

SENATE AGENDA

Thursday, February 17, 2022, 1:30 p.m. – 4:30 p.m.
Meeting to be held electronically via Zoom videoconference

Members of Senate may access the Zoom link through the OWL Senate site
 Members of the public who wish to attend Senate are invited to
 contact the University Secretary at senate@uwo.ca

- 1.0 [Land Acknowledgement](#)
- 2.0 [Minutes of the Meeting of January 21, 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 [Revisions to the Senate Rules of Order \(Electronic Voting Procedure\)](#) Approval
 - 5.2 [Amendment to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Vice-Provost \(Students\)](#) Information
- 6.0 **Report of the Nominating Committee (K. Yeung)**
 - 6.1 [Membership – University Research Board \(URB\)](#) Action
 - 6.2 [Membership – Senate Review Board Academic \(SRBA\)](#) Action
 - 6.3 [Membership – Selection Committee for the Vice-Provost \(Students\)](#) Action
 - 6.4 [Membership – Selection Committee for the Vice-Provost and Associate Vice-President \(International\)](#) Action

- 7.0 **Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean)**
 - 7.1 Faculty of Engineering: [Introduction of an Artificial Intelligence Systems Engineering Program and a New Subject Area in “Artificial Intelligence Systems Engineering”](#) Approval
- 8.0 **Report of the Senate Committee on University Planning (M. Davison)**
 - 8.1 [Subcommittee on Enrolment Planning and Policy \(SUEPP\) Report](#) Approval
 - 8.2 [Update on Budget and Planning Process](#) Information
- 9.0 **Report of the University Research Board (L. Rigg)**
 - no report for February 17, 2022
- 10.0 Report of the Academic Colleague
 - no report for February 17, 2022
- 11.0 Consent Agenda
 - 11.1 Items from the Operations/Agenda Committee
 - 11.1(a) [Final Report from Convocation Board](#) Information
 - 11.1(b) [Order of Convocation - Spring 2022](#) Information
 - 11.1(c) [Senate Membership – Vacancies Filled by Appointment](#) Information
 - 11.2 Items from the Senate Committee on Academic Policy and Awards
 - 11.2(a) Schulich School of Medicine & Dentistry: [Revisions to the Admission Requirements of the DDS Program \(CASPer, Application Deadline, Application to Second Year\)](#) Approval
 - 11.2(b) Huron University College:
 - 11.2(b)(i) [Introduction of an Honours Specialization and Specialization in Business Intelligence](#) Approval
 - 11.2(b)(ii) [Introduction of an Honours Specialization and Specialization in Marketing and Sustainability](#) Approval

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- 11.2(c) School of Graduate and Postdoctoral Studies:
 - 11.2(c)(i) Introduction of a Project-based Option (Curatorial Stream) in the Master of Arts (MA) in Art History and Curatorial Studies Approval
 - 11.2(c)(ii) Revisions to the Doctor of Education (EdD), Educational Leadership Approval
 - 11.2(c)(iii) Revisions to the PhD in Business Administration Approval
 - 11.2(c)(iv) Revisions to the Master of Professional Education (MPEd), Early Childhood Education Approval
 - 11.2(c)(v) Withdrawal of the Graduate Diploma (GDip) in Professional Education Approval
- 11.2(d) Revisions to the Articulation Agreement for the Admission of Graduates of the Food Nutrition Management Program at Fanshawe College into the Bachelor of Science (Foods and Nutrition) Program at Brescia University College Approval
- 11.2(e) SUPR-U Report: Cyclical Program Review of Food and Nutritional Sciences, Brescia University College Information
- 11.2(f) New Scholarships and Awards Information
- 11.2(g) New Scholarships and Awards Funded by Operating Information
- 11.3 Items from the Senate Committee on University Planning
 - 11.3(a) Vice-Provost's Annual Report on Faculty Recruitment and Retention Information
 - 11.3(b) Fourth Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars Information

12.0 Items removed from Consent Agenda

13.0 Discussion and Question Period

14.0 New Business

15.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: APPROVAL INFORMATION DISCUSSION

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

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 January 21, 2022

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the minutes of the meeting held on January 21, 2022, be approved as circulated.

