

SENATE AGENDA

**Friday, November 11, 2022, 1:30 p.m. – 4:30 p.m.
Arts & Humanities Building, Room 1R40**

To assist in complying with vaccination protocols, please bring
your Western ONECard or proof of two vaccinations.

- 1.0 [Land Acknowledgement](#)
- 2.0 [Minutes of the Meeting of October 14, 2022](#) Approval
- 3.0 [Business Arising from the Minutes](#)
- 4.0 [Report of the President](#) Information

AGENDA

- 5.0 **Report of the Operations / Agenda Committee (E. Chamberlain)**
 - 5.1 [Amendment to the Faculty of Health Sciences Faculty Council Constitution](#) Approval
- 6.0 **Report of the Nominating Committee (S. Roland)**
 - 6.1 [Membership – Senate Committee on Academic Policy \(Policy\)](#) Approval
 - 6.2 [Membership – Subcommittee on Western Approved Micro-credentials \(SWAM\)](#) Approval
- 7.0 **Report of the Senate Committee on Academic Policy (M. Milde)- see Consent Agenda**
- 8.0 **Report of the Senate Committee on Academic Curriculum and Awards (J. Cuciurean) – see Consent Agenda**
- 9.0 **Report of the Senate Committee on University Planning (M. Davison) - NO REPORT**
- 10.0 **Report of the University Research Board (B. Neff)** Information

Senate Agenda
November 11, 2022

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|--------------|---|-------------|
| 11.0 | Report of the Academic Colleague (P. Barmby) | Information |
| 12.0 | The Unanimous Consent Agenda | |
| 12.1 | Items from the Operations/Agenda Committee | |
| 12.1(a) | Senate Election Schedule for 2022 | Information |
| 12.2 | Items from the Senate Committee on Academic Policy | |
| 12.2(a) | Revisions to the Dean's Honour List and Graduation "With Distinction" Policy | Approval |
| 12.3 | Items from the Senate Committee on Academic Curriculum and Awards | |
| 12.3(a) | School of Graduate and Postdoctoral Studies: | |
| 12.3(a)(i) | Introduction of a Master of Science (MSc) in Drug Safety and Pharmacovigilance | Approval |
| 12.3(a)(ii) | Revisions to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology | Approval |
| 12.3(a)(iii) | Revisions to the Master of Arts (MA) in Sociology | Approval |
| 12.3(a)(iv) | Withdrawal of the Master of Arts (MA) in Ancient Philosophy | Approval |
| 12.3(b) | SUPR-U Report: Cyclical Program Review of French Studies (Huron University College) | Information |
| 12.3(c) | SUPR-G Report: Cyclical Program Review of Computer Science | Information |
| 12.3(d) | New Scholarships, Awards and Prizes | Information |
| 12.3(e) | Annual Report of the Office of Academic Quality and Enhancement (OAQE) | Information |
| 12.4 | Announcements and Communications | |
| 12.4(a) | Election Results: Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies) | Information |
| 13.0 | Items removed from Consent Agenda | |

Senate Agenda
November 11, 2022

14.0 [Discussion and Question Period](#)

15.0 New Business

16.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: APPROVAL INFORMATION DISCUSSION

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

Offering a land acknowledgment was adopted as a standard practice at Senate on December 9, 2016.

Dr Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated that it is important to remind ourselves regularly of our commitment to reconciliation and decolonisation, and to ensure that these objectives remain central in our collegial decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was extended to Senate’s committees.

Members of OAC were broadly supportive of this practice, while also being mindful that land acknowledgments should be meaningful and dynamic, and not simply a rote exercise.

Some suggestions for practices that might be most meaningful and relevant to Senate and committee meetings are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating to education
- a reminder of elements of Western’s Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

ITEM 2.0 – Minutes of the Meeting of October 14, 2022

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the minutes of the meeting held on October 14, 2022, be approved as circulated.

ATTACHMENT(S):

[Minutes of the October 14, 2022 Meeting](#)



MINUTES OF THE MEETING OF SENATE

October 14, 2022

The meeting was held at 1:30 p.m. in Room 1R40, Arts & Humanities Building.

SENATORS:

M. Adler	A. Hodgson	A. Pyati
G. Arku	S. Hodgson	A. Robin
K. Arora	M. Joannis	C. Robinson
P. Barmby	E. Kalaydjian	S. Roland
A. Baxter	K. Kirkwood	B. Rubin
M. Bordignon	D. Kotsopoulos	H. Samson
C. Burucúa	J. Lacefield	M. Sanita Lima
E. Chamberlain	Y. Laforet-Fliesser	G. Santos
K. Choi	D. Laird	J. Schermer
M. Cleveland	J. Langille	A. Schuurman
K. Coley	L. Latif	A. Shepard
S. Constas	L. Lewis	Z. Sinel
M. Davison	C. Marshall	D. Smith
G. De Viveiros	M. Milde	C. Steeves
R. DeKoter	L. Miller	F. Strzelczyk
D. Ferri	S. Morrison	J. Sutton
A. Fremeth	I. Namukasa	J. Toswell
J. Garland	B. Neff	R. Ventresca
A. Haque	A. Nelson	J. Watson
L. Henderson	T. Orchard	J. Welch
K. Henricus	M. Patel	S. Whitehead
R. Heydon	S. Powell	

Observers: C. Bressette, J. Doerksen, K. Dufresne, E. Gardner, R. Isard,
S. Lewis, M. McGlynn, O. Oloya, H. Perinpanayagam, N. Narain

LAND ACKNOWLEDGEMENT

J. Watson offered a Land Acknowledgement.

The President noted that the Office of Indigenous Initiatives released a new brochure which aims to recruit Indigenous students and their families to Western University.

S.22-228 **MINUTES OF PRIOR MEETING**

It was moved by M. Milde, seconded by S. Roland,

That the minutes of the meeting of September 16, 2022, be approved as circulated.

CARRIED

S.22-229 **BUSINESS ARISING FROM THE MINUTES**

F. Strzelczyk, Provost and Vice-President (Academic), provided an update on faculty hires and ongoing leadership searches in the academic portfolio. The presentation is attached to the minutes as Appendix "A".

Additionally, she expressed gratitude to leaders who continue to serve and provided a short overview of some upcoming hiring and some searches in progress. The Provost commented on the number of hired positions and added that it includes different types of hires.

In response to the concern regarding hiring with a limited term, the difference between limited term and limited duty was noted. Limited duty hires are not included in the compiled data

In response to a question about the use of PARF-style hiring in the future and particularly regarding centralized approach without devolving through the Faculty, F. Strzelczyk shared that a decision has not yet been made and she will let Senators know since decided.

A Senator admitted there were concerns previously expressed about the centralized approach to hiring without devolving through the faculty. Responding to that question, the Provost confirmed that they are reviewing the policy, and the feedback will be provided as soon as it is finalized.

A Senator expressed concerns with a lack of individuals with a disability, from the LGBTQIA2S+ community, and highlighted the Indigenous equity-seeking group. The Senator requested information regarding the male/female averages in the upcoming report.

S.22-230 **REPORT OF THE PRESIDENT**

The Report of the President, distributed with the agenda, contained information on the following topics: Western Academy for Advanced Research, new scholarships for Black and Indigenous students, minor in Black studies, Western Heads East, recent accolades, and Leadership update.

The President additionally commented on the following items:

- Details of the meeting with Paul Davenport, the ninth president of Western
- Upcoming in-person Convocation for 2022 graduates
- Launching of the Memegwaanh Indigenous Learning Honour
- Introduction of John Doerksen, appointed Vice-Provost (Students)
- Introduction of Bryan Neff, appointed Acting Vice-President (Research)

In addition, the President welcomed Senate to attend the Hanny and Najet Hassan Lecture by Dr. Oludamini Ogunnaike at Conron Hall, University College following Senate.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

S.22-231 **ITEM 5.1 – Nominating Committee Membership**

Matheus Sanita Lima was nominated from the floor of Senate and was acclaimed to the Nominating Committee as a graduate student member of Senate for a term from July 1, 2022 to June 30, 2023.

Margi Patel was nominated from the floor of Senate and was acclaimed to the Nominating Committee as an Alternate student member of Senate for a term from July 1, 2022 to June 30, 2023.

REPORT OF THE NOMINATING COMMITTEE

S.22-232 **ITEM 6.1 Membership – Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)**

Matt Davison was acclaimed to the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies) as a Dean.

Yousuf Hasan was acclaimed to the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies) as a graduate student

Janis Cardy, Lorraine Davies, and Jayshri Sabarinathan were nominated by the Nominating Committee and Christopher Alcantara was nominated from the floor of Senate to the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies). An election was held following the Senate meeting and Janis Cardy, Lorraine Davies, and Jayshri Sabarinathan were elected to the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies).

S.22-233 **ITEM 6.2 – Membership – Electoral Board for Chancellor**

Godwin Arku, Laretta Frederking, Donna Kotsopoulos, Gildo Santos, and Shawn Whitehead were acclaimed to the Electoral Board for Chancellor.

S.22-234 **ITEM 6.3 – Membership – Operations/Agenda Committee (OAC)**

Matheus Sanita Lima was acclaimed to the Operations/Agenda Committee as a student Senator for a term to June 30, 2023.

S.22-235 **ITEM 6.3 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)**

Kristi MacDonald was acclaimed to the Senate Committee on Academic Curriculum and Awards as a graduate student for a term from July 1, 2022 to June 30, 2023.

S.22-236 **ITEM 6.5 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)**

Emmanuel Akanbi was acclaimed to the Subcommittee on Western Approved Micro-credentials as an undergraduate student for a term from July 1, 2022 to June 30, 2023.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

S.22-237 **ITEM 7.1 – Draft Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs**

M. Milde presented a new draft Policy on Academic Consideration for Student Absences for discussion.

The new policy will provide a mechanism to alleviate the process of obtaining medical notes or compassionate documentation in case of short-term absences.

M. Milde noted the need for a diversity of views on this matter and provided a short background to the discussion. He pointed out that the process would ensure wide consultation and transparency for the new policy.

M. Milde invited S. Lewis to outline the main paths of the new approach for this draft policy. She focused attention on the critical shifts from a former policy around a self-reported absence to a newly declared absence without documentation which includes a “one per course” model rather than all courses within a 48-hour period. This was suggested to provide professors with flexibility in the assessment process.

Senators submitted questions in advance of the meeting. S. Lewis reported that the main concerns were around the faculty agency and the workload. In addition, she raised a concern regarding the challenges that students may face in obtaining medical documentation.

The discussion included consideration of the workload and pedagogical issues concerning the draft policy. M. Milde noted the Committee did discuss both issues and it attempted to mitigate the workload while saving good pedagogical results.

A Senator raised a concern regarding the work of faculty with the specific practice of group projects and provided examples where absence could affect many people rather than one student with a declared absence without documentation.

M. Milde advised that the new policy has gone through a broad consultation process and the Committee is still reviewing those suggestions.

A Senator, on behalf of students, suggested a practice to override the workload concerns by providing students with a 48-hour grace period for assessments without reporting the absence.

A Senator raised ethical concerns as this policy suggests only one absence per course, but in case of illness, it seems impossible to be able to do the other work in that period. Regarding this concern, it was suggested that the new policy could be used by students as an opportunity to manage their workload.

Senators highlighted the administrative and organizational challenges of undocumented absences.

Concerns were expressed regarding teaching students professionalism in meeting deadlines, a perceived rise in absenteeism and reputation issues for the University.

Several student Senators drew Senate's attention to the fact that the policy might help undergraduate students, who may have a lack of life experience, with the transition to becoming university students.

The President concluded the discussion by encouraging senators to send any follow up questions and suggestions on this matter to M. Milde.

REPORT OF THE UNIVERSITY RESEARCH BOARD

S.22-238 ITEM 10.0 – Announcement of a Vice-Chair of the University Research Board

B. Neff announced the Vice-Chair of the University Research Board, Oana Branzei, for a term from July 1, 2022 to June 30, 2023.

B. Neff presented a short verbal report about ongoing research and funding activities at Western over the past few months.

A Senator asked the Senate to express appreciation to Lesley Rigg, previous Vice-President (Research). On behalf of the Senate, A. Shepard noted that he had extended his appreciation to Lesley Rigg for her successful work at Western on numerous occasions.

S.22-239 CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE

S.22-240 ITEM 12.1(a) – Revisions to the Senate Election Procedures

It was moved by M. Davison, seconded by D. Kotsopoulos,

That on the recommendation of OAC, Senate approve that effective October 14, 2022, the Senate Election Procedures be revised as shown in Item 12.1(a).

CARRIED BY UNANIMOUS CONSENT

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

S.22-241 **ITEM 12.2(a)(i) School of Graduate and Postdoctoral Studies: Revisions to the Master of Engineering Science (MESc) and PhD in Electrical and Computer Engineering**

It was moved by M. Davison, seconded by D. Kotsopoulos,

That on the recommendation of ACA, Senate approve that effective September 1, 2023, the Master of Engineering Science (MESc) and PhD in Electrical and Computer Engineering be revised as shown in Item 12.2(a)(i).

CARRIED BY UNANIMOUS CONSENT

S.22-242 **ITEM 12.2(a)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Environment and Sustainability (MES)**

It was moved by M. Davison, seconded by D. Kotsopoulos,

That on the recommendation of ACA, Senate approve that effective September 1, 2022, the Master of Environment and Sustainability (MES) be revised as shown in Item 12.2(a)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-243 **Information Items Reported by the Senate Committee on Academic Curriculum and Awards**

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

- ITEM 12.2(b) – Revisions to the Terms of Reference of the Subcommittee for Western Approved Micro-credentials (SWAM)
- ITEM 12.2(c) – Annual Report of the Subcommittee for Western Approved Micro-credentials (SWAM)
- ITEM 12.2(d) – Faculty-Specific Undergraduate Sessional Dates (2022-23)
- ITEM 12.2(e) – New Scholarships, Awards and Prizes

S.22-244 **Information Items Reported by the Senate Honorary Degree Committee**

The following item was reported by the Senate Honorary Degree Committee:

- ITEM 12.3(a) – Honorary Degree Recipients- Autumn 2022

S.22-245 **ANNOUNCEMENTS AND COMMUNICATIONS**

The following item reported through Announcements and Communications was received for information by unanimous consent:

- ITEM 12.4(a) – Election Results – Senate Committees and Selection Committee for the Vice-President (Research)

S.22-246 **DISCUSSION AND QUESTION PERIOD**

The full text of questions submitted in advance of the meeting were posted in the Agenda at Item 14.0 prior to the meeting. Those questions submitted in advance were addressed through the discussion at Item 7.1. Additional questions and responses are summarized below.

As November 1, 2022 is the lock day for enrollment, a Senator asked if updates on the enrollment could be provided at the next Senate meeting. She was specifically interested in the averages of the first-year entrance group: international, domestic, male, and female.

A. Shepard highlighted the success that the University had in enrollment for September. The President noted that an update regarding enrollment would be provided.

A Senator asked if the President planned to provide an update on the vaccination policies. A. Shepard noted that changes to the policy would be implemented based on the guidance of public health officials and they are getting close to a decision.

In follow-up, a Senator asked whether there had been progress with the mask policy. A. Shepard responded that the administration is reviewing its options by involving many professionals from medical faculty, public health, and student health services, but there is no firm decision yet.

