Aural Habilitation/Rehabilitation for SLP</b>            In this course, students examine issues in habilitation and rehabilitation of speech and language impairments associated with hearing impairments. The topics entail the integration of material from previous coursework in speech-language pathology as they relate to the communication impairments of individuals with hearing impairments across the life span. In particular those issues that speech-language pathologists are mostly likely to encounter in their general practices are highlighted, such as the impact of recurrent middle ear infection and other forms of mild hearing loss on speech and language development, auditory verbal therapy, and the interaction of hearing loss with language and cognitive deficits among older adults. Additionally, Deaf culture, its representatives' position on the rehabilitation efforts by speech-language pathologists and audiologists, and the impact of its position on those with hearing impairments is examined. Because habilitation and rehabilitation approaches to hearing loss and their impact on speech and language development and function are multidisciplinary endeavours, the roles and contributions of speech-language pathologists to teamwork are examined. [0.5 FCE]</p>	<p>equipment and assessment procedures. [0.25 FCE]</p> <p><b>9634b: Aural Habilitation/Rehabilitation for SLP</b>            In this course, students are introduced to the diagnostic, (re)habilitative, and educational roles played by audiologists and the audiological role played by speech-language pathologists, and examine issues in habilitation and rehabilitation of speech and language impairments associated with hearing impairments. The topics entail the integration of material from previous coursework in speech-language pathology as they relate to the communication impairments of individuals with hearing impairments across the life span. In particular, those issues that speech-language pathologists are mostly likely to encounter in their general practices are highlighted, such as the impact of recurrent middle ear infection and other forms of mild hearing loss on speech and language development, auditory verbal therapy, and the interaction of hearing loss with language and cognitive deficits among older adults. Additionally, Deaf culture, its representatives' position on the rehabilitation efforts by speech-language pathologists and audiologists, and the impact of its position on those with hearing impairments is examined. Because habilitation and rehabilitation approaches to hearing loss and their impact on speech and language development and function are multidisciplinary endeavours, the roles and contributions of speech-language pathologists to teamwork are examined. [0.5 FCE]</p>

Current program	Proposed Changes
<p><b>9632a: Audiology and Hearing Science for SLP</b>            Students are first introduced to the basics of acoustics, anatomy/physiology of the auditory system, and psychoacoustics. Next, a survey of the discipline of audiology is provided in order to introduce students to the diagnostic, (re)habilitative, and educational roles played by audiologists and the audiological role played by speech-language pathologists. An introduction to methods of audiological assessment, including pure tone and impedance audiometry, is also provided. [0.5 FCE]</p>	<p><b>9632a:</b> Withdrawn</p>

Program Learning Outcomes will be unchanged. Graduates will meet the new requirements for licensure.

**ITEM 11.2(g) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Languages and Cultures and English and Cultural Studies (Huron University College)**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

On behalf of the Senate, SCAPA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the following undergraduate programs:

<b>Faculty/Affiliate</b>	<b>Program</b>	<b>Date of Review</b>	<b>SUPR-U recommendation</b>
Arts and Humanities	Languages and Cultures	March 31-April 1, 2021	Good Quality with Report in Two Years
Huron University College	English and Cultural Studies	March 25-26, 2021	Good Quality with Report in Three Years

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

**ATTACHMENTS:**

- [Final Assessment Report – Languages and Cultures](#)
  - [Final Assessment Report – English and Cultural Studies, Huron University College](#)
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**Department of Languages and Cultures  
Final Assessment Report & Implementation Plan**

<b>Faculty / Affiliated University College</b>	Arts and Humanities
<b>Degrees Offered</b>	Bachelor of Arts (BA)
<b>Modules Reviewed</b>	<p>Honours Specialization</p> <ul style="list-style-type: none"> <li>• Spanish Language and Hispanic Cultures</li> </ul> <p>Specialization</p> <ul style="list-style-type: none"> <li>• Spanish Languages and Hispanic Cultures</li> </ul> <p>Major</p> <ul style="list-style-type: none"> <li>• German Language and Culture</li> <li>• Italian Language and Culture</li> <li>• Spanish</li> </ul>
<b>External Consultants</b>	<p>James Skidmore, Director, Waterloo Centre for German Studies, University of Waterloo</p> <p>Jose Jouve-Martin, Director of Graduate Studies (Hispanic Studies), McGill University</p>
<b>Internal Reviewer</b>	Jeffrey Hutter, Associate Dean, Faculty of Science
<b>Date of Site Visit</b>	March 31 – April 1, 2021
<b>Evaluation</b>	<b>Good Quality with Report in Two Years</b>
<b>Approval Dates</b>	<p>SUPR-U: June 9, 2021</p> <p>SCAPA: September 8, 2021</p> <p>Senate (for information only): September 17, 2021</p>
<b>Year of Next Review</b>	2027-28

### **Overview of Western’s Cyclical Review Assessment Reporting Process**

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the undergraduate modules delivered by the **Department of Languages and Cultures** in the Faculty of Arts & Humanities.

This report considers and reports on the following documents: the program’s self-study, the external consultants’ report and the responses from the Department and the Associate Dean of Arts & Humanities.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

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

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities’ Council on Quality Assurance and is made available on a publicly accessible location on Western’s IQAP website. The Final Assessment Report with the Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program and Faculty and SUPR-U.

## **Executive Summary** (as identified in the Self-Study Brief)<sup>1</sup>

### **Overview**

*The Department of Languages and Cultures (former Modern Languages and Literatures) ...integrates a variety of programs and research interests, offering students at both the undergraduate and graduate levels the opportunity to be immersed in a multicultural, multilingual, interdisciplinary and multifaceted research-intensive environment. Language learning is the portal to our programs, leading our students towards the ability to think, compare and understand the nature of language, cultures and literatures, and the different methodologies, old and new, that are used to research these areas.*

With 12 full-time faculty, 4 full-time limited term faculty, and 5 limited duties instructors, it is a highly diverse department, integrating several different languages, cultures and comparative disciplines, including German, Italian, Spanish, Comparative Literature and Culture, Intercultural Communications and Digital Humanities. The faculty is committed to integrating its teaching and research, focussing on:

*our tradition of leading our students to an in-depth exploration of cultures, literatures and languages; our belief in the importance in the modern world of the ability to think critically, to listen and read thoughtfully, to go beyond the surface; our recognition of the importance of transcending linguistic and cultural boundaries, and working across different disciplines; our commitment to teaching students to communicate effectively and with elegance orally, in writing, and through modern media; our innovative approaches, not only to research and to teaching but also to responding to the globalized world we live in and the technological changes that surround us.*

The Department's Learning Outcomes are consistent with Western's Strategic Plan and those of the Faculty of Arts & Humanities. Student satisfaction with the various programs is high with student evaluations averaging 6.2 out of 7 annually.

### **Strengths of the Program** (as identified in the Self-Study brief)

- interdisciplinarity
  - flexible and committed faculty who teach across multiple programs
  - connections with other departments and faculties such as Digital Humanities, Visual Arts, Music, Theory & Criticism
- innovation in the integration of and smooth continuity between language and culture courses

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<sup>1</sup> Direct quotes from the review materials are noted in italics; otherwise, all comments are summarized.

- international service learning
- focus on diversity
- exceptional library support

**Challenges** (as identified in the Self-Study Brief)

- maintenance of breadth of program due to loss of 6 full-time faculty in the last four years and lack of faculty in Arabic language going forward

**Proposed Changes** (as identified in the Self-Study Brief)

- none proposed at this time

**Self-Study Process**

The self-study of the department was a collective effort involving participation from all members of the Department of Languages and Cultures, including faculty, students, and administrative staff, coordinated by the Chair. Multiple faculty meetings and retreats were designated for the purposes of reviewing the undergraduate program and resulted in the mapping of the curriculum. Data were also gathered from students through surveys and alumni to ascertain their insights into strength, challenges, and opportunities for future development for the Department.