A Senator provided information regarding a generous donation made at the last football game.

ADJOURNMENT

The meeting adjourned at 3:15 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

Provost Update

Senate
October 14, 2022

Florentine Strzelczyk

Leadership Searches Academic Portfolio

Completed

- **John Doerksen**
Vice Provost (Students)
- **Susan Lewis**
Vice Provost (Academic Programs)
- **Mark Daley**
Chief Digital Officer

Leadership Searches

Academic Portfolio

Renewals / Extensions / Acting Appointments

- **Sharon Hodgson**
Dean – Ivey
- **Linda Miller**
Vice Provost – SGPS
- **Matt Davison**
Dean – Fac. of Science
- **Lisa Latif**
Acting Registrar

Leadership Searches Academic Portfolio

Upcoming

- Special Advisor
Gender Based & Sexual Violence
- Acting Dean – Law

In Process

- Dean, Faculty of Arts & Humanities
- University Registrar
- Vice-Provost, International
- Vice-Provost, SGPS

New Faculty Hires

PARF	Member name	Unit	Start
Black Scholars	Jessica Karuhunga	Visual Arts	July 1, 2022
	Cornel Grey	Gender, Sexuality & Women's Studies	July 1, 2022
	Raymond Thomas	Biology	Sept 1, 2022
	Teklab Gebregiworgis	Biochemistry	Sept 1, 2022
	Ngjanga-Bakwin Kandala	Epidemiology & Biostatistics	Oct 1, 2022
	Dominic Alaazi	Health Studies	Dec 1, 2022
	Nataleah Hunter-Young	FIMS	Jan 1, 2023
Indigenous Scholars	Sheri Nault	Visual Arts	July 1, 2022
	Vanessa Ambtman-Smith	Geography, Social Sciences	July 1, 2023
	Dennis Michaelson	Engineering	Aug 15, 2022
	Cortney Dakin	Geography, Social Sciences	Jan 1, 2023

New Faculty Hires

July 1, 2021 – June 30, 2022

Faculty	Hires
Arts & Humanities	4
Education	7
Engineering	8
Health Sciences	16
Information & Media Studies	5
Ivey School of Business	22
Law	4
Music	4
Schulich School of Medicine & Dentistry	18
Science	8
Social Science	11
Grand Total	107

New Faculty Hires

July 1, 2022 – June 30, 2023

Faculty	Hires
Arts & Humanities	4
Education	1
Engineering	11
Health Sciences	12
Information & Media Studies	1
Ivey School of Business	19
Law	3
Music	4
Schulich School of Medicine & Dentistry	10
Science	13
Social Science	14
Grand Total	92

ITEM 3.0 – Business Arising from the Minutes

ACTION: APPROVAL INFORMATION DISCUSSION

In response to a request during the Discussion and Question Period regarding student enrolment, an update will be provided at the December Senate meeting



REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: November 4, 2022
Re: Monthly report for November 2022

Dear Senators,

Following are some noteworthy developments since my October 7 report to Senate.

Fall convocation: On October 19-21, we returned to Alumni Hall for in-person ceremonies celebrating the achievements of more than 1,900 graduates and honorary degree recipients Dr. Robbie Campbell, Patrick Lam, Helene Polatajko, Nancy Love, and Mary Lou and Dan Smoke. Western's alumni family includes over 332,000 in 160 countries.

Sustainability rankings: On October 26, the *QS World University Sustainability Rankings* were released, placing Western 17th among 700 universities, and third in Canada, following Toronto (second globally) and UBC (third globally). The QS rankings are based on 37 indicators related to the social and environmental impact of universities' teaching, research, and operational activities. We ranked first in Canada and sixth globally in the 'sustainable institutions' sub-category which assesses strategy and operations towards an environmentally sustainable future and whether there is a demonstrated commitment to environmental impact alleviation. This is encouraging validation of a similar ranking released in April by *Times Higher Education* that placed Western first in Canada and third globally in relation to the United Nations Sustainable Development Goals (SDGs). We track our progress on the UN's seventeen SDGs as part of our commitments to sustainability, as described in [Towards Western at 150](#).

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

- **Claire Crooks** (Education) named recipient of the 2022 WORLDDiscoveries Vanguard Innovator of the Year Award in recognition for her team's work to develop, implement and evaluate programs in mental health promotion and violence prevention in school and community settings.

- **Lisa Saksida** (Physiology & Pharmacology, Psychology) named to the Governing Council of the *Canadian Institutes of Health Research*.
- **James Voogt** (Geography & Environment) named recipient of the 2022 Luke Howard Award for outstanding contributions to the field of urban climatology by the *International Association of Urban Climate*.
- Associate Vice-President (Equity, Diversity & Inclusion) **Opiyo Oloya** named recipient of the 2022 *Renaissance Award* from *Afroglobal Television*, recognizing him among this year's 100 Most Influential Black Canadians.
- PhD alumni **Brianne Bruijns** (Health and Rehabilitation Sciences, 2021), **Jaky Keuper** (Epidemiology and Computer Science), and **Chloe Lau** (Psychology, 2022) named recipients of the *Governor General's Academic Gold Medal*.
- Alumni **Bailey Thompson** (BESc'22), **Bruce Gillespie** (BESc'22), **Adam Kidd** (BESc'22), and **Parth Vachharajani** (BESc'22) named *Undergraduate Awards Global Winner* for their top research paper in the engineering category.
- Alumnus **Leighton Schreyer** (BSc'22) named *Undergraduate Awards Global Winner* for his top research paper in the medical sciences category.
- Alumnus **Rory Gilliland** (BSc'22) named *Undergraduate Awards Regional Winner* for his research paper in the medical sciences category.
- Fourth-year Science student **Riley Cousins** named *Undergraduate Awards Regional Winner* for his research paper in the nursing, midwifery and allied care category.

Leadership update: Professor **Janis Oram Cardy** has been named Acting Associate Vice-President (Research), effective November 1. Janis most recently served as Associate Dean (Research) for the Faculty of Health Sciences where she is also a professor in the School of Communication Sciences & Disorders and a principal investigator at the National Centre for Audiology. She also currently holds academic appointments as a member of the Western Institute for Neuroscience and as a scientist in the division of children's health and therapeutics at the Children's Health Research Institute.

Professor **Tracy Isaacs** has been named Special Advisor to the Provost on Gender-Based & Sexual Violence, effective January 1, 2023. In this new role, Tracy will establish and lead a GBSV Advisory Committee to help implement recommendations made earlier this year by the GBSV Action Committee and independent reviewers. She is a professor in the Department of Philosophy who has served in various administrative roles, including Graduate Chair of Philosophy, Chair of the Department of Women's Studies & Feminist Research, and Associate Dean (Academic) for the Faculty of Arts & Humanities.

Searches remain underway for the Dean of the Faculty of Arts & Humanities, Vice-Provost & Associate Vice-President (International), University Registrar, and Vice-President (Research).

ITEM 5.1 – Amendment to the Faculty of Health Sciences Faculty Council Constitution

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective November 11, 2022, the Faculty of Health Sciences Faculty Council Constitution be revised as shown in Item 5.1.

EXECUTIVE SUMMARY:

In keeping with Western’s Strategic Plan, the Faculty of Health Sciences seeks to “strengthen our relationships with nearby communities, agencies and services”. To do so, the Faculty wishes to extend a seat on its Faculty Council to key local stakeholders, who are instrumental in the delivery of the Faculty’s health programs.

It is proposed that the composition of the Faculty Council be revised to include the CEO of London Health Sciences Centre (or designate), the CEO of St. Joseph’s Health Care London (or designate), and the Medical Officer of Health of London, Middlesex Health Unit (or designate).

It is further proposed that a seat be added for the President of the Faculty of Health Sciences Student Council to recognize the importance of that student voice in our Faculty Council. By adding four seats, the Faculty chose to reduce the number of seats for faculty members in other Faculties from four to two, to keep the total membership in line with quorum requirements.

In reviewing Faculty Council Constitutions from other Faculties, a broad range of numbers of faculty members from other Faculties was noted. Administrative housekeeping changes are also proposed to reflect current practice.

The proposed revisions were unanimously approved by the Faculty Council on October 20, 2022.

ATTACHMENT(S):

[Amendment to the Faculty of Health Sciences Faculty Council Constitution](#)



FACULTY OF HEALTH SCIENCES

Effective Date: **November 11, 2022** ~~December 2013~~

Supersedes: **December 2013**

COMPOSITION AND RULES OF PROCEDURE

1. The Faculty of Health Sciences shall consist of the following Schools/Programs: the Schools of Communication Sciences and Disorders, Health Studies, Kinesiology, Occupational Therapy, Physical Therapy, and the Arthur Labatt Family School of Nursing, and **two Faculty-wide Programs:** the Graduate ~~Program~~ **Programs** in Health and Rehabilitation Sciences **and Advanced Health Care Practice.**

Requests to establish a new School shall be initiated by the Council of the Faculty of Health Sciences and shall be submitted to Senate.

2. The Council of the Faculty of Health Sciences shall be responsible to Senate and shall be composed of:

- a. The following ex officio members:

- i. The President & Vice-Chancellor
- ii. The Provost & Vice-President (Academic)
- iii. The Vice-President (Research)
- iv. The Dean of Health Sciences who shall be Chair of the Council
- v. The Vice-Provost (Graduate & Postdoctoral Studies)
- vi. **The CEO of London Health Sciences Centre, or designate**
- vii. **The CEO of St. Joseph's Health Care London, or designate**
- viii. **The Medical Officer of Health of London Middlesex Health Unit, or designate**
- ix. **The President of the Faculty of Health Sciences Student Council**

- b. The following members:

- i. All full-time (probationary, tenured, and limited term) faculty members of the Faculty, including those who hold joint appointments with other Faculties
- ii. One part-time faculty member of each School/~~Program~~ of the

Faculty of Health Sciences Council Constitution

- Faculty, elected by the faculty members of the respective School/~~Program~~
- iii. One ~~graduate or undergraduate~~ student from each **academic program School/Program** of the Faculty, elected by the students in the respective **academic program School/Program**
 - iv. One full-time PMA-eligible or UWOSA staff member from each Administrative unit of the Faculty, ~~to be~~ elected or appointed by the staff of the respective units
 - v. ~~Four~~ **Two full-time** members of faculty **holding the rank of Lecturer or higher**, who are not members of the Faculty of Health Sciences, ~~no two of whom are~~ **and who are not** from the same Faculty (except from the School of Graduate and Postdoctoral Studies), **elected by full-time faculty members of Faculty Council**.
3. Members of the above categories shall be entitled to participate in the meetings of the Council, i.e., to speak, to propose motions, and to vote.
 4. All staff, students and part-time faculty of the Faculty are welcome to attend Faculty Council as visitors, subject to meeting room capacity limitations.
 5. The Council shall meet at least four times each year and at such times as the Council or Senate may, from time to time, prescribe. Twenty-five (25) voting members shall constitute a quorum for regular and special meetings of the Council.
 6. A special meeting of the Council shall be called on the written notice of 10% of the members of Council. Such notice shall be conveyed to the Chair of Council who shall convene a meeting of Council within seven (7) working days thereafter, to consider the matter or matters set out in the notice.
 7. The Council shall advise Senate on all matters under the jurisdiction of the Senate which are pertinent to the Faculty of Health Sciences or which are referred to the Council by the Senate, and shall determine policy on all such matters if so delegated by the Senate.
 8. The Council shall establish such committees to exercise its powers and advise it as it considers necessary.
 9. **Elections held by Council to appoint members to Departmental and Faculty Committees and to other bodies within the University, may be held by electronic vote.**
 10. Unless otherwise specified by this constitution, the by-laws and regulations for the conduct of the Council's proceedings shall, where applicable, be those adopted by the Senate.

Faculty of Health Sciences Council Constitution

11. This constitution may be amended by the Senate on the recommendation of two-thirds ($2/3$) of the voting members of the Council of the Faculty of Health Sciences at least fourteen (14) days following written notice of the proposed amendment.

ITEM 6.1 – Membership – Senate Committee on Academic Policy (Policy)

ACTION: ACTION INFORMATION DISCUSSION

Workload: Meets monthly on Mondays at 9:30 a.m.

- Composition:** Ten (10) members elected by Senate, including:
- Eight (8) faculty members. No more than two (2) may be from the same Faculty, School, or Affiliated University College. At least four (4) must have membership in the School of Graduate and Postdoctoral Studies.
 - Two (2) students:
 - One (1) graduate student
 - One (1) undergraduate student

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

James Lacefield (Eng), Katrina Moser (SS), Michael Milde (AH), Kevin Moore (GRAD), Ken Yeung (Sci)

Terms continuing to June 30, 2024:

Melissa Adler (FIMS), Robert Klassen (Ivey), WG Pearson (AH), Mark Workentin (Science).

Required: One (1) undergraduate student senator to complete the term of Kathleena Henricus who has resigned:

Nominees: Sydney Turner (Student, UNDG) Term to June 30, 2023

ITEM 6.2 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)

ACTION: ACTION INFORMATION DISCUSSION

Workload: Meets monthly on Mondays at 10:00 a.m.

- Composition:** Seven (7) members elected by Senate, including:
- Five (5) faculty members, one (1) of whom shall be an Associate Dean (Undergraduate or Graduate) and one (1) of whom shall be a Department Chair (or equivalent). No two members may be from the same Faculty/School.
 - Two (2) students:
 - One (1) graduate student
 - One (1) undergraduate student

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

Emmanuel Akanbi (Student, UNDG), Miranda Green-Barteet (AH), Jeff Hutter (Sci), Pam McKenzie (FIMS), Laura Murray (HS)

Required: One (1) faculty member to complete the term of Lorraine Davies who has resigned her elected seat and will be continuing on the committee as the designate of *ex officio* member Linda Miller

One (1) graduate student (term from July 1, 2022 to June 30, 2023):

Nominees:	Jana Seijts (Ivey)	(Faculty)	Term to June 30, 2023
	Kyla Morris	(Student, GRAD)	Term to June 30, 2023

ITEM 11.0 – Report of the Academic Colleague

ACTION: APPROVAL INFORMATION DISCUSSION

The COU Academic Colleagues met on October 11 and 12, and with the full COU Council on October 13, 2022. Both meetings included an extensive discussion of proximal and distal teaching modalities including benefits (access, accessibility), challenges (engagement, workload) and considerations for strategic decisions.

The following additional items may be of interest to Senators:

In sector advocacy, COU continues its two-pronged approach with meetings with government, both the political and civil service, and public-facing communications that highlights the sector's value proposition, demonstrating universities' role in developing highly skilled talent across disciplines, such as STEM, humanities and social sciences, and ground-breaking research around key areas, including health care, life sciences and high-growth fields. COU will be highlighting the services universities provide to international students, particularly in the context of concerns about international students' experiences in private career colleges, and their work to alleviate the housing shortage through investment in new student housing. These communications demonstrate the vital role universities play in ensuring student success and Ontario's economic recovery. The other aspect of advocacy involves outlining the financial challenges the university sector faces, indicating how this may impact universities' ability to help the province deliver on its goals.

The provincial government is discussing launching a blue-ribbon panel to discuss the university sector. While many details about the panel are not yet clear, including timeline and its mandate, it presents an opportunity to highlight the university sector's priorities, particularly the need for a multi-year financial plan for universities. There are also risks associated with the panel, including the possibility of delaying a decision around the tuition framework and possible recommendations that would encroach on institutional autonomy.

COU is monitoring potential recommendations that could be included in the Auditor-General's final report on Laurentian University. Imposing more financial controls or consolidating university budgets with the province's budget (as happens in some other provinces) would be a major threat to university autonomy. The Auditor-General's audits of other universities may buttress calls for more oversight of and intervention in universities, with a narrow focus on value for money and relatively little attention to broader student experience.

The Council approved a recommendation that COU launch a review of its constitution. This is needed to ensure compliance with either the Ontario Not-for-Profit Corporations Act or the Canada Not-for-Profit Corporation Act and because of the provisional membership granted last year to l'Université Hearst and the Northern Ontario School of Medicine.

ITEM 12.0 – The Unanimous Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

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 University 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 (at senate@uwo.ca) 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 12.1(a) – Senate Election Schedule for 2023

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Senate election schedule for 2023 is provided for information. The elections for the undergraduate student constituencies have been set to run in conjunction with the University Students' Council (USC) election.

ATTACHMENT(S):

[Senate Election Schedule for 2023](#)



Western

SENATE ELECTION SCHEDULE FOR 2023

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

The terms of the faculty and administrative staff representatives will be two years (July 1, 2023 to June 30, 2025). The terms of the graduate and undergraduate student representatives will be one year (July 1, 2023 to June 30, 2024).

Faculty and Administrative Staff Constituencies	
Nominations Open	12:00 a.m., Monday, January 16
Nominations Close	4:00 p.m., Friday, January 27
Posting of Nominations	Monday, January 30
Balloting – Polls Open	8:00 a.m., Tuesday, February 14
Balloting – Polls Close	8:00 p.m., Wednesday, February 15
Posting of Results	Thursday, February 16

Graduate and Undergraduate Student Constituencies	
Nominations Open	12:00 a.m., Monday, January 16
Nominations Close	11:59 p.m., Friday, January 20
Mandatory All Candidates' Advisory Meeting for Undergraduate Student Candidates (<i>organized by the USC</i>)	Two options: Saturday, January 21, time TBD Sunday, January 22, time TBD
Posting of Nominations	Monday, January 23
Campaign Period begins	12:00 a.m., Monday, January 23
Balloting – Polls Open	8:00 a.m., Tuesday, February 7
Balloting – Polls Close / Campaign Period Ends	8:00 p.m., Friday, February 10
Posting of Results	Monday, February 13

ITEM 12.2(a) – Revisions to the *Dean’s Honour List and Graduation “With Distinction” Policy*

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective as of September 1, 2022, the *Dean’s Honour List and Graduation “With Distinction”* policy be revised as shown in Item 12.2(a).

EXECUTIVE SUMMARY:

The Ivey Business School is proposing changes to the Honours designations for the MBA programs as set out in the *Dean’s Honour List and Graduation “With Distinction”* policy. The intention of the proposed changes is to create consistency in all graduate programs at Ivey so that graduation honours and distinctions are awarded to students fairly across programs. The proposed changes also remove outdated criteria that were in place when the MBA was a two-year program.

ATTACHMENT(S):

[Revised Calendar Copy – Dean’s Honour List and Graduation “With Distinction”](#)



Dean's Honour List and Graduation "With Distinction"

Policy Category:	Registration, Progression, Graduation
Subject:	Dean's Honour List and Graduation "With Distinction"
Subsections:	Dean's Honours List – Undergraduate Students; Graduation "With Distinction" – Undergraduate Students; Honours Designations in the Ivey Graduate Programs
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	*
Effective Date:	September 1, 2022
Supersedes:	January 2022

DEAN'S HONOUR LIST - UNDERGRADUATE STUDENTS

This section of the policy is unchanged

GRADUATION "WITH DISTINCTION" - UNDERGRADUATE STUDENTS

This section of the policy is unchanged

Dean's Honour List and Graduation "With Distinction"

HONOURS DESIGNATIONS IN THE IVEY GRADUATE PROGRAMS

Eligibility for Honours Designations in the Ivey Graduate Programs

If an Ivey graduate student is found in breach of the Ivey Student Code of Conduct, the student may be ineligible to receive any of the Honours designations listed below.

MBA Programs at Ivey (MBA, AMBA and EMBA)

MBA Dean's Honour List

~~To be included on the Dean's Honour List, a~~ **A** student must complete ~~a full year's course work~~ **all courses** as defined by the program and attain ~~an average~~ grades in the top 25% of the class **to be included on the Dean's Honour List**, or have special recommendation from the Dean. ~~"Dean's Honour List" will be designated on Western transcripts.~~ The Dean's Honour List calculation excludes non-Ivey and exchange courses. Non-Ivey exchange students are not eligible.

Graduation "With Distinction"

A student who ~~attains an average grade in the top 10% of the class in both MBA1 and MBA2 (excluding MBA Directs)~~ **receives the Dean's Honour List designation** will be designated "With Distinction" on Western transcripts and the graduation diploma. Students must complete a full course load as defined by the program. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

MBA Ivey Scholars

A student must complete all courses as defined by the MBA program and attain grades in the top 10% of the class to be considered as MBA Ivey Scholars. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

~~Robert Johnson~~ MBA Gold Medals

Ivey Gold Medals will be awarded to one student in each of the Ivey MBA Direct, AMBA and EMBA programs to the student with the highest combined average in each program. In addition, the Robert Johnson Gold Medal will be awarded to the student with the highest combined average **after the completion of the full-time MBA Program** ~~of MBA1 and MBA2.~~ **The All** students must have completed a full course load ~~in both MBA1 and MBA2~~ as defined by the programs. ~~The combined average is calculated by adding the student's MBA1 and MBA2 averages and dividing by two.~~ The Gold Medal calculation excludes non-Ivey and exchange courses.

Ivey MBA Direct Scholar

~~An MBA Direct student that achieves an average grade equal to the top 10% of the MBA2 class (as defined by the Ivey Scholar qualification) will be designated as Ivey MBA Direct Scholar. Ivey MBA Direct Scholars will be designated "With Distinction"~~

Dean's Honour List and Graduation "With Distinction"

~~on all Western transcripts and the graduation diploma. The Ivey MBA Direct Scholar calculation excludes non-Ivey and exchange courses.~~

~~Ivey EMBA Gold Medals~~

~~One gold medal to be awarded per cohort, the recipients must complete all courses as defined by the Ivey EMBA program and achieve the highest average within their cohort. The average is calculated by a simple average of the student's average over all courses taken at Ivey, as defined by the Ivey EMBA program.~~

Combined JD/MBA Program

Dean's Honour List

Students are considered for the Dean's Honour List at the Faculty of Law during their first year of Law. In subsequent years of the combined program, students who take Law courses totaling at least 12 credit hours in any year are considered for the Dean's Honour List at the Faculty of Law in that year on the basis of those courses. Students are considered for the Dean's Honour List at the Richard Ivey School of Business after completion of the MBA component of the combined JD/MBA program.

Graduation "With Distinction"

Eligibility is determined by the regulations in effect in the Faculty of Law and the Richard Ivey School of Business respectively.

Gold Medal

Students in the combined program are not eligible for the gold medal in the Faculty of Law and the Richard Ivey School of Business.

MSc in Management Program

MSc **Ivey** Dean's Honour List

The MSc Ivey Dean's Honour List designation will be awarded by field at the end of the program. A student must complete all courses as defined by the MSc program in each term and attain grades in the top 25% of the class by field to be designated as Dean's Honour List on Western's transcripts and designated as "With Distinction" on degree diplomas. The average includes only MSc grades received at Ivey and excludes exchange and non-Ivey courses.

MSc Ivey Scholars

A student must complete all courses as defined by the MSc program and attain grades in the top 10% of the class by field to be considered as MSc Ivey Scholars. The **Ivey Scholar calculation** average excludes ~~exchange and~~ non-Ivey **and exchange** courses.

Dean's Honour List and Graduation "With Distinction"

Ivey MSc Gold Medals

To be awarded by field, the recipients must complete all courses as defined by the Ivey MSc program and achieve the highest average within their field. The average is calculated by a simple average of the student's average over all courses taken at Ivey as defined by the Ivey MSc program and by the relevant field. The average excludes exchange and non-Ivey courses, while also excluding non-Ivey visiting exchange students.

ITEM 12.3(a)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Master of Science (MSc) in Drug Safety and Pharmacovigilance

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that, effective September 1, 2023, a Master of Science (MSc) in Drug Safety and Pharmacovigilance be introduced as shown in Item 12.3(a)(i), pending Quality Council approval.

EXECUTIVE SUMMARY:

The overall objective of the Master of Science (MSc) in Drug Safety and Pharmacovigilance is to prepare healthcare professionals and students who wish to work in industry, public health or public health policy sectors to be able to play an effective role in predicting, recognizing and reporting adverse drug reactions to protect patients and communities from the harmful effects of drugs, medications and diagnostic reagents and procedures.

The one-year program will be an interdisciplinary, interfaculty program involving the departments of Physiology and Pharmacology, Medicine, Epidemiology and Biostatistics and Pathology and faculties including Schulich School of Medicine and Dentistry, Western Law and the Ivey Business School.

The course curriculum will cover a wide range of fundamental knowledge in pharmacology, toxicology, pharmacogenomics, metabolomics, epidemiology, public health, healthcare law and policy and bioethics. In addition, students will gain experience in conducting scientific research through a Major Research Project and Practicum, which will be completed under the supervision of experienced and qualified faculty members and will provide students with real world experience to apply their knowledge to solve complicated scenarios.

SUPR-G requested an external review of the MSc in Drug Safety and Pharmacovigilance per Western’s Institutional Quality Assurance Process (IQAP) for the introduction of new programs. The Final Assessment Report of the external review is attached.

ATTACHMENT(S):

[*Extracted from the Brief for the Proposal for a Master of Science \(MSc\) in Drug Safety and Pharmacovigilance*](#)

[Final Assessment Report](#)

***Extracted from the Brief for the
Proposal for a Master of Science (MSc) in Drug Safety and Pharmacovigilance***

Iatrogenic disease – illness that is caused by medical procedure or treatment – has been recognized as a significant source of risk to patients since the beginning of the human civilization. Iatrogenic diseases can result from unnecessary surgery, medication errors, nosocomial infections, and adverse drug reactions (ADRs). By far, ADRs are the most common cause of iatrogenic deaths. Providing effective training and continuous education in the field of drug safety and pharmacovigilance to healthcare professionals and related disciplines is essential for patient protection against potentially disabling or even lethal ADRs.

We here propose to establish a specialized graduate program in Drug Safety and Pharmacovigilance at Western University to be administered by the Department of Physiology and Pharmacology. This interdisciplinary program will bring together experts from the fields of medicine, pharmacology, epidemiology and biostatistics, public health, and law to teach rich and up-to-date curricula covering all aspects of drug safety and pharmacovigilance.

Goals and Objectives

The overall objective of the Master's program is to prepare healthcare professionals and students, who wish to work in industry, public health or public health policy sectors to be able to play an effective role in predicting, recognizing and reporting adverse drug reactions to protect patients and communities from the harmful effects of drugs, medications and diagnostic reagents and procedures.

The proposed program is designed to provide focused and up-to-date graduate level training in the fields of drug safety and pharmacovigilance.

Specifically, the graduate from the program will:

- Have a general understanding of the chemical, pharmacological, toxicological and clinical bases and the pathophysiology of adverse drug reactions.
- Acquire knowledge of statistical and epidemiological methodologies used to evaluate the incidence and understand the significance of the drug safety problem as a public health issue.
- Demonstrate a special set of skills to better recognize and assess pharmacovigilance signals in the context of specific cases and therapeutic courses.
- Be able to better utilize research results and scientific evidence to make appropriate decisions in their professional practice.
- Critically analyze clinical history and data related to drug safety and synthesize knowledge to promote patient safety and optimize healthcare.
- Develop leadership skills to drive building effective public health policies that endorse patient safety.

Uniqueness of the program

To the best of our knowledge, this is the first one-year post-graduate professional master's program in drug safety and pharmacovigilance anywhere in North America. The uniqueness of this program and its short time commitment makes it an attractive option for both graduate students preparing to apply for professional medical programs and for medical professionals starting their medical practice career.

Special Matters and Innovative Features

The program will be an interdisciplinary, interfaculty program involving departments of Physiology and Pharmacology, Medicine, Epidemiology and Biostatistics and Pathology and faculties including Schulich School of Medicine and Dentistry, Western Law and Ivey School of Business. Students will have unique opportunities to approach the problem of drug safety from different perspectives aiming at deep understanding of its impact on the society in general and the healthcare system.

Delivery method of the program

The program will be a one-year program offered on a full-time basis at Western University campus.

Ethics and EDID

Ethics are an integral part of drug safety. In addition to being taught formally in courses, including Legal Aspects of Drug Safety, consideration of ethics will be an essential component of the major research project as well as the practicum placements.

EDID is also a core consideration of drug safety in terms of understanding how diversity impacts drug safety, for example, regarding the role of genetics (i.e., genetic variants or alleles) in determining safety of drugs such as codeine. In this way, diversity is a motivating cornerstone of personalized therapy. Equity is fundamental to understanding drug safety given the clear and compelling evidence of the impact of environmental factors and socio-economic disparities on drug access and safety, as well as the evolving and challenging impact of novel therapeutics, such as biological and gene-based therapy, on access and safety.

PROGRAM REGULATIONS AND COURSES

The course curriculum covers a wide range of fundamental knowledge in pharmacology, toxicology, pharmacogenomics, metabolomics, epidemiology, public health, healthcare law and policy and bioethics. In addition, students will gain experience in conducting scientific research through the MRP and Practicum, which will be completed under the supervision of experienced and qualified faculty members and will provide students with real world experience to apply their knowledge to solve complicated scenarios. Students will also attend 2 seminar series: The Clinical Pharmacology Grand Round series and the Disciplinary Training (DSECT) Program.

During the first and second terms, offered in the Fall and Winter each year, students will take three courses specifically designed for the program:

Adverse Events of Drug Use, which focuses on the terminology and general concepts definitions and classifications of adverse drug reactions;

Pharmacovigilance: Methods and Applications, which discusses methods used in the field of pharmacovigilance; and

Pharmacogenomics and Variability in Drug Response, which gives an overview of genetic, individual and environmental factors contributing to difference in patient response to drug therapy.

In addition, two graduate level epidemiology courses are offered to students by the Department of Epidemiology and Biostatistics during the Fall term. Two courses are offered by the Department of Physiology and Pharmacology during Fall and Winter terms, respectively. The Fall Term will also include a law course offered through the Faculty of Law.

Requirements for admission

All applicants must meet the following admission criteria:

- at least a four-year undergraduate degree in health-sciences or medical sciences (from an accredited Canadian university or equivalent);
- must have a minimum average of B+ (78% or higher) on the last 10 full courses or 20 half-courses completed (approximately 2 years of full-time study);
- successfully completed an undergraduate statistics course with a 75% (Canadian equivalency) and/or GRE within the last five years is recommended; and
- proof of registration or licensure from relevant regulatory organization if applying as a health practitioner.