**Review Process**

Because of the pandemic, onsite review was not possible and the external review occurred online through online (Zoom) interviews. During the external review, the review committee (comprised of the two external reviewers and one internal reviewer) were provided with Volumes I and II in advance of their visit and then met with the following over the course of the two days.

- John Doerksen, Vice Provost (Academic Programs)
- Margaret McGlynn, Vice Provost (Academic Planning, Policy and Faculty Relations)
- Michael Milde, Dean, Faculty of Arts and Humanities
- Tracy Isaacs, Associate Dean, Faculty of Arts & Humanities
- Rafael Montano, Chair, Department of Languages & Cultures
- Ana Garcia-Allen, Undergraduate Chair
- Administrative Staff: Dawn Gingerich, Administrative Assistant; Ingrid Timusk, Undergraduate Assistant; Sylvia Kontra, Graduate Assistant

- David McCord, University Librarian, Collections & Content Strategies
- Faculty, Department of Languages & Cultures
- Limited Duties Faculty, Department of Languages & Cultures
- Undergraduate students, Department of Languages & Cultures

Following the review, the external reviewers submitted a comprehensive report of their findings which was sent to the Chair and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the Languages and Cultures undergraduate programs.

### **Summative Assessment – External Reviewers’ Report**

*...This department is an asset for Western University... that serves both the university and its students well. We firmly believe that this Department has the potential to play a key role in the development of Western’s strategic goals, especially in terms of internationalization, study and promotion of social and cultural diversity, and student experience.*

### **Strengths of the Program**

- Alignment of programs with university’s strategic priorities
- Digital Humanities
- Interdisciplinarity
- Partnerships with other departments/faculties
- Student satisfaction with curriculum

### **Challenges for the Program**

- Impact of decreasing enrolment in this and similar programs worldwide
- Number of diverse programs within the Department and resources
- Lack of undergraduate-led research initiatives
- Development and mapping of curriculum in all courses/programs to be consistent with Learning Outcomes
- Consistency of Learning Outcomes across all programs

**Reviewers’ Recommendations and Department/Faculty Responses**

*The authors of this report acknowledge that the number of recommendations listed below is unusually large. This is partially explained by the complexity of the Department of Languages and Cultures, which is home to multiple programs and initiatives. ...We are convinced that this unit is an asset for the university and that it can make an even bigger contribution to Western University and its students.*

<b>REVIEWERS’ RECOMMENDATIONS</b>	<b>DECANAL RESPONSE</b> (summary)  <i>The Faculty is pleased to see the Department’s willingness, as indicated in its response, to work with very many of the recommendations from the external reviewers to renew and innovate in ways that will strengthen its capacity to serve its students while also attracting new students. We are more than willing to work with the Department to help it achieve these goals.</i>
	<b>DEPARTMENT RESPONSE</b> (summary)
1. That the Faculty and the University take an active role in facilitating the discussions taking place in the department on curriculum development including program retirements and new initiatives and that new resources be offered to the Department linked to initiatives clearly aligned with Western priorities.	Dept.: Curriculum development processes well established across university and the Department is part of the process with supports in place.
2. That the Department promote undergraduate research and use it to the benefit of the students and to promote the programs offered by the Department.	Dept.: Agreed; currently some opportunities, but could be developed further and will be discussed in future meetings
3. That the Department place Diversity and Public Humanities at the center of your curriculum, intellectual discussions, future academic strategies and possible hirings.	Dept.: Agreed; already some participation in Public Humanities and we will continue to contribute

<p>4. That the Department promote study abroad more aggressively as a fundamental part of your programs as a way to enrich the experience of your undergraduate students and enrich your programs.</p>	<p>Dept.: Agreed; will improve promotion of international opportunities</p>
<p>5. That the Department take this crisis [of too many programs and small faculty] as an opportunity to reimagine the teaching of Language and the Humanities in the 21<sup>st</sup> century rather than continuing a 20<sup>th</sup>-century model based on mutually exclusive national traditions.</p>	<p>Dept.: An important point and currently under discussion</p>
<p>6. That the Department prioritize those programs that (1) are attracting or have the potential to attract a significant number of students and/or (2) allow a large number of faculty members to collaborate with each other while at the same time working within their area of expertise.</p> <p>7. That Digital Humanities has significant potential for growth, and it would be an asset for this department if more faculty members contributed to it and were developed into a Major.</p>	<p>Dept.: Prioritizing such programs is under discussion, but prioritizing some programs could under-resource others</p>
<p>8. That the Department establish a committee on Teaching Practice so that (a) feedback can be shared, (b) best practices and ideas discussed and implemented in the department, (c) language courses can adopt common pedagogical strategies, (d) departmental instructors teaching these courses can develop a unified approach to language teaching, and (e) opportunities for community engaged learning can be more fully explored.</p>	<p>Dept.: Agreed and under discussion</p>

<p>9. That the Faculty and the University identify the areas in this Department that more closely align with Western’s strategic objectives and offer tenure-track replacements in those areas provided agreed-upon goals and targets are met.</p>	<p>Dept.: Currently involved in the development of Western’s new 5-year Strategic Plan</p>
<p>10. That the Department prioritizes Intercultural Communication with the possibility of offering a Major in Intercultural Communication with streams or specializations such as Germany and Central Europe, Italy and the Mediterranean World, and The Hispanic World.</p>	<p>Dept.: Agreed but not possible in near future</p>
<p>11. That the Department establish a partnership with the Library in order to establish a series of exhibitions highlighting the Library’s holdings on Italian, German, Spanish, Arabic, and Japanese (both in its general holdings and special collections).</p>	<p>Dept.: An excellent idea especially for International Week at Western</p>
<p>12. That the Department improve the Department’s website so that it effectively promotes the department’s undergraduate programs and that the website becomes an effective communication tool with which to interact with students, and not just a repository of information.</p>	<p>Dept.: Agreed</p>
<p>13. That the Department promote the CulturePlex Lab and engage undergraduate studies in research in digital humanities as a way to improve their learning experience and, indirectly, promote the Department’s undergraduate programs.</p>	<p>Dept.: Agreed</p>

<p>14. That full-time/tenured members of the Department team up with the Undergraduate Studies Coordinator to offer a more systematic approach to academic mentoring in order to improve the students' learning experience and promote the program at the same time.</p>	<p>Dept.: Will work toward improving academic mentoring</p>
<p>15. That the University and the Department should aim to reduce class sizes in language instruction if they wish to maintain the quality of instruction.</p>	<p>Dept.: While seemingly a good idea, this would be detrimental to other aspects of the Department</p>
<p>16. That the Department explore options whereby heritage learners won't inhibit the learning of non-heritage learners (e.g., by giving heritage learners experiential credit for running tutorial services, or by offering a course for heritage speakers that can be opened at the same time to advanced undergraduate students looking for a review of basic grammar and orthography rules, but that focuses on advanced oral and written production).</p>	<p>Dept.: Heritage speakers provide a valuable resource in courses but the Department will review how to mollify this concern</p>
<p>17. That the Department actively promote and showcase undergraduate research in the Department.</p>	<p>Dept.: Agreed; under discussion</p>
<p>18. That the Department review and strengthen undergraduate advising and mentoring as a way to reach out to students and increase program numbers.</p>	<p>Dept.: Agreed – as noted above</p>
<p>19. That the Department introduce entry point courses in English that showcase topics of interest to targeted groups of Western undergraduates and that can serve as a gateway to other courses offered by the Department.</p>	<p>Dept.: Not possible at this point with current faculty resources</p>