Interviews in person or via a virtual platform may also be conducted to ensure fit between the student and the rigorous academic program

It is anticipated that the following individuals will be ideal candidates for the Program:

Registered or licensed health practitioners who have earned at least a four-year undergraduate health degree (from an accredited Canadian university or equivalent) and at least two years of healthcare related work experience (e.g., medical residents post PGY2), and

Professionals from public health sector who have earned at least a four-year undergraduate degree (from an accredited Canadian university or equivalent) and at least two years of work experience in public health or public health policy.

Additionally, international students must meet English language fluency requirements.

Language requirements

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version. [Western's TOEFL ID is **0984**].
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 7 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program must provide official proof of graduation.

Exemptions

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the MDSP program in order to determine if test scores will not be required. A decision for exemption will then be made at the discretion of the School of Graduate and Postdoctoral Studies.

Degree Requirements

Course Requirements

Expected Duration: 3 terms

Courses (4.0 Total Credits)

REQUIRED COURSES (4.0 Credits)			Each course must be completed by all students	
Subject	Course #	Course Suffix	Course Title	Course Weight
PHARM	9350	A	CLINICAL PHARMACOLOGY	0.5
EPIDEMIO	9562	A	CLINICAL EPIDEMIOLOGY	0.5
PHARM	9660	A	HUMAN TOXICOLOGY	0.5
EPIDEMIO	9551	A	FOUNDATIONS OF EPIDEMIOLOGY	0.5
DSP	9004	A	LEGAL ASPECTS OF DRUG SAFETY	0.5
DSP	9002	B	PHARMACOVIGILANCE METHODS OF APPLICATIONS	0.5
DSP	9001	B	ADVERSE EVENTS OF DRUG USE	0.5
DSP	9003	B	PHARMACOGENOMICS AND VARIABILITY IN DRUG RESPONSE	0.5

PHARM 9350 and 9660 are new graduate courses that will be cross-listed with existing undergrad courses. EPIDEMIO 9551 and 9562 are existing graduate courses. EPIDEMIO 9562 is cross-listed with existing undergrad course Epidemiology 4320A. DSP 9001, 9002, 9003, and 9004 are new grad courses.

Milestones (6 - Equivalent to 4.25 Credits)

MILESTONES	Each milestone must be completed by all students
Academic Integrity Module	
DSECT Monthly Webinar Series	
Seminar Series	
Clinical Pharmacology Grand Rounds	
MRP	
Practicum	

The course offerings are designed to give the students fundamental knowledge of the discipline of drug safety and pharmacovigilance in the first term with courses such as Adverse Events of Drug Use and Variability in Drug Response are designed specifically for this program.

Seminars (DSECT Webinar series and Clinical Pharmacology grand rounds) will expose the students to up-to-date knowledge on different related topics delivered by

invited local, national and international experts. Students will also present their own talks in the student seminar that runs over terms 2 and 3. During these seminars, students will have the chance to present their work from the MRP and interesting cases from their practicum experience.

Major Research Project (MRP) and Practicum Placement

Students will be required to select a research question to be the base of their MRP. The MRP will run over the 3 terms and will be conducted under the direct supervision of a faculty member in different labs. Students will select a project related to the curriculum of the program (drug safety and pharmacovigilance) and will be required to present their data in class during the seminar in the second term. Other students in the program will participate in a critical discussion of the project hypothesis, methodology, data analysis and results, which offer the students an extra experience with data presentation and team work. The final evaluation of the MRP progress will be judged by a panel of faculty members selected by their specialty and expertise. Students will work on their MRP during the first 2 terms including literature review, obtaining REB approvals and getting special training and certification to work on the project.

The practicum placement will be completed during the last Summer Term at different facilities at Western or London Health Sciences Centre (LHSC). The main purpose of the practicum is to offer students first-hand experience with real world challenges in the field of drug safety and to evaluate their capacity in using their training knowledge to resolve these challenges and make judgments based on evidence in complex situations. The MRP and practicum placement will be very related and complementary to each other.

Progression requirements

Students will be evaluated in a number of areas. Case method of learning relies heavily on class participation. Hence all courses will have a class participation component as well as a combination of exams, reports and/or projects. Students must maintain a cumulative average of at least 70% calculated each term over all courses taken for credit, with no grade less than 60%.

To ensure success in the program, the MDSP Program plans to have a two “progress meetings” per term with the teaching faculty to identify any student who might be having difficulty with any aspect of the program. Students will be provided with feedback mid-term for each course on their class contribution as well as mid-term grades. Students who are struggling to meet expectations will meet with their faculty mentor to ensure the student receives guidance on how to succeed and successfully complete the program.

Drug Safety and Pharmacovigilance
Final Assessment Report & Implementation Plan
September 2021 (updated July 2022)

Faculty / Affiliated University College	Schulich School of Medicine and Dentistry	
Degrees Offered	Master of Science (MSc)	
Date of Last Review	New program	
Approved Fields	None	
External Reviewers	Susan Abdel-Rahman, Professor University of Missouri	Yaron Finkelstein, Professor University of Toronto
Internal Reviewers	Carol Beynon, Professor Emerita	Tyler Girard, Political Science PhD student
Date of Site Visit	February 19, 26, 2021	
Date Review Report Received	March 11, 2021	
Date Program/Faculty Response Received	Program April 6, 2021 (revised received June 10, 2022) Dean July 21, 2021 (revised received June 10, 2022)	
Evaluation	Approved to Commence	
Approval Dates	SUPR-G: September 12, 2022 ACA: October 26, 2022 Senate:	
Year of Next Review	Year of next cyclical review	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report (FAR) provides a summary of the program proposal, report prepared by external reviewers, and internal responses in relation to the proposed **Drug Safety and Pharmacovigilance** Graduate Program to be offered by the Schulich School of Medicine and Dentistry.

This FAR considers the following documents:

- the program’s self-study,
- the external reviewers’ report,
- the response from the proposers of the Drug Safety and Pharmacovigilance Graduate Program, and
- the response from the Dean, Schulich School of Medicine and Dentistry.

This FAR identifies the strengths of the proposed program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers, noting those recommendations that require attention.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through SUPR-G, ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities’ Council on Quality Assurance.

The FAR, including the Implementation Plan, is the only document that is made public; all other documents are confidential to Western’s Schulich School of Medicine and Dentistry, Drug Safety and Pharmacovigilance Graduate Program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Executive Summary

The Schulich School of Medicine and Dentistry proposes the development of a one-year interdisciplinary master's program, entitled *Drug Safety and Pharmacovigilance (MDSP)*, that will provide effective training and continuous education in the field of drug safety and pharmacovigilance to healthcare professionals and related disciplines to support the protection of patients against potentially disabling or even lethal adverse drug reactions. The program will be taught by experts from the fields of medicine, pharmacology, epidemiology and biostatistics, public health, and law to teach rich and up-to-date curricula covering all aspects of drug safety and pharmacovigilance. The program will be a 3-term, course-based program that includes a clinical practicum, utilizing the many laboratory and service facilities within London and region, and will culminate in a Major Research Project by students related to their practicum. The proposing faculty members note:

It is our vision to create safe practices of patient-centered healthcare system, to reduce drug-induced patient harm and death and to empower healthcare professionals to be vigilant for ADRs and their consequences. We believe that through effective training thousands of patients' lives and billions of health care dollars can be saved.

Specifically, the graduate from the program will:

- 1) Have a general understanding of the chemical, pharmacological, toxicological and clinical bases and the pathophysiology of adverse drug reactions.*
- 2) Acquire knowledge of statistical and epidemiological methodologies used to evaluate the incidence and understand the significance of the drug safety problem as a public health issue.*
- 3) Demonstrate a special set of skills to better recognize and assess pharmacovigilance signals in the context of specific cases and therapeutic courses.*
- 4) Be able to better utilize research results and scientific evidence to make appropriate decisions in their professional practice.*
- 5) Critically analyze clinical history and data related to drug safety and synthesize knowledge to promote patient safety and optimize healthcare.*
- 6) Develop leadership skills to drive building effective public health policies that endorse patient safety.*

Learning Outcomes for the new program are clearly outlined and are consistent with those of the University and the Faculty. Specific courses and outlines have been identified focussing on three new courses about adverse events of drug use, pharmacogenomics, and variability in drug response as well as existing graduate level courses in Epidemiology, Human Toxicology, Clinical Pharmacology.

Volume One identifies 6 primary professors and 7 supporting faculty members who will contribute to the program from various departments within the Schulich School of Medicine and Dentistry as well as the Faculty of Law.

Review Process

Due to restrictions of the COVID-19 pandemic, the review occurred over a two-day period via virtual meetings. No site visits were possible.

Over a full 2-day period, the review team met with the:

- Vice-Provost, School of Graduate and Postdoctoral Studies
- Associate Vice-Provost, School of Graduate and Postdoctoral Studies
- Dean, Schulich School of Medicine & Dentistry
- Dean, Faculty of Law
- Vice Dean, Basic Medical Sciences, Schulich School of Medicine & Dentistry
- Graduate Chair, Department of Physiology and Pharmacology
- MDSP Program Committee Chair, Department of Paediatrics
- Adjunct Professor, Department of Physiology and Pharmacology
- Associate Dean, Graduate and Postdoctoral Studies, Schulich School of Medicine & Dentistry
- Chair, Department of Physiology and Pharmacology
- MDSP Faculty members
- Graduate student trainees from the Schulich School of Medicine and Dentistry
- Associate University Librarian

Following the review, the external reviewers submitted a comprehensive report of their findings which was sent to the Graduate Chair and the Dean for review and response.

These formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report of the Drug Safety and Pharmacovigilance Graduate Program. The information has been collated, summarized, and submitted to the SGPS and the Senate Graduate Program Review Committee (SUPR-G) by Dr. Carol Beynon, the Internal Reviewer.

External Reviewers' Report

Summative Assessment

The [proposed] MDSP program... has garnered enthusiasm within the Western University at many levels. ...During the visit, the external reviewers encountered clear interest and commitment for the success of the program at all leadership levels. The MDSP faculty are well established and renowned leaders in the field. Specialized graduate education in drug safety and pharmacovigilance is highly relevant in the healthcare, regulatory, and pharmaceutical industry sectors. There is both an unmet need for a program of this type and the opportunity for professional advancement with the degree that it would confer.

Strengths of the Program

- Addresses a gap that exists in graduate education national and internationally
- Exceptional faculty cohort
- Commitment from Faculty of Law is impressive
- Program outline of courses, practicum and MRP

Areas of Concern Identified / Further Questions

- Need to address how students with various backgrounds will be accommodated to ensure no overlap of previous learnings.
- Need to specifically tie course outlines to Program Learning Outcomes.
- Is there an option for part-time studies?
- Clarify how the practicum will integrate with the MRP
- Ensure full-time faculty leadership for the program.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

The following are the reviewers’ recommendations in order as listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below.

Reviewers’ Recommendations	Program/Faculty Response Summary
<p><i>1. Additional detail is required as to how the undergraduate courses currently offered as part of the proposed curriculum will be handled for the graduate students in terms of content (including previous participation in courses), delivery and evaluation. The strategy for evaluating graduate students in the undergraduate courses needs to be clarified and distinguished from the evaluation strategy used for the undergraduate students. The program description would also benefit from greater detail as to how the individual course outcomes align with the overarching MDSP outcomes.</i></p>	<p>DEPT RESPONSE: Additional expectations will be required of the graduate students; instructors will develop unique graduate course expectations according to identified Learning Outcomes alongside undergraduate.</p> <ul style="list-style-type: none"> - This is an important point and planning processes are underway to ensure that this is covered. - We anticipate that this component would be an extra assignment that require critical thinking and literature evaluation skills such as in-depth review germane to key topics in the course. <p>DECANAL RESPONSE: Schulich has a successful history of combining graduate students with undergraduates in some courses in other programs and we anticipate this will be clearly delineated as described by the program response.</p>

<p>2. <i>Particular attention may be placed regarding potential program candidates and their varied backgrounds and needs. In those regards, the program is presented as a full-year commitment, which can impact the applicant pool. Discussion has been made about potential part-time/virtual/asynchronous options, either at the program launch or in later years.</i></p>	<p>DEPT RESPONSE: At this point, applicants will be required to have a background in medical sciences as outlined in the brief.</p> <p>The course part of the program can be offered on-line and on a part-time basis. We are currently putting together an application for a CIHR funding opportunity for a training program in drug safety, which will be designed around the MDSP program in collaboration the Drug Safety and Effectiveness Cross-Disciplinary Training (DSECT) Program. Based on this, remote delivery of the entire program is very possible and could be implemented early after the program launch.</p> <p>DECANAL RESPONSE: Supports for the development of online resources for this program will be made available through Digital Intern positions.</p>
<p>3. <i>University and faculty leadership should ensure the adequateness of financial, space and human resources, both teaching and administrative faculty, for this program.</i></p>	<p>DEPT RESPONSE: Agreed; Dean has committed support.</p> <p>DECANAL RESPONSE: Budgetary approval has been received for a new tenure-track appointment in the Dept. of Physiology and Pharmacology and it is anticipated that the position will be able to directly support the Pharmacovigilance program. A current Faculty member has agreed to serve as the director of the program. In consultation with the Department of Physiology & Pharmacology, the Faculty will develop a succession plan for the director position in the next year.</p> <p>Schulich will also provide necessary administrative support to enable the program to run effectively.</p>
<p>4. <i>The reviewers suggest that appropriate resources include a larger pool of committed faculty with graduate level teaching background and dedicated/protected time for this task that will allow a more balanced workload in both the development and delivery phases and to ensure program sustainability.</i></p>	<p>DEPT RESPONSE: There is no doubt that the program requires resources and dedicated faculties able to teach the new courses and take the duty of supervising MRPs. The primary and supporting faculties listed in the brief have committed to supporting the program.</p>
<p>5. <i>*We recommend special attention is made to the practicum aspect of the program. The program will need to provide proper and varied types of placements, and the university should have resources in place to support students while at practicum off-campus, with adequate mentorship,</i></p>	<p>DEPT RESPONSE: Careful planning for adequate high-quality practicum sites will done once the program is launched. The program has already identified several practicum sites, which are adequate for the small enrollment rate during the first few years of the program.</p> <p>DECANAL RESPONSE: The program will utilize the services of the Schulich Experiential Learning Coordinator</p>

<p><i>oversight, and individualized performance evaluation.</i></p>	<p>and with the help of the core faculty, practicum placements will be carefully created and monitored.</p>
<p>6. <i>It should be clarified whether financial assistance will be available for students.</i></p>	<p>DEPT RESPONSE: Students will be entitled to the normal avenues of financial assistance at Western.</p>
<p>7. <i>...there is a disproportionate burden of responsibility placed on adjunct faculty and more peripheral members, for both the development of graduate-level courses and delivery of teaching. Better resourcing and balancing would benefit the program and ensure its success and sustainability.</i></p>	<p>DEPT RESPONSE: Agreed that a dedicated full-time faculty member is required for both content and leadership. This has been committed to by the Dean's Office.</p> <p>DECANAL RESPONSE: See #3 above.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair and/or the Department Chair/Director, in consultation with the SGPS and the Dean of the Faculty/School is responsible for enacting and monitoring the actions noted in Implementation Plan. The number of recommendations prioritized for implementation has been reduced as many are already being actioned, as described in the program and faculty responses above. As a result, the recommendations not appearing in the implementation table are recommendations #1, #2, #3, #4, #6, and #7.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #5: <i>The program will need to provide proper and varied types of placements, and the university should have resources in place to support students while at practicum off-campus, with adequate mentorship, oversight, and individualized performance evaluation.</i></p>	<ul style="list-style-type: none"> • A detailed practicum outline (Handbook) to be created that outlines roles and responsibilities of all participants as well as assessment and evaluation criteria. • The link between the practicum and the culminating MRP should be described. • A list of potential practicum placements should be created prior to the first implementation of the program with more placements than number of students to ensure compatibility matches for each student. • A faculty member should be assigned to provide oversight, to support students while on practicum, and to provide supervision. 	<p>Program chair Faculty planning team</p>	<p>By December 2022</p>

ITEM 12.3(a)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation the Senate Committee on Academic Curriculum and Awards, Senate approve that, effective as of September 1, 2022, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology be revised as shown in Item 12.3(a)(ii).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies proposes to change the name of two fields of study in the Master of Arts (MA) and Doctor of Philosophy (PhD) in Anthropology:

Archaeology and Bioarchaeology *change to*
Archaeology and Biological Anthropology

Sociocultural Anthropology *change to*
Sociocultural and Linguistic Anthropology

The new field names more accurately capture the diversity of research being carried out by faculty and students in the program. Biological Anthropology is a broader term that encompasses bioarchaeology, primatology, energetics research, etc. It more accurately captures the diverse research expertise of the faculty supervisors in the program and the work being undertaken by our students. Likewise, the program has long had students conducting linguistic anthropology research, whose interests have not been fully captured by the Sociocultural Anthropology field name.