20. That the Faculty and the University explore ways in which the Department can receive greater recognition and credit for the work it does to provide courses to students from other Faculties at Western.	Dept.: Current processes are in place and consistent across the university
21. That the Department introduce in their language programs content relevant to students in the Social Sciences, Health Sciences, and Sciences in a proportion relative to their weight in the enrollments.	Dept.: Difficult to implement given the limited number of electives taken by non-program stud
22. That the university, the faculty, and the Department establish a working group charged with promotion.	Dept.: In progress

### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College President will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Place Diversity and Public Humanities at the center of curriculum, intellectual discussions, future academic strategies and possible hirings.	Contribute to the Public Humanities program as resources allow.	Department, Public Humanities program	ongoing
2. Promote study abroad more aggressively to enrich the experience of undergraduate students.	Promote the importance of study abroad in the classroom and on the departmental website.	Department	Spring 2022
3. Reimagine the teaching of Language and the Humanities in the 21st century rather than continuing a 20th-century model based on mutually exclusive national traditions.	Consider ways to gain efficiencies by offering some courses that serve multiple Majors.	Department	Spring 2022

4. Prioritize programs with the potential to attract greater numbers of students.	Seek ways to prioritize modules such as Intercultural Communications and Digital Humanities through Faculty-wide collaboration.	Department, Faculty	Spring 2023
5. Establish a committee on Teaching Practice to develop best practices and improve consistency across programs.	Form committee with representation from each language stream.	Department	Fall 2021
6. Increase visibility by promoting diversity.	Plan events for International Week.	Department	Fall 2021
7. Engage undergraduate students in research.	Promote integration of the CulturePlex Lab in programs.	Department, Faculty	Fall 2022
8. Improve student mentoring.	Involve more faculty in formal mentoring	Department	Spring 2022



**English and Cultural Studies  
Huron University College  
Final Assessment Report & Implementation Plan**

<b>Faculty / Affiliated University College</b>	Huron University College
<b>Degrees Offered</b>	Bachelor of Arts (BA)
<b>Modules Reviewed</b>	<p>Honours Specialization</p> <ul style="list-style-type: none"> <li>• English and Cultural Studies</li> </ul> <p>Specialization</p> <ul style="list-style-type: none"> <li>• English and Cultural Studies</li> </ul> <p>Major</p> <ul style="list-style-type: none"> <li>• English and Cultural Studies</li> </ul>
<b>External Consultants</b>	<p>Dr. John Ball, University of New Brunswick</p> <p>Dr. Sarah Winters, Nipissing University</p>
<b>Internal Reviewer</b>	Dr. Laretta Frederking, Vice-Principal and Academic Dean Brescia University College
<b>Date of Site Visit</b>	March 25-26, 2021
<b>Evaluation</b>	<b>Good Quality with Report in Three Years</b>
<b>Approval Dates</b>	<p>SUPR-U: June 9, 2021</p> <p>SCAPA: September 8, 2021</p> <p>Senate (for information only): September 17, 2021</p>
<b>Year of Next Review</b>	2027-28

### **Overview of Western’s Cyclical Review Assessment Reporting Process**

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the undergraduate English & Cultural Studies (ECS) program delivered by Huron University College.

This report considers and reports on the following documents: the program’s self-study, the external consultants’ report, and the responses from the Department and the Principal of Huron University College.

This Final Assessment Report (FAR):

- i) provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
- ii) identifies the strengths of the program;
- iii) identifies opportunities for program enhancement and improvement; and,
- iv) prioritizes the recommendations of the external consultants in the Implementation Plan.

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

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities’ Council on Quality Assurance and is made available on a publicly accessible location on Western’s IQAP website. The Final Assessment Report with the Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

**Executive Summary** (as identified in the Self-Study Brief)

**Overview**

The English Department has been a mainstay within the Faculty of Arts and Social Science at Huron University College for decades and recently reinvented itself as an entirely new and revised program as the result of retirements of 2 of their 5 fulltime faculty. Renamed the Department of English and Cultural Studies, the new title better describes the innovative and new curriculum, and also informs students about the changed nature of the learning outcomes offered to student. The Department is currently staffed by four fulltime faculty members and several dedicated limited term instructors.

The newly developed English and Cultural Study program required an extensive exercise in the development of Learning Outcomes and Curriculum Mapping that are aligned with the key academic goals of both Huron's 2018- 2023 Strategic Plan. The Department focusses its Learning Outcomes on transformative learning.

**Strengths/Innovations of the Program** (as identified in the Self-Study brief)

- new courses that reflect current trends in the study of English
- experiential learning as a focus of study for all students with numerous community partnerships
- emphasis on the development of students' writing skills
- diverse performance studies program that spans many courses and diverse experiences
- co-curricular activities such as the annual *Grubstreet* publication, Huron Underground Dramatic Society, and the annual undergraduate conference
- involvement in the interdisciplinary minor in *History of the Book*
- small classes with 1<sup>st</sup> year caps of 35

**Challenges** (as identified in the brief)

- significant change since the last review due to the loss of 3 faculty in 2014 that required a major overhaul of the program to update modules and courses
- forthcoming retirement of two of the four tenured faculty in 2021

### **Self-Study Process**

In preparing for this review, the English & Cultural Studies Department (ECS) was involved in faculty retreats to review all aspects of the ECS programs and analysed quantitative and qualitative survey data from current students and alumni.

### **Onsite Review by External Consultants**

The external review committee (comprised of the two external reviewers and one internal reviewer) was provided with Volumes I and II in advance of their visit and then (due to pandemic restrictions) met online with the following over the course of the two days that included a virtual tour of the facilities.

- Dr. John Doerksen, Vice Provost, Academic Programs
- Dr. Margaret McGlynn, Acting Vice-Provost of Academic Planning Policy and Faculty
- Dr. Neil Brooks, Chair ECS
- Dr. Barry Craig, President, Huron University College
- Dr. Geoff Read, Provost, Huron University College
- Jennifer Morocco, Registrar HUC
- ECS Faculty Members
- Dr. Nina Reid-Maroney, History Department
- Undergraduate Students and Alumni
- Administrative Staff
- Melanie Mills, Library Services

Following the formal review, the external reviewers submitted a comprehensive report of their findings which was sent to the Department Chair and the Provost/Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the ECS undergraduate program.