The Department of Anthropology has long prided itself on having four areas of strength (archaeology, biological anthropology, sociocultural anthropology and linguistic anthropology). The proposed change brings all four strengths into the titles of the two program fields.

There are no changes to the existing program structure or learning outcomes. The proposed change merely makes the program field titles a better reflection of what the Department is already doing. Linguistic anthropology and biological anthropology are already part of the existing program. The program level outcomes refer to “field-specific knowledge”, which encompasses the many diverse areas of research interest within Anthropology.

Current students will continue in their existing programs under the new names. The program fields do not appear on students' degree parchments, but the fields will be displayed on the transcripts going forward.

ITEM 12.3(a)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Sociology

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that, effective as of September 1, 2022, the Master of Arts (MA) in Sociology be revised as shown in Item 12.3(a)(iii).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies wishes to revise the Master of Arts (MA) in Sociology to require students to take Sociology 9003A (Research Design) and either Sociology 9001 (Multivariate Analysis) or Sociology 9021 (Qualitative Methods). This change will align with the current practice in the program.

ATTACHMENT(S):

[Revisions to the Master of Arts \(MA\) in Sociology](#)

Revisions to the Master of Arts (MA) in Sociology

The Department of Sociology wishes to revise the Master of Arts (MA) in Sociology. The change was implemented starting in fall 2018 but the Major Modification form was not filed with the School of Graduate and Postdoctoral Studies.

Since 2018, students have been counseled to take the following courses:

- 1) SOCIOLOG 9003 (Research Design)
- 2) Either SOCIOLOG 9001 (Multivariate Analysis) OR 9021 (Qualitative Methods), whichever is most consistent with the methodology planned for the thesis or MRP

Prior to 2018, students were given the option to select one of three courses (SOCIOLOG 9003, 9001 and 9007). In 2018, the Department of Sociology approved a change requiring students to take SOCIOLOG 9003, and either 9001 or 9021. This change better reflects the program Learning Outcomes.

The program learning outcomes reflect the need for students to have a firm foundation in research design, regardless of their substantive interests or methods orientation. Also, Multivariate Analysis 9001 and Qualitative Methods 9021 were recognized as being on equal footing during the 2018 change. Every competent research project must be grounded in rigorous conceptual and methodological foundation, which is what 9003 Research Design focuses on, and which the 9001 or 9021 prepares students for. As a result, all MA students, it was decided, need to pass 9003 and choose one of 9001 or 9021, in order to meet the Learning Outcomes.

Current program (until 2018)	Proposed Change(s) (in effect since 2018)
<p>Current MA (Project-based)</p> <p>Expected Duration: 3 terms</p> <p><u>Courses</u> (3.0 Total Credits)</p> <p>Required (0 Credits)</p> <p>Required Electives (1.0 Credits)</p> <ul style="list-style-type: none"> • SOCIOLOG 9001 • SOCIOLOG 9003 • SOCIOLOG 9007 • SOCIOLOG 9005 • SOCIOLOG 9002 <p>Notes: Students must select either 9001, 9003 or 9007. Students must select either 9005 or 9002.</p>	<p>Proposed MA (Project-based)</p> <p>Expected Duration: 3 terms</p> <p><u>Courses</u> (3.0 Total Credits)</p> <p>Required (0.5 Credits)</p> <ul style="list-style-type: none"> • SOCIOLOG 9003 <p>Required Electives (1.0 Credits)</p> <ul style="list-style-type: none"> • SOCIOLOG 9001 • SOCIOLOG 9021 • SOCIOLOG 9005 • SOCIOLOG 9002 <p>Notes: Students must select either 9001, or 9021. Students must select either 9005 or 9002.</p>

<p>Electives (2.0 Credits) <i>Any Course offered and/or approved by the program</i></p> <p><u>Milestones (3)</u> Academic Integrity Module MA Sociological Research Practicum Masters Research Paper</p> <p>MA (Thesis-based)</p> <p>Expected Duration: 6 terms</p> <p><u>Courses (3.0 Total Credits)</u></p> <p>Required (0 Credits)</p> <p>Required Electives (1.0 Credits)</p> <ul style="list-style-type: none"> • SOCIOLOG 9001 • SOCIOLOG 9003 • SOCIOLOG 9007 • SOCIOLOG 9005 • SOCIOLOG 9002 <p>Notes: Students must select either 9001, 9003 or 9007. Students must select either 9005 or 9002.</p> <p>Electives (2.0 Credits) <i>Any Course offered and/or approved by the program</i></p> <p><u>Milestones (3)</u> Academic Integrity Module Thesis Proposal Thesis</p>	<p>Electives (1.5 Credits) <i>Any Course offered and/or approved by the program</i></p> <p><u>Milestones (3)</u> Academic Integrity Module MA Sociological Research Practicum Masters Research Paper</p> <p>MA (Thesis-based)</p> <p>Expected Duration: 6 terms</p> <p><u>Courses (3.0 Total Credits)</u></p> <p>Required (0.5 Credits)</p> <ul style="list-style-type: none"> • SOCIOLOG 9003 <p>Required Electives (1.0 Credits)</p> <ul style="list-style-type: none"> • SOCIOLOG 9001 • SOCIOLOG 9021 • SOCIOLOG 9005 • SOCIOLOG 9002 <p>Notes: Students must select either 9001, or 9021. Students must select either 9005 or 9002.</p> <p>Electives (1.5 Credits) <i>Any Course offered and/or approved by the program</i></p> <p><u>Milestones (3)</u> Academic Integrity Module Thesis Proposal Thesis</p>
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ITEM 12.3(a)(iv) – School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Arts (MA) in Ancient Philosophy

ACTION: ACTION INFORMATION DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that, effective as of September 1, 2022, the Master of Arts (MA) in Ancient Philosophy be withdrawn.

EXECUTIVE SUMMARY:

The Master of Arts (MA) in Ancient Philosophy is a five-term program run jointly by the Departments of Philosophy and Classical Studies. The School of Graduate and Postdoctoral Studies wishes to discontinue this MA program.

Since the inception of the MA in Ancient Philosophy, two Professors have left Western University and two have retired. While the academic merits of the program are great, the pragmatic obstacles to its continuance are greater. The continuation of the program would require the hiring of at least two more Ancient Philosophers, which is not viable at this time. Moreover, several applications were from international students. The severance of funding for international MA students in the faculty makes it difficult to adequately support such students.

The program suspended admissions two years ago. Currently, there are no students enrolled in the program.

ITEM 12.3(b) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review of the Undergraduate Program in French Studies (Huron University College)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the undergraduate program in French Studies at Huron University College.

Faculty/Affiliate	Program	Date of Review	SUPR-U recommendation
Huron University College	French Studies	March 28-29, 2022	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review is attached.

ATTACHMENT(S):

[Final Assessment Report – French Studies, Huron University College](#)



French Studies
Final Assessment Report &
Implementation Plan

Faculty / Affiliated University College	Huron University College
Degrees Offered	Bachelor of Arts
Modules Reviewed	French Language and Literature <ul style="list-style-type: none"> - Honours Specialization - Major French Studies <ul style="list-style-type: none"> - Specialization - Major
External Reviewers	Dr. Isabelle Lemée Department of Languages Lakehead University Dr. Christian Mbarga French Department St. Thomas University
Internal Reviewers	Dr. Laura Gribble Associate Academic Dean King's University College
Date of Site Visit	March 28-29, 2022
Evaluation	Good Quality
Approval Dates	SUPR-U: October 12, 2022 ACA: October 26, 2022 Senate (for information only): November 11, 2022
Year of Next Review	Year of next cyclical review: 2029-2030
Progress Report	June 2025

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 module delivered by the French Program, Department of French and Asian Studies at Huron University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the program; and
- the response from the Academic Dean’s Office.

The FAR identifies the strengths of the program, opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR 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

Huron University has a decades-long history of teaching French language, literature and culture. The Department of French functioned as an independent unit until 2009, when it merged with the Chinese and Japanese programs and formed a larger academic unit, the Department of French and Asian Studies.

All program modules include a strong language competency component at each level and are complemented by upper-year “content” courses in literature, culture, and translation. Total enrolment across Huron French program modules in 2021 was 24 students. Enrolment across all Huron French courses in 2020-21 was 183.

To inform the program self-study, faculty member meetings about program design and future goals took place in the spring/summer of 2021. In addition, a survey was administered to current students and recent graduates in summer 2021. Consultations

with program stakeholders and the Dean's Office on the self-study report continued into the fall.

External reviewers shared a positive assessment of the program indicating that *"it is clear that the Huron French Program is offering quality programs with great student satisfaction."* They offer nine recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Courses encourage "an understanding of and a sensitivity to different cultural perspectives" and "openness to cultural diversity" through critical engagement with French and Francophone cultural artefacts and phenomena.
- Recent efforts have integrated an examination of issues of indigenization and decolonization through the study of a variety of works across different program courses.
- The program encourages outbound mobility in the form of Huron student exchanges to Versailles and Pol de Lille, and participation in Western's exchanges/immersion experiences.
- Huron's French program was the first to establish a guaranteed pathway to Western's Althouse Faculty of Education for its graduating to become French teachers following graduation.
- Ivey/French dual degree program, a five-year program leading to a combined Ivey HBA and Huron Honours BA.
- "La journée francophone", a day of French food and performance that the French program hosts at Huron.
- Current students and recent alumni indicated a high level of satisfaction with:
 - o the small class sizes,
 - o the supportive and accessible professors, and
 - o the one-on-one time that professors devote to students.

Concerns and Areas of Improvement Identified by the Program

- Limited modular enrolments
- Students mention a strong interest in more course choice and timetabling flexibility.
 - o Need to increase the course offerings that target oral French specifically and count towards the modules,
- Modular system that is somewhat confusing for students to navigate
 - o A reduction in the total number of modules offered could result in a system that is less confusing given the fine distinctions between modules. Fewer modules would also correspond better to the program's smaller faculty

complement and may leave room for more course offerings within each module.

- The viability of streaming students with little to no French experience—especially international students—into the Major, or perhaps into a Major designed with their needs in mind as presently.

Review Process

As part of the external review, the review committee, comprising two external reviewers and one internal reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met virtually (due to pandemic restrictions) over two days with the:

- Acting Vice-Provost of Academic Programs
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- President (Huron University College)
- Provost and Dean (Huron University College)
- Registrar, (Huron University College)
- Director, Library and Learning Services, (Huron University College)
- Coordinator, French Program
- Administrative Staff
- Program Faculty
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Academic Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Huron French Studies Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

The external reviewers indicated that *“the French Program at Huron can pride itself of a solid program, and of providing excellent instruction and students’ experience resulting in a high level of satisfaction among students.”*

Strengths of the Program

- The program offers several courses unique to Huron which put an emphasis on learning by doing (e.g., peer teaching, research creation, undergraduate research, experiential learning), and is interdisciplinarity.
- Emphasis on language competency skills, critical awareness of cultures and literatures, and complex problem-solving and robust argumentation.
- Students are introduced to diverse francophone authors, including indigenous writers, as part of questioning “the process by which authors have come to form the canon”.
- Innovative and creative ways of allowing program students to access other programs in the Western system of colleges. For example, with the Faculty of Education and the Ivey HBA.

Areas of Concern or Prospective Improvement

- Relatively low and declining enrolment, along with limited financial resources.
- Reassessment of the course offerings, sequencing, course weight, and cross-listing could help in resource management.
- There is a clear need for more faculty in order to maintain the sustainability of all modules in Huron French.

Summary of the Reviewers’ Key Recommendations and Program / Faculty Responses

The following are the recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers’ Recommendations	Program / Faculty Response
<p>Recommendation #1 We recommend that the department be allowed to hire at least one full-time tenured faculty member, preferably a linguist and someone coming from France or a francophone country other than Canada. Diversity is key. This new recruit could be a Teaching-Focused faculty member.</p>	<p>Program: The program agrees with this recommendation; however, notes that hiring from a particular country is not a practice supported by HR. The department is committed to approach the recruitment process with the aim of attracting diverse applicants.</p> <p>The suggested creation of a teaching-focused position is outside the scope of program review and programmatic decision-making, and instead falls within negotiations between the faculty union and the Administration. The academic unit will advocate for the continued existence of the program sessional position within Huron French, which is a stable, full-time teaching position.</p> <p>Faculty: At present French is well-resourced with two tenure lines and two full-time program sessional instructors given the number of students in the program and its classes. In the event that there is an increase in enrolment, the faculty would consider an application for a third tenure-track position in French Studies.</p>
<p>Recommendation #2 * We recommend continued review of the programs in consultation with students and other stakeholders. The department should reduce the number of sub-programs offered.</p>	<p>Program: The program welcomes the opportunity to better focus the French program’s offerings. Discussions regarding potential curricular streamlining have begun (see the response to recommendation #3 below). The aim is to reduce the number of subprograms as suggested while making offerings increasingly unique vis-à-vis the other Western campuses.</p> <p>The program is committed to continue consulting with stakeholders regarding program restructuring, especially with students in the program and with Huron’s student-facing, academic advisors and Registrar.</p> <p>Faculty: The faculty is in agreement with the program’s response.</p>
<p>Recommendation #3 * We recommend that resources be transferred to different parts of the program from the following</p>	<p>Program: The program will review courses, modules, and curricular content with the aim of streamlining courses and modules as this could strengthen the program. The following clarification with regards to the reviewers’ observations on enrollment specifics were noted:</p> <ul style="list-style-type: none"> • FRE 3602G was offered as a reading course in the year that the reviewers are referring to, and it is therefore normal that there was only one student enrolled.

<p>areas. Between 2016 and 2021 some of the courses suffered from low enrollments: Courses FRENCH 3301B, 3602 G and 4100G had only one student enrolled. FRENCH 4902A had six enrolments between 2016-2017 and 2017-2018. FRENCH 3753F had 7 enrolled in 2017-2018, FRENCH 2408B and 3752F saw an enrollment of 9 students in the 2018-2019 academic year. Additionally FRENCH Studies Spec had one student enrolled in 2017.</p>	<ul style="list-style-type: none"> • FRE 4100G is a thesis course, and once again it is normal for it to have small enrollments. Very few students elect to write a thesis in order to fulfill their degree requirements. • FRE 3301 A/B typically has higher enrollments and in the specific year alluded to by the reviewers was offered as a reading course. Furthermore, this is currently the only translation course and is required for several modules. <p>The French Studies Specialization had one student enrolled in 2017; however, the department is of the view that it is important to offer a Specialization module whenever an Honours Specialization module is offered. This is because students who do not meet the academic achievement component of the Honours Specialization module, but who have initially signed up for it, would not have a path to degree completion without being able to drop down into the Specialization module (which does not have the same grade requirements as the Honours Specialization).</p> <p>Several other courses within the program will likely see an increase in enrolment once the number of modules within the program have been reduced, as students will have to choose from existing programs. The aim is to create/retain module and course offerings that serve a broader range of students within the program, in the restructuring process.</p> <p>Faculty: The faculty is in agreement with the program’s response.</p>
<p>Recommendation #4 * We recommend that the Department of French try to recruit more actively.</p>	<p>Program: In addition to the existing recruitment plan, which includes participation in Huron Open House events (Fall and Winter), members of the program actively correspond with potential and incoming students.</p> <p>Program members will meet with the new VP University Growth (who oversees recruitment) and the Communications team to discuss raising the profile of French within the recruitment cycle in order to meet the reviewers’ recruitment recommendations. The aim of these discussions would be to work with recruitment to set specific strategies and program enrolment targets.</p> <p>Faculty: The faculty is in agreement with the program’s response.</p>
<p>Recommendation #5 * Huron French should consider organizing competitions for grade 12 high school students, as well as for its own</p>	<p>Program: The program indicated that the Japanese program organized contests for high school students in recent years, and while their event was successful by many measures, it has not led to higher program enrollments specifically.</p>

<p>students to increase students' enrolment and retention, and showcase the department.</p>	<p>The program will continue to explore other ways to increase student enrolment, such as an approach used by the history program entitled “History Day”. The program will examine this successful initiative and consider adapting it to the Huron French context.</p> <p>Faculty: The faculty reiterates support for the program’s response to this recommendation.</p>
<p>Recommendation #6 * We recommend that the French Program form a Student's French program association to enhance collective synergy, brainstorm, organize social and cultural events, organize peer help, and advocate for their needs.</p>	<p>Program: The program supports the revival of the Huron French Club (or its equivalent) now that the pandemic measures regarding social interaction have been lifted. All student clubs and associations operate through the students’ council and are student driven. The extra-curricular opportunities that are planned by the department to engage with the students include campus film nights and conversation socials.</p> <p>With regard to assessing the needs of students, the department performs formal and informal check-ins with students on a regular basis. Information gathered during the student surveying process, undertaken in the context of the self-study, will be used to further determined ways to continually improve the student experience.</p> <p>A budget for extra-curricular French activities for the coming academic year (2022-23) was recently requested. The Dean of FASS recently approved this budget (July 2022) and financial support for new extra-curricular initiatives is now in place.</p> <p>Faculty: The faculty supports the program’s response to this recommendation.</p>
<p>Recommendation #7 * The Huron French Program needs to strengthen the study abroad programs by allowing students to spend their third year in Europe (France, Belgium, Switzerland) for credits in lieu of just Canadian settings.</p>	<p>Program: The program notes that students have access to Huron exchanges in Versailles and Université de Lille, as well as any international exchanges offered through Western. The program will continue to welcome new partnerships that are aligned with students’ needs and interests and will support all students wishing to do an exchange in a French-speaking milieu, including through expanded flexibility in accepting exchange credits for degree completion.</p> <p>Regarding where students go for their immersion experience, the program prefers to focus on accessibility and the overall language and culture skills acquired rather than focusing on nudging students towards any given geographic destination. It is more important for a student to have a language immersion experience than for them to go abroad. This is particularly important when one considers the potential high cost of studying abroad.</p> <p>The Huron Strategic Plan and FASS Academic Plan both establish student mobility such as exchanges and immersion experiences as a top priority. The Provost/Dean of FASS has indicated that more funding will be available for these types of high-impact learning practices. Thus, access to these opportunities is expected to increase and it is anticipated that more students will be able to participate without financial barriers.</p>

	<p>Faculty: The faculty supports the program’s response to this recommendation.</p>
<p>Recommendation #8 We recommend that Huron College makes the learning of a second language mandatory for students in other relevant programs.</p>	<p>Program: This recommendation is not within the scope of Huron French’s decision-making, but as robust supporters of language learning, program members would welcome such an institution-wide initiative.</p> <p>Faculty: The faculty agrees with the program’s response to this recommendation.</p>
<p>Recommendation #9 * We recommend that the Huron French Program consider offering courses for professionals, such as medical French, administrative French, French for tourism and hospitality, etc... and not just Business.</p>	<p>Program: The program agrees that workplace readiness is a priority and will continue to support students in making connections to the workplace, such as through continued access to internships offered in collaboration with Huron’s Community Partnerships office.</p> <p>The program will continue to look for ways of creating academic courses that are of value to students and will explore offering special-interest technical courses as resources allow.</p> <p>Faculty: The faculty supports the program’s response to this recommendation.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Program Coordinator, in consultation with the Dean of the Faculty/Affiliated University College will be responsible for monitoring the Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of the IQAP review process (recommendation #1 and #8). As a result, the aforementioned recommendations will not appear in the implementation table.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendations #2 and #3 Continued review of the programs in consultation with students and other stakeholders. The department should reduce the number of sub-programs offered.</p> <p>Given low enrolments in certain courses, consider redistributing resources within the program.</p>	<p>Develop a plan to restructure modules and courses, in consultation with students, faculty, academic advisors, registrar, senior leadership and program partners.</p>	<p>Coordinator, French Program Educational Policy Committee Dean</p>	<p>Plan by spring 2023</p> <p>Restructuring by fall 2024</p>
<p>Recommendation #4 and #5 We recommend that the Department of French try to recruit more actively.</p> <p>Consider organizing competitions for grade 12 high school students, as well as for its own students (i.e.: essay writers, debaters, video artists, spelling bees, creative writers) to increase students' enrolment and retention, and showcase the department.</p>	<p>Continue participation in Huron Open House events and actively corresponding with potential incoming students.</p> <p>Meet with the new VP University Growth and the Communications team to determine renewed recruitment strategies and to set program enrolment targets.</p> <p>Update recruitment materials annually to reflect unique program offerings. Materials to include detailed information on courses and modules so that students can better understanding offerings at a glance.</p>	<p>Coordinator, French Program</p>	<p>By fall 2023</p>

	<p>Share materials with current students, potential recruits, and academic advising for use during current students' Intent to Register period and incoming first-year students' enrolment sessions.</p> <p>Meet with current and past Chair of History regarding the specifics of their high school recruitment strategies, in particular the "History Day" initiative.</p> <p>Consult department members and students to gauge ways to buttress student engagement (e.g., invitations to a "sample class, video artists or creative writing contests).</p>		
<p>Recommendation #6 We recommend that the French Program form a Student's French programme association to enhance collective synergy, brainstorm, organize social and cultural events, organize peer help, advocate for their needs, etc.</p>	<p>Continue offering campus film nights and conversation socials.</p> <p>Continue to assess students' needs via the established formal and informal check-ins (e.g., surveys and focus groups).</p> <p>Liaise with program students to examine ways of reinvigorating a French Club/Association.</p>	<p>Coordinator, French Program</p>	<p>By spring 2023</p>
<p>Recommendation #7 Huron French Program needs to strengthen the study abroad programs by allowing students to spend their third year abroad.</p>	<p>Encourage increased participation in immersion experiences via robust advertisement of partnerships and other immersion opportunities, such as exchanges, study abroad and the federal EXPLORE program.</p> <p>Seek out further potential partnerships and immersion opportunities both domestically and abroad, thus increasing student choice and immersion accessibility.</p> <p>Raise awareness in program courses about the opportunities that exist and why each one represents a high-impact learning experience that can increase job market outcomes and professional competency.</p>	<p>Coordinator, French Program Faculty, French Program</p>	<p>By winter 2023</p> <p>By spring 2024</p> <p>Ongoing</p>

<p>Recommendation #9 We recommend that the Huron French Program consider offering courses for professionals, such as medical French, administrative French, French for tourism and hospitality.</p>	<p>Liaise with the Community Partnerships Office to discuss potential opportunities.</p> <p>Advertise any French-adjacent internship opportunities.</p> <p>Consider offering special-interest technical courses. Engage in a discussion with Western Continuing Studies regarding possible opportunities.</p>	<p>Coordinator, French Program</p>	<p>By spring 2023</p>
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ITEM 12.3(c) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Computer Science

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the graduate program in Computer Science.

Faculty/Affiliate	Program	Date of Review	SUPR-G recommendation
Science	Computer Science	May 16, 2022	Good Quality with Report Due September 2023

The detailed Final Assessment Report and Implementation Plan for this review is attached.

ATTACHMENT(S):

[Final Assessment Report – Computer Science](#)



Computer Science
Final Assessment Report &
Implementation Plan
September 2022

Faculty / Affiliated University College	Faculty of Science	
Degrees Offered	MSc, PhD	
Date of Last Review	2014-2015	
Approved Fields	Artificial Intelligence, and Computer-Based Games Graphics, Image Processing and Computer Vision Distributed Systems Software Engineering and Human Computer Interaction Theoretical Computer Science Computer Algebra Bioinformatics and Biocomputing	
External Reviewers	Dr. Mario Nascimento, Faculty of Science University of Alberta	Mohammad Zulkernine, School of Computing Queen's University
Internal Reviewers	Dr. Laura Murray, Associate Dean (Graduate) Faculty of Health Sciences	Natasha Knier, Ph.D. Candidate, Medical Biophysics
Date of Site Visit	May 16, 2022	
Date Review Report Received	June 28, 2022	
Date Program/Faculty Response Received	Program July 25, 2022 Dean July 26, 2022	
Evaluation	Good Quality with Report Due September 2023	
Approval Dates	SUPR-G: October 17, 2022 ACA: October 26, 2022 Senate (for information only): November 11, 2022	
Year of Next Review	Year of next cyclical review: 2029-2030	
Date of Progress Report	June 2025	

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 Computer Science Graduate Program delivered by the Faculty of Science.

This FAR considers the following documents:

1. the program’s self-study brief;
2. the external reviewers’ report;
3. the response from the Computer Science Program; and
4. the response from the Dean, Faculty of Science.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document from the graduate cyclical review process that is made public; all other documents are confidential to Western’s Faculty of Science, the Computer Science graduate program, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The MSc Computer Science Program has been offered since 1963, originally through the Mathematics and Computer Science Department. Since the founding of Computer Science as its own department in 1964, the MSc program has been offered in the Department of Computer Science. The PhD program in Computer Science began in 1986.

The Graduate Program in Computer Science has three different options for Master's degrees. The Thesis option requires four courses and a written thesis that makes an original contribution to a research area. The Project option requires six courses and a written project report that describes research in an area. The Coursework option requires eight courses, and a Directed Study milestone, where students work under a supervisor on a research project. All MSc programs are designed as four term programs and are also available as part-time programs. At the PhD level, students are required to complete a thesis that advances knowledge in a particular research area.

To inform the self-study for this program review, surveys were administered to faculty members in relation to the academic achievements of their former graduate students. Current graduate students were equally solicited for feedback via survey – 96 out of 119 students responded. In addition, a program retreat held in 2021 brought together program faculty and staff to discuss: program learning outcomes, recruitment strategy, unique and innovative features of the programs, professional development strategy, program design components, and program innovations and modifications since the last review.

The external reviewers shared a positive assessment of the Computer Science Graduate Program, however noted a need to develop a succession plan for both faculty and staff as well as research space. They offer eight recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The Graduate Program includes the options of collaborative programs in Artificial Intelligence (in conjunction with the Department of Electrical and Computer Engineering and the Vector Institute), Environment and Sustainability, Scientific Computing, and Machine Learning in Health and Biomedical Sciences.
 - o Students associated with the Artificial Intelligence and Machine Learning programs gain access to scholarships through the Vector Institute, increasing funding to the MSc program.
- Many faculty members hold joint appointments which increases links to other Faculties. Together with a number of faculty members cross appointed to Computer Science, this feature expands the strength of collaboration with respect to teaching, supervision and research.

- The graduate students in Computer Science run an annual conference for student presentations, the University of Western Ontario Research in Computer Science conference (UWORCS). The conference is in its 27th year.

Concerns and Areas of Improvement Identified and Discussed by the Program

- There is a need for more/improved student collaboration space
- There is intense competition between universities for those domestic undergraduate computer science students seeking to study at the graduate level.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met virtually (due to pandemic restrictions) over two days with the:

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Dean of the Faculty of Science
- Associate Dean, Graduate and Post-Doctoral Studies
- Department Chair
- Graduate Program Chair
- Graduate Executive Committee
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings, which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Computer Science Graduate Program. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers shared that “*In general, the department is strongly committed to providing a rich and valuable learning experience for graduate students.*”

Strengths of the Program

- The department is an excellent academic unit producing world-class research and training graduate students and postdoctoral fellows. The faculty members are internationally recognized, and they are willing to provide an environment in which the students can succeed.
- Faculty members who have cross and joint appointments enhance the strength and opportunities of interdisciplinary research for faculty members, graduate students, and postdoctoral fellows.
- For a relatively small unit compared to other leading Computer Science departments across Canada, the expertise and breadth of topics covered is impressive.
- The high-quality and success of the graduate students show that the program’s admissions requirements are effective.
- The Department offers a variety of specialized innovative programs. One of the innovative programs of the Department is the Collaborative Graduate Specialization in Scientific Computing.