**Summative Assessment – External Reviewers’ Report**

*Our opinion is that those initiatives [massive changes to the curriculum] have most certainly improved the quality of the program, the associated learning outcomes, and the teaching environment to such a degree that Huron University College can lay claim to one of Canada’s best undergraduate English and Cultural Studies programs.*

**Reviewers’ Recommendations and Department/Senior Administrative Responses**

<b>REVIEWERS’ RECOMMENDATIONS</b> (as grouped by the reviewers)	<b>DEPARTMENT RESPONSE</b> (Provost/Dean indicate their support for the “suggestions” and are in agreement with all aspects of the departmental response)
<b>Program Structure &amp; Curriculum</b>	
1. That the commitment to cultural studies since the last program review be refined through ongoing department discussion toward an articulated vision of the place of cultural studies in the program, including consideration of a possible 3000-level course that builds on ENG 2265F/G by focusing on what cultural studies is and how it is undertaken, including consideration of its philosophical/theoretical origins and underpinnings, its guiding principles, its methodologies, and its primary materials.  2. That in the interests of consistency and predictability of student experience and coverage, the department consider whether ENG 2228F/G and ENG 2229F/G should be structured around the breadth of a survey or the depth of a thematic approach, and if both are seen to have their place, whether in any given year the course instructors should coordinate to ensure each cohort	DEPARTMENT <ul style="list-style-type: none"> <li>• All of these suggestions will be discussed and taken into consideration in planning forward</li> </ul>

<p>gains the benefits of both. Because students we spoke to seemed unaware that these courses could be taught with a focus on either period or theme depending on the expertise and interest of individual instructors, it may be advisable, depending on the outcome of such discussions, to expand calendar course and/or program descriptions to communicate that outcome.</p> <p>3. That the current structure in which ENG 2695E is required for all modules but ENG 2228F/G and ENG 2229F/G are optional for Majors be adjusted to allow for <i>either</i> ENG 2695E <i>or</i> both ENG 2228F/G and ENG 2229F/G to count toward the 1.0 historical requirement.</p> <p>4. That consideration be given to cross-listing ENG 2695E with the Global Great Books program, if agreeable to faculty in that program.</p> <p>5. That the department consider the development of a drama minor once a needed tenure- stream position that could contribute to it has been filled (see further details below under Resources).</p> <p>6. That the interdepartmental Book History minor be further supported and given consideration in any discussions toward a possible cross-appointment with History, particularly once the potential of the new letterpress studio has been more fully explored.</p>	
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<p><b>Experiential Learning</b></p>	
<p>7. That the department’s strengths in experiential learning be better integrated with Huron’s guarantee of a paid internship for every student that wants one, that this opportunity be made more visible to ECS students, and that efforts be made to identify potential internship placements in areas of interest to ECS students such as professional writing, journalism/podcasting, theatre, publishing, and other cultural industries.</p>	<p>DEPARTMENT</p> <ul style="list-style-type: none"> <li>• Department is working toward this goal</li> </ul>
<p><b>Faculty</b></p>	
<p>8. That faculty members (including sessional and per-course instructors) be offered additional logistical and administrative support for experiential learning activities integrated into their courses.</p> <p>9. That consideration be given to hiring a special collections librarian to support student research learning activities in the Huron archival and rare book collections. This would benefit the Department of History as much as ECS, and possibly other departments as well.</p> <p>10. That additional financial resources be provided for pedagogical needs, including but not limited to technical equipment needed for experiential and/or performative curriculum components that involve video or audio recording.</p>	<p>DEPARTMENT</p> <ul style="list-style-type: none"> <li>• All of these aspects will be part of departmental discussions going forward</li> </ul>

<p>11. That, to address the smaller increase in ECS enrollments compared to Huron’s overall increases in recent years and the addition of the potentially competing Global Great Books program, enhanced recruitment support be provided to attract incoming students to the ECS program and its first-year courses. Relatedly, that the department be given support to do more department-level communication and promotion of its programs, courses, events, and opportunities through social media and other outlets.</p>	
<p><b>Resources for ECS Program</b></p>	
<p>That, given Teresa Hubel’s impending retirement and recognizing the FASS strategic priority of “critical engagement in global and international contexts,” one tenure-stream position be in some combination of postcolonial/world literatures, Indigenous literatures, Global Studies, and/or Canadian literature.</p> <p>13. That, given the department’s increased emphasis on performance and performativity in curriculum and assessment, given Neil Brooks’s longstanding involvement with HUDS, given the new 450-seat theatre, and given continued strong student interest in drama production, one of the upcoming faculty hires be in a field or combination of fields that could support and further build on these activities.</p> <p>14. That, in addition to the promised replacement positions for Neil Brooks and Teresa Hubel, the department be given one more tenure-stream position (or, if preferred, two half- positions cross-appointed to other units such as History or Global Great Books) in order to sustain</p>	<p>Department</p> <ul style="list-style-type: none"> <li>Plans are to advertise for fulltime probationary appointments in 2022 with diversity being a goal in the recruitment process.</li> </ul> <p>The Provost/Dean invites the ECS Department to include the request for a return to five fulltime faculty members in their next planning document.</p>

<p>the current modules and return to its former complement of five full-time faculty members (or equivalent); the current sessional position should be extended as needed until that time.</p> <p>15. That diversifying the faculty complement be a strong consideration in future hirings.</p>	
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### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College President will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. The commitment to cultural studies since the last program review be refined	Develop themes and content around cultural studies more explicitly	Chair and Faculty	2022-2024
2. That consideration be given to cross-listing ENG 2695E with the Global Great Books program	Evaluate and implement cross-listings as appropriate	Chair and Faculty	2022-2024
3. Enhance and increase experiential learning opportunities	Huron's guaranteed paid internship be more visible and accessible for ECS students	Chair and Faculty	2024
4. Replace retirement positions and another full-time appointment	Assess and hire replacement faculty strategically and consider cross-appointments	Dean	2024

**ITEM 11.2(h) – New Scholarships and Awards**

- (i) **ACTION REQUIRED:**      FOR APPROVAL      FOR INFORMATION

On behalf of the Senate, SCAPA approved the terms of reference for the following new scholarships and awards, for recommendation to the Board of Governors through the Vice-Chancellor.

Lincoln Environmental Consulting Scholarship for Women in Engineering (Engineering)  
Awarded annually to a female student in Year 3 of the Civil Engineering program, based on academic achievement. Preference will be given to a student pursuing Environmental Engineering who attended a high school in London, ON. Selection of the recipient will be made by the Undergraduate Engineering Awards Committee. This scholarship was established by Lincoln Environmental Consulting.

Value: 1 at \$2,000

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Sullivan Founders Award (Any Undergraduate Program)

Awarded annually to full-time undergraduate students in Year 2 of any degree program based on demonstrated engagement with entrepreneurship activities at Western and academic achievement. Applications can be obtained online through the Morrissette Institute for Entrepreneurship's website and must be submitted with a one-page statement that describes the applicant's entrepreneurship activities. Applications will be open to students at the end of Year 1, with an application deadline of April 30<sup>th</sup>. Recipients will be confirmed in the fall once they register in Year 2. A committee in the Morrissette Institute for Entrepreneurship will select the recipients. The award will continue in Years 3 and 4, provided that the recipient maintains full-time status and continues engagement with entrepreneurship activities at Western, as determined by the Morrissette Institute for Entrepreneurship. The award value will increase to \$10,000 in Year 4, as long the recipient progresses to leadership of entrepreneurship activities, as determined by the Morrissette Institute for Entrepreneurship. If a recipient does not maintain the award, a replacement student will be selected from the same cohort. This award was established with a generous gift from Kevin Sullivan (BA '80, LLB '83).

Value: 2 at \$20,000 (\$5,000 in years 2 and 3, and \$10,000 in year 4)

Effective Date: 2021-2022 to 2027-2028 (the last new recipients will be selected in 2025-2026)

Bluewater Power Distribution Corp Scholarship (Engineering)

Awarded annually to a full-time student registered in a program offered by the Department of Electrical and Computer Engineering who has achieved a minimum 80% average in a third-year power systems course and is interested in pursuing a career in the power systems industry. An online application must be submitted through the Engineering Undergraduate Services website (<http://www.eng.uwo.ca/undergraduate>) by September 30<sup>th</sup> and include a brief statement outlining the career aspirations of the

student. The Undergraduate Engineering Awards Committee will select the recipient. This award was established with a generous gift from Bluewater Power Distribution Corp, who has been delivering power to the Sarnia-Lambton area for over 100 years.