Areas of Concern or Prospective Improvement

1. Both faculty members and students indicated the inadequacy of the current physical space and a clear need for more space.
2. Additional faculty members could be hired to deliver courses and conduct research in the area of machine learning and security.
3. The number of graduate students and external grants are lower than other comparable units in Canada. Almost half of the faculty members are not supervising PhD students.
4. The department can attract more high-quality graduate students, if programs are better advertised (e.g., publicize the availability of internships) through a better maintained website.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

Reviewers’ Recommendation Recommendations requiring implementation have been marked with an asterisk (*).	Program/Faculty Responses
<p>1. Increase/improve physical working environment *</p> <p>There is a need for more (and better) office space for faculty members and students alike as well as lab space, research collaboration space and socialization.</p>	<p>Program: The Department agrees that management of space is crucial as part of the ongoing growth in the Department. There is currently nearly 430 m2 of unused space in Middlesex College that needs essential renovations. The Department continues to advocate for funding to rehabilitate this space, which will be used primarily for graduate student lab and collaboration space.</p> <p>Faculty: The Faculty of Science does a regular inventory to assess space on campus and aims to ensure that space is allocated fairly and used efficiently. In recent years, Computer Science has received funds for updating classrooms and some offices. The Faculty of Science ensures that quality, safe and innovative space is available for faculty and grad students. As new faculty are hired, suitable faculty offices can be allocated in nearby buildings if none are available in Middlesex College. Any renovations requested by the Department of Computer Science would be subject to budgetary approval. The Faculty agrees that social and collaborative space would benefit Computer Science and provide a better environment for graduate student research rather than individual research labs for each faculty member (when specialized equipment is not required). Prior to investigating renovations, it will be imperative to assess how space is being used since the return to campus after the pandemic.</p>
<p>2. Increase the number of female faculty members and other equity seeking groups</p> <p>There are only three female faculty members. This percentage, to the best of our knowledge, is very low compared to the other computer science departments in North America.</p>	<p>Program: The Department is committed to improving diversity at all levels, including faculty complement. This year, it is conducting a search that prioritizes adding a new faculty member from an underrepresented group. This search is not restricted to any research area, and will add diversity to the department, likely as a female-identifying faculty member. Since the site visit took place, two jointly appointed faculty members, who identify as female, have now taken up their roles.</p> <p>This search is part of a longer-term commitment to improve EDI-D in the Department. Future searches will continue to use best practices and supplement recruitment activities (e.g., advertising venues) to attract top candidates from diverse backgrounds. The Department will continue to advocate for targeted searches for faculty members from under-represented groups. This includes changes to advertisement rules, which, with the current search, prevented advertising from being targeted exclusively at underrepresented groups.</p> <p>Faculty: The Computer Science Department is in the process of interviewing for two new faculty positions this year, and one is specifically for underrepresented groups. They also have the opportunity to hire 3 more faculty over the next year. Throughout the hiring process, the Faculty of Science follows a “Best Practices for Faculty Searches”, which encourages diversity and minimizes biases at each step. For example, search committee members are diverse and always include a representative from the Dean’s office, who has been trained in EDI. Job ads are constructed to welcome applicants from</p>

	<p>underrepresented groups, the ads are specifically placed to attract diverse applicants, and interview rubrics are written before applications are read to avoid bias in creating the questions.</p> <p>A more welcoming and inclusive environment will evolve as the department develops collaborative space, continues with diverse hires, introduces a student-run computing association, possibly introduces a common MSc course, and increases colleague interactions through reinstating PhD committee meetings (see suggestions below).</p>
<p>3. Externally funded positions</p> <p>Increase the number of CRCs and other research chair positions in emerging research areas – currently, there is only one jointly appointed Tier-1 CRC.</p>	<p>Program: The Department is in support of adding research capacity and new faculty positions, and will continue to advocate for new positions, especially research positions. The Department will pursue new calls for CRCs and other research positions in the University as they arise.</p> <p>Computer Science has welcomed one new faculty member in April 2022 who is applying for a CRC. This candidate is jointly appointed between Computer Science and CSD (FHS). We believe this adds further confirmation that joint appointments are important aspects of our Department’s faculty complement (see response to Recommendation 4 below).</p> <p>Faculty: Although the Faculty does not control the number of CRCs allocated to it, each department is encouraged to advocate for CRC positions in annual budget requests. The Faculty of Science remains flexible to take advantage of any opportunity to recruit a CRC for the faculty. The diverse application of computational science among many disciplines increases opportunities to find suitable CRC candidates that can find a home in Computer Science particularly if their department can advocate that their search can meet the criteria for the cluster hires dictated by the university.</p>
<p>4. Maintain the number of joint appointments, but be mindful of additional overhead</p>	<p>Program: The Department has recently added more joint appointments, and currently has seven: two with Statistics, two with ECE (Engineering), one with CSD (FHS), one with FIMS and one with Biostatistics and Epidemiology (SSMD).</p> <p>Given the needs of the Department in terms of teaching expertise, as well as the interdisciplinary collaboration potential noted by the reviewers, the Department is in favour of continuing to use joint appointments, when available, to support the teaching and research missions of the Department. The Department will continue to be aware of overhead created by joint appointments, especially in graduate student recruitment and TA assignments. More attention to these areas by the Department will aid in reducing the overhead for staff members.</p> <p>Faculty: Joint appointments have worked successfully in Computer Science and other departments in Science. The extra work for processing tenure applications is outweighed by the value of interdisciplinary research and a more diverse faculty cohort. There would be little additional overhead if a new joint appointment was made between Computer Science and another department where they already share joint appointments with (e.g., Stats or ECE).</p>
<p>5. Implement revised funding package for TAs *</p> <p>More research assistantships should be provided from faculty</p>	<p>Program: The Department will engage in a review of graduate student funding packages, including the option of shifting funding from GTAs to research-based funding.</p>

<p>supervisors, instead of TAs. TAs complained about the workload and TA work not usually related to thesis work. The Department should hire undergraduate TAs to meet the TA requirements of the courses. TAs are not provided that many resources (e.g., solutions, marking scheme).</p>	<p>Hiring of undergraduate markers to meet TA needs in the Department would be advantageous to our budget, while allowing for great experiences for top undergraduate students. Unfortunately, the PSAC Collective Agreement limits the ways that the Department can employ undergraduate students.</p> <p>The Department will survey graduate students to determine where shortfalls in grading resources are occurring, and use this information to develop expectations for instructors in supervising TAs.</p> <p>Faculty: TA positions are unionized. The typical TA assignment is 140 hours per term (10 hrs/week) and this workload is uniform across campus. The union prohibits undergraduates from fulfilling the duties of a TA.</p> <p>Research assistantships are provided by research grants of supervisors. Future grants or internship programs like MITACS could provide higher salaries for graduate student. However, teaching as a TA is still a valuable part of a graduate student's training for PhD students and should not be eliminated.</p>
<p>6. Teaching and Supervision *</p> <ul style="list-style-type: none"> a. There is no supervisory committee for PhD students – the committee should get student reports from the students on a yearly basis and should also provide feedback to the students. b. Create a common general research methods course required for all MSc students, and require them for PhD students who have not taken a similar one before. c. Increase the number of graduate courses being offered. d. Consider offering courses more aligned with the current job market. e. Requirements for a project in a project-based MSc should be clarified in order to manage expectations properly. Workload should consider project supervision more seriously so 	<p>Program:</p> <ul style="list-style-type: none"> a. A supervisory committee for PhD students is a requirement in the Department of Computer Science. However, in past years, the committee has not been consistently established for all PhD students. The Department made it a goal in 2021 to ensure that all PhD students have supervisory committees. b. The Department will examine the potential for a common research methodology course for MSc students. There is some debate as to whether the course would expedite research (as the reviewers suggest) or impede it, as some faculty believe moving students to research quickly is critical. c. As faculty renewal continues, the program expects that new graduate courses will continue to be developed, which will improve the number of graduate courses offered. There has equally been conversation about an institutional graduate course calendar that could outline available course options offered in other departments/faculties. d. As new faculty members are added to the Department through ongoing hiring, we expect that new courses will be added that are aligned with the employment market. e. The Department agrees that more broad participation in supervision of non-thesis MSc students is crucial, especially as these programs grow. The Department does consider non-thesis graduate student supervision during Annual Performance Evaluation. Important discussions need to take place around other potential mechanisms for balancing non-thesis student supervision between faculty members. <p>Faculty:</p> <ul style="list-style-type: none"> a. In agreement with Program response. The Faculty will encourage the new graduate chair to track committee members and annual interviews using the Pathfinder software provided by SGPS. b, c, and d – the addition of new courses is at the discretion of the department taking into consideration how they want to achieve their program-level learning outcomes, teaching workloads, undergraduate teaching demand and the expertise of their new hires. The Faculty encourages the graduate committee to strategize their course offerings to meet demands of the job market.

<p>that more faculty members get interested in project supervision.</p>	<p>e. The department could consider setting up the MSc project as a 1.0 course with a coordinator/instructor responsible for communicating expectations to students, maintaining quality control and encouraging all faculty to propose project ideas.</p>
<p>7. Student recruitment</p> <p>a. Increase the ratio of graduate to undergraduate students.</p> <p>b. Advertise Internship opportunities to attract more high-quality students.</p>	<p>Program:</p> <p>a. The Department has plans to continue to sustainably grow the course-based MSc program. This has the benefit of aiding in the progress of recommendation 6-c (increased graduate course offerings) as well. Thesis student growth is expected to increase through ongoing faculty renewal, as new faculty members begin research programs. However, increasing the ratio of graduate to undergraduate students is dependent on undergraduate enrolments, which continue to rise.</p> <p>b. Internship opportunities are lab specific, and supervisors use these opportunities within labs to recruit top candidates.</p> <p>Faculty: Addressed by the Program.</p>
<p>8. Funding and grad student life *</p> <p>a. There should be a graduate student computing association – this will help mitigate the lack of admin support for students, by creating “history” among students. This will also help with reinforcing EDI. Supporting a “women in computing society” may help attract more female students to the grad program.</p> <p>b. Reconsider the need for students to pay tuition after 4th year when there is no funding available to them.</p> <p>c. The funding level for Research Assistantships should be revised.</p> <p>d. There must be a succession plan for the grad assistant position, who seems to be the primary contact for graduate students, while at the same time some mechanism should be put in place to decrease dependence on that position.</p>	<p>Program:</p> <p>a. The Department will provide support for a graduate student group. A “women in computing” group is currently being organized by a group of undergraduate students – we will ensure that graduate students are welcome to join.</p> <p>b. Tuition fees are not the responsibility of the Department. However, our understanding is that very few if any units on campus waive tuition for 4th year PhD students.</p> <p>c. Funding levels are continually considered (they were last updated in April 2021). The Department and faculty members understand that higher funding levels are necessary not just from the perspective of cost-of-living increases, but to recruit top students in a competitive field.</p> <p>d. The Grad Assistant position will be filled with a new candidate in August 2022. This change in staff will encourage us to formalize many processes that have been handled by the current staff member for several years.</p> <p>Faculty:</p> <p>a. We support the formation of a graduate student computing association. The Faculty of Science can arrange student mentors from other departments who already organize similar groups for other programs.</p> <p>b. Graduate students across campus pay tuition every term they are enrolled regardless of whether they have exceeded their fundable period.</p> <p>c. Minimum funding levels for graduate students are set by the School for Graduate and Post Doctoral Studies (SGPS). Computer Science meets these minimum levels. Higher pay would benefit current students and help with recruitment of quality students, but ultimately Research Assistantship amounts are limited by faculty research grants and is not under the control of the Dean’s office. However, we will work with the new graduate chair to review their TA funding needs.</p>

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| | <p>d. Most departments the size of Computer Science have only one administrator for the graduate program. However, we recognize there is a huge volume of graduate applications processed by this office. Updates to the web site may help relieve some of the work and some tasks could move to the grad chair/committee.</p> |
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of the IQAP (#3) or are already being actioned (#4, #7 and #8bc) as described in the program and faculty responses above. As a result, the recommendations not appearing in the implementation table are recommendations #3, #4, #7 and #8bc.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Increase/improve physical working environment.</p>	<ul style="list-style-type: none"> - Examine how departmental space is currently used and identify specific needs. - As needed, draft a plan for the creation/transformation of space. - Discuss with Faculty leadership. 	<p>Department Chair Graduate Chair Office of the Dean, Faculty of Science</p>	<p>By Sept. 2023</p>
<p>Recommendation #2 and #8a: Develop an actionable and comprehensive approach to enhancing gender equity and EDIAD within the Computer Science Program, in alignment with Western’s commitment to EDIAD.</p>	<ul style="list-style-type: none"> - Develop a strategic plan aimed at enhancing EDIAD and gender equity within computer science, including faculty members and graduate students in this initiative. 	<p>Department Chair Graduate Chair Office of the Dean, Faculty of Science</p>	<p>By Sept. 2023</p>
<p>Recommendation #5: Revise funding package for TAs and review resources to support their work.</p>	<ul style="list-style-type: none"> - Review current graduate student funding packages, including the option of shifting funding from GTAs to research-based funding. - Survey graduate students to determine where shortfalls in grading resources are occurring and what needs exist. - Develop expectations for instructors in supervising TAs and circulate these to both instructors and students. 	<p>Graduate Chair</p>	<p>Review of funding model – by September 2023. Survey of TAs by April 2023.</p>

	<ul style="list-style-type: none"> - For large classes, consider assigning a lead-TA to help guide and support a team of TAs, and to help monitor their workload. - Work with the Centre for Teaching and Learning to identify resources to support TAs and Graduate students, more broadly. 		
<p>Recommendation #6:</p> <p>Teaching and Supervision:</p> <ul style="list-style-type: none"> a. Ensure that there are supervisory committees for PhD students. b. Create a common general research methods course required for all MSc students, and require them for PhD students who have not taken a similar one before. c. Increase the number of graduate courses being offered. d. Consider offering courses more aligned with the current job market. e. Requirements for a project in a project-based MSc should be clarified in order to manage supervisions expectations. 	<ul style="list-style-type: none"> a. <ul style="list-style-type: none"> - Track committee members and annual interviews using the Pathfinder software provided by SGPS. b. <ul style="list-style-type: none"> - Examine the potential for a common research methodology course for MSc students. c. and d. <ul style="list-style-type: none"> - Review and strategize course offerings to meet the needs of the program, the interests of the students and the demands of the job market. - Work toward the development and administration of an institutional graduate course calendar. e. <ul style="list-style-type: none"> - Determine mechanisms for balancing non-thesis student supervision between faculty members. - Consider setting up the MSc project as a 1.0 course with a coordinator/instructor responsible for communicating expectations to students, maintaining quality control and encouraging all faculty to propose project ideas. 	<p>Graduate Chair Graduate Committee</p>	<ul style="list-style-type: none"> a. Immediate and Ongoing – the Department will increase prompt uptake of supervisory committees early in PhD programs by September 2023 b. Complete departmental review by September 2023. c. and d. Complete review and draft strategy by September 2023. e. Review and revise non-thesis component expectations – September 2023.

<p>Recommendation #8a and #8d:</p> <p>Grad student life and support:</p> <ul style="list-style-type: none">a. Support the creation of a graduate student computing association – in particular a “women in computing society”.d. Develop a succession plan for the grad secretary position.	<ul style="list-style-type: none">a. Arrange student mentors from other departments who already organize similar groups for other programs. Support the communications of the departmental groups.d. With the onboarding of the new incumbent, formalize roles, responsibilities, and task lists. Consider how updates to the web site may help relieve some of the work.	<p>Department Chair Graduate Chair Office of the Dean, Faculty of Science</p>	<ul style="list-style-type: none">a. By April 2023d. By April 2023
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ITEM 12.3(d) – New Scholarships, Awards and Prizes

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards approved the establishment of the terms of reference for the new scholarships, awards and prizes shown in Item 12.3(d), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Scholarships, Awards and Prizes](#)

New Scholarships, Awards and Prizes

Any Undergraduate or Graduate Program

Berk Family Hockey Award

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Men's Hockey 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. Evaluation is based on 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). The Western Athletic Financial Awards Committee will select the recipients. This award was established through a generous donation from Douglas Berk, MBA '85.