Value: 1 at \$1,500

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Dr. James H. Purvis Bursary in Medicine with Masters (Schulich School of Medicine & Dentistry)

Awarded annually to graduate students enrolled in a Master's program at the Schulich School of Medicine & Dentistry, London campus based on demonstrated financial need. Students must have been accepted into a Doctor of Medicine (MD) program and taken a leave to pursue a Master's degree. Graduate students must submit a one-page statement outlining their financial need to Graduate Studies and Post-doctoral Affairs at Schulich Medicine & Dentistry by October 31<sup>st</sup>. A committee will select the recipients. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This bursary was established by Dr. James H. Purvis (MD '64).

Number and value will vary with a minimum value of \$10,000 per student

Effective Date: May 2021 to April 2026

*After practicing medicine in Windsor, ON for many years, Dr. Purvis retired to the family farm in Belle River, ON. Dr. Purvis died in 2020 at age 81.*

Dr. James H. Purvis Bursary in Medicine (Schulich School of Medicine & Dentistry)

Awarded annually to two full-time students entering Year 1 of the Doctor of Medicine (MD) Program, Windsor Campus, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31<sup>st</sup>. The Office of the Registrar will select the recipient. Students will continue to receive this bursary for Years 2, 3 and 4, as long as they remain in good standing and continue to have financial need. A maximum four students will hold this bursary during any year. If a student fails to retain their bursary, another student in their class (e.g. Schulich Medicine Class of 2025) will be selected to replace them. This bursary was established by Dr. James H. Purvis (MD '64).

Value: 2 at \$9,375 annually, for a total value of \$37,500 over four years

Effective Date: 2021-2022 academic year

*After practicing medicine in Windsor, ON for many years, Dr. Purvis retired to the family farm in Belle River, ON. Dr. Purvis died in 2020 at age 81.*

IGM Financial Scholarship (Ivey)

Awarded annually to a self-identified woman who is a full-time student and has completed Year 1 of the HBA program at the Ivey Business School. The recipient will have an interest in the financial services industry, preferably in the asset or wealth management field, and will have received a minimum final grade of 78% in the HBA1 Finance course. The HBA Scholarship Committee will make the final selection of the recipient. At a Donor's request, recipients will have the opportunity to interview for an employment placement with an IGM Financial company. This scholarship was established with generous gifts from the Donors.

Value: 5 at \$5,000

Effective: 2021-2022 to 2028-2029 academic years inclusive

Elizabeth Matthews Rowing Memorial Award (Athletics)

Awarded annually to two full-time undergraduate or graduate students (one member of the women's team and one member of the men's team) in any year of any degree program at Western, including the Affiliated University Colleges, who are contributing members of the varsity rowing team. Candidates must be registered with the rowing team's official roster as filed with Ontario University Athletics (OUA). As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. An entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipient basing its decision on its evaluation of their academic performance/potential (20%) and the written recommendation from the Head Coach (80%) assessing their service to the rowing team and character. This award was established in memory of Elizabeth Matthews by her brother, Danny Matthews (BSc 2009, JD 2014), as well as Western Rowing Alumni, and many friends and family.

Value: 2 at \$1,000

Effective Date: 2021-2022 academic year

*This award was established in September 2020 in memory of Elizabeth Matthews (BScN'11) by her family, with the support of members of the Western Rowing Alumni and many friends. Elizabeth was a genuine and caring person who was always thoughtful and respectful of her teammates. Her joyful energy was felt across the team, whether on the water, on the student executive or at team social events. During her four years on the varsity team, she showed dedication to the full Western Rowing experience and made it a better environment for all athletes.*

Osler, Hoskin & Harcourt Diverse Scholars Award (Law)

Awarded annually to full-time undergraduate students in second year Law with strong academic achievement and financial need. To encourage diversity and the attainment of equity in legal education and practice, preference will be given to equity-deserving students who self-identify as Black, Indigenous (First Nations, Inuit or Metis), or a member of a racialized group. Online financial assistance applications are available through Student Center and must be submitted by September 30<sup>th</sup>. Once the Office of the Registrar has determined financial need, the Scholarship Committee within the Faculty of Law will select the recipient. This award is made possible by Osler, Hoskin & Harcourt LLP.

Value: 5 at \$4,000

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Track & Field Black, Indigenous and Racialized Student Athlete Award (Athletics)

Awarded annually to a full-time undergraduate or graduate student, in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Mustang Varsity Track & Field Team and self-identifies as a Black, Indigenous or Racialized person. Candidates must apply for this award through the Head Coach of the Track & Field team by October 15<sup>th</sup>. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipient. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by friends of the Track & Field Team at Western.

Value: 1 at \$4,500

Effective Date: 2021-2022 to 2022-2023 (value to be reviewed in 2023-2024)

Greg Dick Football Award (Athletics)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Football Team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). This award was established by many friends in honour of Mr. Greg Dick (BSc Honours 1993).

Value: 1 at \$1,000  
Effective Date: 2021-2022 academic year

Clayton Warner Football Award (Athletics)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Football Team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). This award was established by many friends in memory of Clayton Warner who was a long-time supporter of student athletes and the Football program at Western University.

Value: 1 at \$1,000  
Effective: 2021-2022 academic year

F. Valerie Miller Award (Any Undergraduate Program)

Awarded annually to a full-time undergraduate student in any year of any program who graduated from a London high school, in a single-parent household and who has volunteer experience and demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by September 30<sup>th</sup>. The Office of the Registrar will select the recipient. This award was established by The O'Reilly Family.

Value: 1 at \$3,000  
Effective Date: 2021-2022 to 2024-2025 academic years inclusive

Bereskin & Parr LLP Scholarship (Law)

Awarded annually to an undergraduate student entering first year in the Faculty of Law, based on academic achievement in pre-Law studies who is Indigenous or self-identifies as Black. Preference will be given to students with a post-secondary degree in a STEM discipline (Science, Technology, Engineering or Mathematics). The Faculty of Law scholarship committee will select the recipient. This scholarship is supported by a generous donation from Bereskin & Parr LLP.

Value: 1 at \$2,000  
Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Karen Crich Cross Country Award (Athletics)

Awarded to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Cross Country Team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established with a generous gift from David Tennant in memory of Karen Crich.

Value: 1 at \$2,000

Effective Date: 2021-2022 to 2025-2026 academic years inclusive

Brederlow Family Continuing Medical Bursary (Schulich School of Medicine & Dentistry)

Awarded to a student entering first year of the Doctor of Medicine (MD) program based on demonstrated financial need. This bursary will continue for up to four years provided that the recipient continues to demonstrate financial need each year. Only one student may hold this bursary at any one time. If the recipient fails to retain the bursary, another student who meets the criterion will be selected from the same year. Candidates must complete an online Admission Bursary application by April 1<sup>st</sup>. The Office of the Registrar will select the recipient. This bursary was established through a generous gift from Mrs. Jackie Brederlow.

Value: 1 at \$4,000 per year

Effective Date: 2021-2022 academic year

*Jackie and her husband, Mr. Paul Brederlow, had successful careers in the aviation industry. Paul was an aviation engineer, while Jackie started as a flight attendant and quickly rose into the ranks of management, ending her career as an aviation safety inspector with the federal government. They believe the world needs more doctors and established this bursary so that future generations of students could pursue their dreams of a medical education.*

Strupat Foundation Award (Ivey)

Awarded annually to a full-time student in the second year of the HBA program at the Ivey Business School, based on academic achievement, community leadership and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30<sup>th</sup>. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient. This award was established with a generous gift from the Edith & Donald Strupat Foundation, which is committed to working with organizations in London to help young adults achieve a successful future.

Value: 1 at \$3,000

Effective: 2021-2022 to 2025-2026 academic years inclusive

HBA '95 Award (Ivey)

Awarded annually to a full-time HBA 1 student at the Ivey Business School, based on academic achievement, community leadership and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by April 1<sup>st</sup>. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient. The award will continue to HBA 2 provided the recipient successfully completes HBA 1 and continues to demonstrate financial need. If a recipient fails to retain the award, a replacement from the same year will be selected. This award was established with a generous gift from the HBA Class of '95 in honour of their 25th reunion.

Value: 1 at \$5,000 continuing

Effective: 2021-2022 to 2026-2027 academic years. Final recipient will be selected in 2025-2026.

Rise Awards in Resilient Leadership for Black Students (HBA) (Ivey)

Awarded annually to a full-time student entering the HBA Program at the Ivey Business School. The award will be given to an equity-deserving student who self-identifies as Black and who demonstrates community leadership and academic achievement. Preference will be given to students who have demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by April 1<sup>st</sup>. The HBA Awards Committee will select the recipients after the Office of the Registrar assesses financial need. The award will continue to HBA 2 provided the recipient successfully completes HBA 1 and continues to demonstrate financial need.

Value: 1\* at \$10,000 continuing

Effective: 2021-2022 to 2023-2024 academic years inclusive. Final recipients to be selected in 2022-2023.

\*In the first year of the award (2021-2022) two students will be selected for the continuing award. In the second year, 2022-2023 one student will be selected for the continuing award.

Rise Awards in Resilient Leadership for Black Students (MBA) (Ivey)

Awarded annually to a full-time student entering the MBA Program at the Ivey Business School. The award will be given to an equity-deserving student who self-identifies as Black and who demonstrates community leadership and academic achievement. Preference will be given to students who have demonstrated financial need. The MBA Awards Committee will make the final selection of the award recipients. At least one representative must hold membership in the School of Graduate and Postdoctoral Studies. These awards are available to both domestic and international students.

Financial need will be determined by the information provided by the student in the scholarship section of their Program application.

Value: 1 at \$22,500

Effective: May 2021 to April 2024 inclusive

Rise Awards in Resilient Leadership for Black Students (MSc) (Ivey)

Awarded annually to a full-time student entering any stream (Business Analytics, Digital Management, and International Business) of the MSc Program at the Ivey Business School. The award will be given to an equity-deserving student who self-identifies as Black and who demonstrates community leadership and academic achievement. Preference will be given to students who have demonstrated financial need. The MSc Awards Committee will make the final selection of the award recipient. At least one representative must hold membership in the School of Graduate and Postdoctoral Studies. These awards are available to both domestic and international students. Financial need will be determined by the information provided by the student in the scholarship section of their Program application.

Value: 2 at \$5,000 (Business Analytics, Digital Management, OR International Business)

Effective: May 2021 to April 2024 inclusive

Rise Awards in Resilient Leadership for Indigenous Students (HBA) (Ivey)

Awarded annually to a full-time student entering the HBA Program at the Ivey Business School. The award will be given to an equity-deserving student who self-identifies as an Indigenous\* Learner and who demonstrates community leadership and academic achievement. Preference will be given to students who have demonstrated financial need. Ivey's HBA Scholarship Committee will work in consultation with Western's Office of Indigenous Initiatives to review and recommend Indigenous applicants. Online financial assistance applications are available through Student Center and must be submitted by April 1st. The HBA Awards Committee will select the recipients after the Office of the Registrar assesses financial need. The award will continue to HBA 2 provided the recipient successfully completes HBA 1 and continues to demonstrate financial need.

\*Indigenous refers to the Original People of Turtle Island (North America) including First Nations, Métis and Inuit people of Canada as well as Native American, Native Alaskan, and Native Hawaiian people from the United States.

Value: 1\* at \$10,000 continuing

Effective: 2021-2022 to 2023-2024 academic years inclusive. Final recipients to be selected in 2022-2023.

\* In the first year of the award (2021-2022) two students will be selected for the continuing award. In the second year, 2022-2023 one student will be selected for the continuing award.

Rise Awards in Resilient Leadership for Indigenous Students (MBA) (Ivey)

Awarded annually to a full-time student entering the MBA Program at the Ivey Business School. The award will be given to an equity-deserving student who self-identifies as an Indigenous\* Learner and who demonstrates community leadership and academic achievement. Preference will be given to students who demonstrate financial need. Ivey's MBA Scholarship Committee will work in consultation with Western's Office of Indigenous Initiatives to review and recommend Indigenous applicants. The MBA Awards Committee will make the final selection of the award recipients. At least one representative must hold membership in the School of Graduate and Postdoctoral Studies. Financial need will be determined by the information provided by the student in the scholarship section of their Program application.

\*Indigenous refers to the Original People of Turtle Island (North America) including First Nations, Metis and Inuit people of Canada as well as Native American, Native Alaskan, and Native Hawaiian people from the United States.

Value: 1 at \$22,500

Effective: May 2021 to April 2024 inclusive.

Rise Awards in Resilient Leadership for Indigenous Students (MSc) (Ivey)

Awarded annually to a full-time student entering any stream (Business Analytics, Digital Management, and International Business) of the MSc Program at the Ivey Business School. The award will be given to an equity-deserving student who self-identifies as an Indigenous\* Learner and who demonstrates community leadership and academic achievement. Preference will be given to students who demonstrate financial need. Ivey's MSc Scholarship Committee will work in consultation with Western's Office of Indigenous Initiatives to review and recommend Indigenous applicants. The MSc Awards Committee will make the final selection of the award recipients. At least one representative must hold membership in the School of Graduate and Postdoctoral Studies. Financial need will be determined by the information provided by the student in the scholarship section of their Program application.

\*Indigenous refers to the Original People of Turtle Island (North America) including First Nations, Metis and Inuit people of Canada as well as Native American, Native Alaskan, and Native Hawaiian people from the United States.

Value: 1 at \$5,000 (Business Analytics, Digital Management, OR International Business)

Effective: May 2021 to April 2024 inclusive.

Dean's MD+ Graduate Award (Schulich School of Medicine & Dentistry)

Awarded annually to students who have been accepted into a Doctor of Medicine (MD) program and have taken a leave to pursue graduate studies or are concurrently pursuing graduate studies at Western. Students must submit a one-page summary regarding their planned career path in Medicine and how they will utilize both their medical degree and graduate studies to achieve their goals. A committee including the

Dean of the Schulich School of Medicine & Dentistry, or their designate will select the recipients. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies.

Number and Value will vary with a minimum value of \$10,000 per student  
Effective Date: May 2021

Eugenia Canas Memorial Award in Health Equity (FIMS)

Awarded annually to a student enrolled full-time in a graduate program in Health Information Science. Preference will be given to a student from an equity-deserving group and/or a student who is conducting research in health equity with a preference for students conducting research involving youth. A committee that includes the Health Information Science Program Chair, Associate Dean Graduate of FHS/FIMS (or their delegate), and at least one individual who is a faculty member with the Health Information Science Program and a member of the School of Graduate and Postdoctoral Studies will select recipients of the award. This award was established by a generous donation from Helene Berman & Mark Flink, Nadine Wathen & Family, and many generous friends of Eugenia Canas.

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

Dr. Nancy Naylor Bursary (Schulich School of Medicine & Dentistry)

Awarded annually to a student in any year of the Doctor of Medicine (MD) program who has demonstrated financial need. Preference will be given to an Indigenous student (First Nations, Inuit or Metis). Online financial assistance applications are available through Student Center and must be completed by October 31st. The Office of the Registrar will select the recipient. This bursary was established by a generous gift from Dr. Nancy Naylor (MD'75), motivated by her work with many Indigenous people while practicing as a Family Physician in Fort Frances, Ontario.