Value: 1 at \$2,000, awarded annually

Effective Date: 2022-2023 to 2026 -2027 academic years inclusive

Sean De Muynck Memorial Award

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Men's Hockey 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. Evaluation is based on 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). The Western Athletic Financial Awards Committee will select the recipients. This award was established by teammates of the 2009 Championship Team in memory of Sean De Muynck.

Value: 1 at \$2,000, awarded annually (or as funds permit)

Effective Date: 2022-2023 to 2028 -2029 academic years inclusive

Ivey Business School

Knowlton Family Rural Alberta HBA Award

Awarded to full-time undergraduate students in first year of any program at Western based on academic achievement who are from Alberta, except from the cities of Calgary or Edmonton. Candidates will have an interest in attending the Ivey Business School, enrol in Business 1220E, and demonstrate experience in competition through activities such as, student government, sports, debating, agricultural clubs, music festivals, and entrepreneurship. Applications including a statement detailing involvement

in activities such as, student government, sports, debating, agricultural clubs, music festivals, and entrepreneurship must be submitted to the Office of the Registrar by September 30. The award will continue in second year if recipients maintain full-time status and a minimum 70% average. The award will continue for third and fourth year if recipients are enrolled in the HBA Program at the Ivey Business School. If a recipient does not retain the award, no replacements will be selected. This award was established by Gerald L. Knowlton (HBA 1955) and family.

Value: 1 at \$30,000 (\$5,000, continuing for years 1 & 2, and if the student continues on to the HBA program at Ivey Business School \$10,000 continuing for years 3 & 4), awarded annually.

Effective Date: 2023-2024 academic year

Novacap Women in Finance Scholarship

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. An influencing factor in the selection of the recipients should be their varied work and/or extracurricular experience in the investment industry. To be considered, candidates must submit a short statement by October 31. Eligible applicants include Canadian citizens, permanent residents, and international students. 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 Novacap. This scholarship was established with a generous gift from the Donor.

Value: 1 at \$5,000

Effective Date: 2022-2023 to 2026-2027 academic years inclusive

Faculty of Engineering

Danny Ho Software Engineering Graduate Scholarship

Awarded to full-time graduate students in the Faculty of Engineering based on academic achievement. Preference will be given to international students in an Electrical or Computer Engineering Master's or PhD with a field of research in Software Engineering. Only Master's candidates in a thesis-based or project-based program will be considered. Students must be supervised or co-supervised by at least one professor with a research focus in Software Engineering. A committee in Electrical or Computer Engineering will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established through a generous donation from Danny Ho, BSc '84, MSc '85.

Value: 1 at \$6,000, awarded annually

Effective Date: May 2023

Faculty of Law

Aird & Berlis LLP Award

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates who obtain the highest standing in Year 1 of the JD program. The Office of the Registrar will select the recipients. This award was established by Aird & Berlis LLP.

Value: 1 at \$3,000, awarded annually

Effective Date: 2022-2023 to 2026-2027 academic years inclusive

Schulich School of Medicine & Dentistry

Dr. P.C. Raju & Jyoti Shah Resident Research Prize

Awarded to the Pathology resident in the Schulich School of Medicine & Dentistry with the best original or research article published in a peer-reviewed scientific journal by the resident as first author. Residents in Anatomical Pathology or Neuropathology PGY2 through PGY5 are eligible to apply. Candidates should apply through the Department of Pathology and Laboratory Medicine by January 31. The Residency Training Committee in the Department of Pathology and Laboratory Medicine will select the recipient.

Value: 1 at \$1,000, awarded annually

Effective Date: 2022-2023 academic year

Dr. P.C. Raju & Jyoti Shah Resident Research Prize was established in 2016 through a generous gift from Dr. P.C. Raju and Jyoti Shah. Dr. Shah was a pathologist at the Strathroy hospital and a member of Western's Pathology Faculty from 1990 to 2012. He is a benefactor of the department and is an advocate of pathology education.

Faculty of Science

Gary Williams Earth Sciences Field School Award

Awarded to full-time undergraduate students in the Department of Earth Sciences, Faculty of Science based on academic achievement. Preference will be given to candidates completing a field course offered through the Department of Earth Sciences. The Department of Earth Sciences will select the recipients. This award was established by a generous gift from Gary Williams (BSc '77).

Value: 1 at \$1,000, awarded annually

Effective Date: 2022-2023 academic year

ITEM 12.3(e) – Annual Report of the Office of Academic Quality and Enhancement (OAQE)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Attached is the first annual report of the recently created Office of Academic Quality and Enhancement (OAQE).

ATTACHMENT(S):

[Annual Report – Office of Academic Quality and Enhancement \(OAQE\)](#)

2021-2022



Annual Report

Office of Academic Quality and Enhancement (OAQE)

*Supporting Academic Excellence and Innovation
Through Continuous Program Enhancement*



Western

Established in the summer of 2021, the Office of Academic Quality and Enhancement (OAQE) has been tasked with the further enhancement of all protocols in relation to Western's Institutional Quality Assurance Process (IQAP). More broadly, to ensure that Western meets all expectations of the Ontario Universities Council on Quality Assurance.



While the terms “quality assurance” and “program review” often bring to mind notions of evaluation and accountability, fundamentally the accountability is to the members of the program community itself – students, faculty and staff. This is central to the ethos of the OAQE – leveraging program development and review opportunities as a scaffolded and supported catalyst to listen, collect data, analyse, interpret, reflect, discuss, vision and plan toward well-designed, innovative and inclusive academic programs. Recognizing that it is not possible to effectively achieve this in isolation, the OAQE aims to foster and support a collaborative process that benefits from a multiplicity of perspectives. Be they the varied voices within a program, the myriad campus partners who work to support Western's academic programs, faculty and students, or the community of expert peers who serve as external reviewers.

Expanding on the excellence of existing work that supports the quality of Western's academic programs, this year saw a few noteworthy changes. Firstly, the revision of Western's IQAP document. Working from the version initially written in 2011, this revision has brought this guiding document in line with the province's new [Quality Assurance Framework](#) and has woven in the more enhancement-oriented ethos that underpins program review and development work. Secondly, the pilot offering of Western's Quality Assurance Academy which recruited and trained student leaders to serve as internal reviewers as part of cyclical and new program reviews. While only in its first year, this initiative proved effective at engaging students in formal quality assurance processes leading to the integration of important student insights into the continuous improvement of academic programs.

With one year in this role, I have witnessed the passion of members of the university community who offer outstanding and innovative programing. I can easily attest to the commitment of, and significant effort contributed by, the many valuable partners in academic quality here at Western. In particular, those of the Office of the Vice-Provost Academic Programs, the School of Graduate and Postdoctoral Studies (SGPS), the Centre for Teaching and Learning (CTL), the University Secretariat, and finally the members of the Subcommittees on Program Review (SUPR-U/G). This dedication bodes well for the sustained quality of Western's academic programs and the success of our students.

Looking to the year ahead, the focus of the OAQE will continue to be on the renewal of the resources that accompany all IQAP protocols. The goal – to make program review and development ever more reflective, collaborative, strategic and sustained.

Jovan Groen, Ph.D.
Director of Academic Quality and Enhancement



New Program Approvals

Undergraduate

Creative Arts and Production
Artificial Intelligence Systems Engineering

Graduate

Primary Healthcare Nurse Practitioner
Engineering Leadership and Innovation

14 Undergraduate Programs

(13 completed | 1 in progress)

3 @  3 @ 

2 @  6 @ 
Western

Cyclical Program Reviews



19 Graduate Programs

(11 completed | 8 in progress)

44 Across All Programs



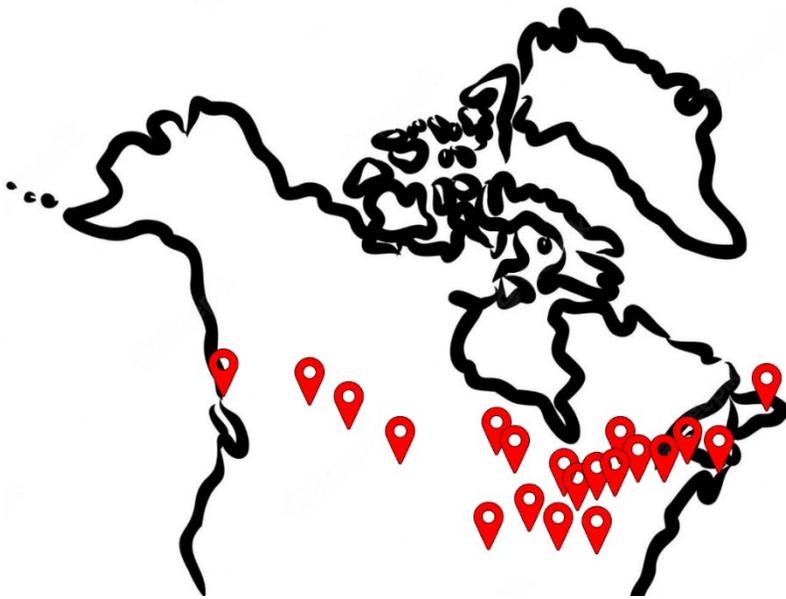
Major Modifications

40% Changes to Course/Program Requirements

31% Addition of New Specialization, Field, or Minor Module

22% Program Closures

7% Program Name Changes



Institutional Origin of This Year's 51 External Reviewers

Western's Academic Quality & Enhancement Team

Artie Harricharran | Administrative Coordinator | Office of Academic Quality and Enhancement



aharric3@uwo.ca



Ext. 84944

Alicia Kemp | Administrative Coordinator | Office of the Vice-Provost Academic Programs



ahitchc2@uwo.ca



Ext. 83335

Candace Loosley | Administrative Coordinator | School of Graduate and Postdoctoral Studies



cloosley@uwo.ca



Ext. 85257

Jovan Groen | Director | Office of Academic Quality and Enhancement



jovan.groen@uwo.ca



Ext. 84327

Visit the OAQE website by [clicking here](#)

Key Partners

- School of Graduate and Postdoctoral Studies
- Office of the Vice-Provost Academic Programs
- Centre for Teaching and Learning
- University Secretariat
- Office of the Registrar
- Office of Institutional Planning and Budgeting
- Western Libraries
- Office of Equity, Diversity & Inclusion
- Office of Indigenous Initiatives
- Western Alumni



Western's OAQE works to ensure the quality of the University's undergraduate and graduate academic programs by leading quality assurance and enhancement processes in partnership with academic leaders and administrators across all departments, faculties, schools, and support units.

2021-2022 Final Assessment Reports

As part of this year's roster of cyclical program reviews, it was evident that programs put good effort into their self-studies – leveraging this exercise for reflection and planning. Ever more, programs undertook surveys of current and recently graduated students to shed light on the student experience and how this aligned with program goals. Facilitated by the CTL, programs undertook curriculum mapping initiatives reflecting on the alignment of program-level outcomes across courses and the nature and distribution of assessments. The SGPS scaffolded the self-study of graduate programs via the population of a myriad of tailored data tables followed by consultations to support the interpretation of data and reflection on implications.

With over 50 external reviewers participating in virtual visits this past year, a diverse set of disciplinary and pedagogical expertise further engaged program reflections, enhancements, and visioning. Prompted by the new strategic plan, a greater number of questions about how programs are prioritizing equity, diversity, inclusion, and decolonization was observed. Overall, reviewers were quite complimentary of program efforts in relation to continued program enhancement, development, and innovation. As the OAQE continues to support the program review and approval processes, we will learn from this past year as we further optimize quality assurance processes, practices and supporting resources.

The following list of programs were those reviewed during this academic year. The full versions of each of the Final Assessment Reports (FARs) can be found on the OAQE website, by using the hyperlinks embedded in the program names below.

Cyclical Program Reviews

Faculty of Arts & Humanities

- I. [Department of Languages and Cultures, BA](#)
- II. [Theatre Studies, BA](#)
- III. [Comparative Literature, MA, PhD](#)
- IV. [Linguistics, MA](#)

Faculty of Education

- I. [Professional Programs, Education, MPed, EdD](#)

Faculty of Engineering

- I. [Mechanical and Materials Engineering, MEng, MEng, MSc, PhD](#)
- II. Civil and Environmental Engineering, MEng, MSc, PhD (still in progress)
- III. Electrical and Computer Engineering, MEng, MSc, PhD (still in progress)
- IV. Chemical and Biochemical Engineering, MEng, MSc, PhD (still in progress)

Faculty of Health Sciences

- I. [Kinesiology, BA and BSc](#)
- II. [Communication Sciences & Disorders, MSc](#)
- III. [Health & Rehabilitation Sciences, MSc, PhD](#)

November 11, 2022

[I. Psychology, BA, MSc, PhD](#)[V. Physical Therapy, MPT](#)[VI. Occupational Therapy, MSc](#)[VII. Advanced Health Care Practice, MCISc](#)**Faculty of Law**[I. Juris Doctor \(JD\) Program](#)**Faculty of Science**

I. Planetary Science and Exploration – Collaborative Specialization, MSc, PhD (still in progress)

II. Computer Science, MSc, PhD (still in progress)

Schulich School of Medicine and Dentistry[I. Neuroscience, BSc](#)[II. Epidemiology & Biostatistics Program, BMSc](#)[III. Family Medicine, MCISc, PhD](#)

IV. Neuroscience, MSc, PhD (still in progress)

V. Orthodontics, MCID (still in progress)

Ivey Business School

I. Business, MBA, PhD (still in progress)

Brescia University College[I. Food and Nutritional Sciences, BScFN](#)[II. Philosophy and Religious Studies, BA](#)[III. French, BA](#)**Huron University College**[I. East Asia Studies, BA](#)

II. French, BA (still in progress)

King's University College[I. Sociology & Criminology, BA](#)[II. Management and Organizational Studies, BMOS](#)[III. Economics, BA](#)**Newly Approved Programs**

- [Creative Arts and Production \(CAP\), BA](#)
- [Artificial Intelligence Systems Engineering \(AISE\), BESC](#)
- Primary Healthcare Nurse Practitioner, GDip
- Engineering Leadership and Innovation, GDip

ITEM 12.4(a) – Election Results – Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At the October 14, 2022 Senate meeting, one additional nomination was received for a vacancy on the Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies).

An electronic vote was subsequently held on October 17-18, 2022.

The following individuals have been elected to the **Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)**:

- Lorraine Davies
- Janis Cardy
- Jayshri Sabarinathan

The certified Simply Voting election results are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

Oct 19, 2022

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

To Whom It May Concern:

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

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)

Start: 2022-10-18 08:00:00 America/Toronto

End: 2022-10-19 16:00:00 America/Toronto

Turnout: 43 (43.0%) of 100 electors voted in this ballot.

Selection Committee for the Vice-Provost (Graduate & Postdoctoral Studies)

Option	Votes
DAVIES, Lorraine (Social Science)	30 (29.1%)
CARDY, Janis (Health Sciences)	28 (27.2%)
SABARINATHAN, Jayshri (Engineering)	24 (23.3%)
ALCANTARA, Christopher (Social Science)	21 (20.4%)

VOTER SUMMARY

Total	43
Abstain	1 (2.3%)



ITEM 13.0 - Items Removed from the Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

ITEM 14.0 – Discussion and Question Period

ACTION: APPROVAL INFORMATION DISCUSSION

No questions were received in advance of the meeting

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.
-