Value: 1 at \$1,500  
Effective Date: 2021-2022 to 2025-2026 academic years inclusive

John D. Wilson Graduate Internship Award in History (Social Science)

Awarded annually to a full-time graduate student in History, based on academic achievement and the submission of an application including information regarding a past or proposed internship or experiential or training opportunity that will enhance the student's program of study. The internship, experiential or training opportunity will typically last between 4-14 weeks and this award will defray costs associated with it. Applications are available from the Departmental Office in History and students are asked to apply by March 15<sup>th</sup>. The recipient will be selected by the Scholarship Committee in the Department of History of which at least one representative holds membership in the School of Graduate and Postdoctoral Studies. This award was established through the Estate of John D. Wilson.

Value: 1 at \$4,000  
Effective Date: May 2021

BAWA Black Student Bursary (Any Undergraduate Program)

Awarded annually to undergraduate students in any year of any program who demonstrate financial need and self-identify as Black. Online financial assistance applications are available through Student Center and must be submitted by October 31<sup>st</sup>. The Office of the Registrar will select the recipients. This bursary was established by a generous gift from BAWA (Black at Western Alumni) and friends of Western.

Value: \$6,750 will be available to support bursaries in increments of \$1,000 as possible  
Effective: 2021-2022 academic year only

(ii) **ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

On behalf of the Senate, SCAPA approved the terms of reference for the following new scholarship that is funded by operating.

Physiology and Pharmacology Graduate Opportunity Scholarship (Schulich School of Medicine & Dentistry)

The Department of Physiology and Pharmacology is dedicated to increasing representation of racialized and marginalized groups in the broad fields of Physiology and Pharmacology through equity and inclusion best practices. We aim to recruit and retain a diverse representation of outstanding students who will contribute toward research excellence in Physiology and Pharmacology. The goal of the Opportunity Scholarship is to attract Canada's most promising and diverse graduate students. Preference will be given to students who are Black, Indigenous (First Nations, Inuit and Métis ), LGBTQ2s+ and students with a disability. Successful applicants will be students with excellent academic standing, demonstrated dedication to scholarly activity, and evidence of leadership character. The Graduate Committee in the Department of Physiology and Pharmacology will select the recipients. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies.

Number of awards: up to 2 per year  
Value of award: \$15,000  
Effective Date: May 2021 to April 2023

**ITEM 11.3(a) – Heart & Stroke/Barnett-Ivey Chair**

**ACTION REQUIRED:**       FOR APPROVAL       FOR INFORMATION

**Recommended:**      That Senate approve the name and terms for the Heart & Stroke /Barnett-Ivey Chair be amended as provided below.

**EXECUTIVE SUMMARY:**

**Donor and Funding:**

In 1997 the Heart & Stroke Foundation made a gift of \$1,000,000 to Robarts Research Institute to create the Chair. Further funding of \$2,000,000 was donated by multiple donors including the Ivey family to create a \$3,000,000 endowment to support the Chair.

**Effective Date:**

September 1, 2021

**Purpose:**

The creation of this Chair has furthered research capacity in heart and stroke at Western University.

**Criteria:**

The holder of the Chair shall be an individual with sufficient research experience and who has demonstrated interest in, and capability to implement the objectives set out below. Applicants will be limited to those with 18 or fewer years' experience as an independent investigator. This is in order to preferably support junior investigators where possible. In addition:

- The Chair will be someone who would hold an MD or PhD. The successful candidate must demonstrate scientific excellence in, and influential contributions to, the body of scholarship in his or her field of interest.
- Candidate evaluation and selection will be based upon the candidate's level of experience, leadership and proven evidence of scientific excellence. The candidate is expected to be competitive in Heart and Stroke Foundation, Canadian Institutes of Health Research or other applicable peer-reviewed funding processes.
- Holders of Canada Research Chairs, or endowed chairs of similar stature and value, may not concurrently hold this Endowed Chair award.
- The candidate should hold Canadian citizenship or permanent resident status or be eligible to receive residential immigration status at the time of accepting the award.

The successful candidate will be expected to devote of the majority of their time to heart and/or stroke research.

Appointments to the Chair will be conducted according to Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships

([https://www.uwo.ca/univsec/pdf/policies\\_procedures/section2/mapp222.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf)) of the University and will normally be for a renewable five-year term

The Selection Committee will evaluate candidates based on the following criteria:

- (a) The proposed research, a description of the nature and extent of any work to be carried out by the awardee apart from the research activity, and the amount and source of any income to be paid supplemental to the award.
- (b) Summary of the research proposed within the first five-year term of the Chair, not to exceed three pages.
- (c) Summary description, up to four pages, of how the applicant plans to integrate with centres in the University and across Canada to establish collaborative research networks, and how the applicant plans to enable knowledge transfer and exchange within the University communities.
- (d) Description of all research conducted during the preceding four years, specifying what was done under funding from HSFC and what was done with funding from other sources.
- (e) List of publications, noting the principal findings in each, the scientific contribution represented by each, and the specific role of the applicant in the work upon which the publication was based should be included. If an applicant is part of a group or collaboration, it is important to convince the reviewers of independent contribution.
- (f) Summary of trainees, students, and research fellows, who have been mentored by the applicant and the contribution of the applicant as a mentor.
- (g) Common CV (HSFC version).

**Allowable Expenses:**

Funds available will be used to support salary and benefits or research support or some mix thereof.

The administration of the spending of resources will be the responsibility of the Dean of the Schulich School of Medicine & Dentistry.

**Reporting:**

The University agrees to report annually to the Heart & Stroke Foundation of Canada regarding the financial status of the endowment by December 31 each year.

**ITEM 11.4(a) – Election Results - Subcommittee for Western Approved Micro-credentials (SWAM)**

**ACTION REQUIRED:**      FOR APPROVAL      FOR INFORMATION

**EXECUTIVE SUMMARY:**

At the June 11, 2021 Senate meeting, an additional nomination was received for a faculty member on the Subcommittee for Western Approved Micro-credentials (SWAM). An electronic vote was subsequently held on June 15 - 17, 2021. The following four individuals have been elected to the Subcommittee for Western Approved Micro-credentials (SWAM):

- Lorraine Davies (SS)
- John Doerksen (Mus)
- Miranda Green-Barteet (AH) (Department Chair)
- Laura Murray (HSci)

Please note that during the June 11, 2021 meeting of Senate, three members were acclaimed:

- Jeff Hutter (Sci) (Associate Dean)
- Rajender Singh (Student, GRAD)
- Claudia Gallant (Student, UNDG)

The results certified by Simply Voting are attached.

**ATTACHMENT(S):**

[Simply Voting Certified Results](#)

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Jun 17, 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.

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## Results - Western Approved Micro-credentials (SWAM)

**Start:** 2021-06-15 09:31:00 America/Toronto  
**End:** 2021-06-16 18:30:00 America/Toronto  
**Turnout:** 41 (41.0%) of 100 electors voted in this ballot.

### Western Approved Micro-credentials (SWAM)

Option	Votes
DOERKSEN, John (Mus) (Faculty)	37 (26.4%)
DAVIES, Lorraine (SS) (Faculty)	31 (22.1%)
GREEN-BARTEET, Miranda (AH) (Faculty/Department Chair equivalent)	26 (18.6%)
MURRAY, Laura (HS) (Faculty / Department Chair equivalent)	25 (17.9%)
SANDOMIERSKI, David (Law) (Faculty)	21 (15.0%)

### VOTER SUMMARY

Total	41
Abstain	0 (0.0%)



**ITEM 11.4(b) - 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 until the month of September 2021.

**ATTACHMENT:**

[Academic Administrative Appointments](#)

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**Information for Senate - September 2021**

<b>Start Date</b>	<b>End Date</b>	<b>Name</b>	<b>Department</b>	<b>Admin Appointment</b>
5/1/2021	6/30/2024	Raz,Gal	Ivey - Associate Dean	Associate Dean (Research)
6/1/2021	5/31/2022	Garcia,Bertha	Schulich - Office of the Dean	Vice Dean
7/1/2021	6/30/2024	Yeung,Ken	Science - Office of the Dean	Assistant Dean
7/1/2021	6/30/2026	Burkell,Jacquelyn	Research Development and Serv	Assoc. V.P. (Research)
7/1/2021	6/30/2026	Shoemaker,Kevin	Research Development and Serv	Assoc. V.P. (Research)
7/1/2021	6/30/2026	Neff,Bryan	Research Development and Serv	Assoc. V.P. (Research)
7/1/2021	6/30/2026	Robinson,Jennifer	Office of the Chief Librarian	Associate Chief Librarian
7/1/2021	6/30/2024	Glushko,Robert	Office of the Chief Librarian	Associate Chief Librarian
7/1/2021	8/31/2023	Jacobs,Lawrence	Schulich - Windsor Campus	Associate Dean
7/1/2021	6/30/2026	Namukasa,Immaculate	Education - Office of the Dean	Associate Dean (Grad,PostDoc)
7/1/2021	6/30/2026	Mooney,Kevin	Music - Office of the Dean	Associate Dean (Grad,PostDoc)
7/1/2021	6/30/2026	Johnson,Andrew	Health Science - Dean's Office	Associate Dean (Ugrd Program)
7/1/2021	6/30/2022	Keyghobadi,Nusha	Science - Office of the Dean	Acting Associate Dean(Administration)
7/1/2021	6/30/2026	Garland,Jayne	Health Science - Dean's Office	Dean
7/1/2021	6/30/2022	Rowlinson,Matthew	English & Writing Studies	Acting Department Chair
7/1/2021	6/30/2022	Garcia-Allen,Ana	Languages and Cultures	Acting Department Chair
7/1/2021	6/30/2022	Tutunea-Fatan,Ovidiu-Remus	Mechanical & Materials	Acting Department Chair
7/1/2021	6/30/2022	Roland,Sophie Louise	Music - Performance Studies	Department Chair
7/1/2021	6/30/2024	Daniel,Omar	Music - Research & Composition	Department Chair
7/1/2021	6/30/2026	Robin,Alena	Visual Arts	Department Chair
8/1/2021	6/30/2026	Kim,Michael	Music - Office of the Dean	Dean
8/1/2021	7/31/2026	Venance,Shannon	Schulich - Office of the Dean	Vice Dean
8/23/2021	6/30/2027	Connelly,Denise	Vice-Provost Acad Plan,Policy	Associate Vice Provost
8/28/2021	1/3/2022	Rykse,Harriet	Office of the Chief Librarian	Associate Chief Librarian
9/1/2021	8/31/2024	Laird,Dale	Schulich - Office of the Dean	Assistant Dean
9/1/2021	8/31/2026	Forrester-Jones,Rachel	School of Health Studies	School Director

**ITEM 12.0 - Items Removed from the Consent Agenda**

**ACTION REQUIRED:**     FOR APPROVAL     FOR INFORMATION

**EXECUTIVE SUMMARY:**

We have not been advised of any items to be removed from the Consent Agenda.

**QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD**

1.

**Z. Sinel, Senator**

My question concerns how questions from Senators are reflected in Senate's minutes. Previously, questions that were submitted in writing were reproduced verbatim. They now appear to be summarized. Is this the intention going forward? If this is the new procedure, if someone specifically requests that his or her question be minuted verbatim, will that request be honoured?

2.

**A. Pyati, Senator**

What is the reason behind doing a land acknowledgment at the beginning of Senate meetings? I understand there is an official reason for it, but I was hoping someone could speak from the heart about why it is necessary to do it for a Senate meeting. Specifically, what implications might this land acknowledgment have for the way Senate functions or may evolve in the future (e.g., having a Senate meeting outside on the land when the pandemic/weather permits, adapting Senate procedures to include indigenous ways of knowing, being, and relating, developing sub-committees to explore how to decolonize the academic mission of the university, etc.)? My main concern is that practices like land acknowledgments can become a performative form of 'virtue signalling,' with limited self-reflexivity and without actual, substantive change of institutional practices.

3.

**A. Schuurman, Senator**

- 1) Will Homecoming, in two weeks, be cancelled or severely curtailed?
- 2) Will Western be vetting both students coming into residence for previous sexual offences, and security personnel being hired for professionalism?
- 3) Will all the broken links on the emails about available supports be fixed? Especially the ones in the actual report of sexual violence that is the first step of getting one investigated?
- 4) Will Western embark on a strong program of establishing a safe and secure campus: making the special constables a more visible and diverse presence; advertising and promoting the Foot Patrol; adding more emergency stations (with the blue lights); improving the lighting at night since it seems to have remained at pandemic lows; putting decent security into the residences so that the "no visitors" policy is not just a joke; ensuring that the programming around consent and sexual activity that seems to have disappeared in the last two years from Orientation is properly reinstated this fall for our current students and guaranteed for future years; and much much more?

- 5) Will trauma counsellors be made available in the Mustang Lounge asap, as happened in the past whenever there were sudden deaths on campus?
- 6) Will students who have been charged with sexual assault not just be moved to another residence?

7) Will the senior administration stop playing defence, saying that it needs to wait to see if the assault claims are substantiated, or that students all seem to be behaving well, and start getting out ahead of this terrible situation to change the culture of the "best university experience" as meaning "best party university"?

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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.
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**ITEM 14.0 – Autumn Convocation (#318)**

**ACTION REQUIRED:**      FOR APPROVAL      FOR INFORMATION

**EXECUTIVE SUMMARY:**

In light of ongoing developments and recommendations associated with COVID-19, Convocation Board approved for virtual convocations to be held for this fall for graduating students.

Virtual convocations remain mindful of the safety of the graduates, their families and the University community. Virtual convocations also provide the opportunity to celebrate our graduates while honouring our convocation traditions.

All those candidates for degrees, diplomas and certificates, who are recommended by their Faculties to the Registrar for conferral of degrees and diplomas, or award of certificate, will have them granted during the virtual convocation ceremonies to be shared October 22, 2021.

Please be assured Western is committed to providing graduates the opportunity to participate in a future celebratory ceremony when it is safe to do so.

**ATTACHMENT:**

[Order of Convocation – Autumn Convocation 2021 \(#318\)](#)

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**Order of Ceremony – Autumn Convocation 2021**

<b>AUTUMN 2021</b>	<b>AWARD OF DEGREES</b>
<b>CONVOCATION #1</b> October 22, 2021	Brescia University College Don Wright Faculty of Music Faculty of Arts and Humanities Faculty of Information and Media Studies Huron University College King’s University College
<b>CONVOCATION # 2</b> October 22, 2021	Faculty of Education Faculty of Law Faculty of Social Science Richard Ivey School of Business
<b>CONVOCATION #3</b> October 22, 2021	Faculty of Engineering Faculty of Health Sciences Faculty of Science Schulich School of Medicine & Dentistry
<p style="text-align: center;">Students in graduate programs will be awarded in the convocation ceremony of their hosted faculty</p>	