MINUTES OF THE MEETING OF SENATE

January 21, 2022

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

SENATORS:

K. Arora	V. Jaremek	P. Peddle
G. Balfour	T. Jenkyn	S. Powell
P. Barmby	T. Joy	S. Prichard
A. Barnfield	S. Kadish	D. Purcell
A. Baxter	S. Karky	A. Pyati
J. Baxter	G. Kelly	G. Read
I. Berry	M. Kim	L. Rigg
E. Boussoulas	D. Kotsopoulos	A. Robin
D. Brou	D. Laird	S. Roland
C. Burucua	J. Langille	G. Santos
E. Chamberlain	M. Lebo	E. Sapuridis
J. Chazi	D. Lee	J. Schermer
M. Cleveland	L. Wolfgang	A. Schuurman
K. Coley	J. Li	A. Shami
J. Compton	L. Logan	Z. Sinel
S. Constat	M. Longtin	V. Smye
J. Corrigan	D. Malloy	B. Sriharan
J. Cuciurean	M. McMurrin	L. Stephenson
S. Datars Bere	M. Milde	L. Stoyles
M. Davison	L. Miller	G. Tigert
G. De Viveiros	J. Minac	J. Watson
R. Dekoter	K. Mooney	G. West
M. Fahmida	S. Morrison	K. Whitehead
L. Frederking	I. Namukasa	K. Yeung
C. Gallant	A. Nelson	J. Yoo
K. Gibbons	J. Nord	S. Zivkovic
R. Gros	J. O'Hagan	
N. Harney	A. Pahargarh	
L. Henderson	M. Patel	
R. Heydon	T. Peace	
S. Hodgson		

Observers: C. Bressette, R. Chelladurai, J. Doerksen, M. McGlynn, N. Narin,
O. Oloya, k. seanor

Land Acknowledgement

M. Cleveland offered a Land Acknowledgement.

S.22-01 **Minutes of Prior Meeting**

The minutes of the meeting of December 3, 2021, were approved as circulated.

S.22-02 **REPORT OF THE PRESIDENT**

The Report of S. Prichard (Acting President), distributed with the agenda, contained information on the following topics: COVID-19 update, accolades, and leadership updates.

The Acting President additionally commented on the following items:

- President Alan Shepard on a temporary medical leave.
- Honoured the passing of Dr. Martin Hollenberg, Dean of Medicine 1978-1985; Rock Basacco, head coach of the Mustang's soccer team for 21 years; Darwin Semotiuk, former professor, athletics director and Mustang's football coach; Mustafa Dawoud, a graduate from the faculty of Engineering and current student at the faculty of Science.
- Second suspect in death of Gabriel Neil arrested.
- Return to in-person classes on January 31 for all second, third and fourth-year undergraduate students and graduate-level students.
- First-year undergraduate level courses will resume in-person on February 28.
- Delay in return to residences to prepare a safe environment and adequate isolation facilities and support for students.
- Anticipate 1000 students to be in residence before the return deadline.
- Acknowledged two ongoing petitions, one requesting an earlier return of first year students and to residences, and another requesting to continue classes online.
- Medical grade masks required in classroom settings.
- Strategic Fund: 37 proposals received, 16 chosen to receive a total of \$11.8 million in funding allocated. The list of approved projects is available on the Provost's webpage.
- Proposals submissions for newly acquired downtown building on 450 Talbot Street due February 7th.

S. Prichard concluded her report by advising that all the faculty complement requests that fit within the base budget have been approved. She also noted that the preliminary recommendations on budget will be shared with Deans and units in the coming weeks.

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.22-03 **ITEM 5.1 – Nominating Committee Membership**

Mary Helen McMurrin was acclaimed to the Nominating Committee for a term to June 30, 2022.

S.22-04 **ITEM 5.2 – Revised Appointment Procedures for Senior Academic and Administrative Officers of the University – Vice-Provost (Students)**

L. Miller, Vice-Provost (Graduate and Postdoctoral Studies), inquired if consideration was given to dedicating a seat to an Associate Dean, Graduate, given that graduate students are part of the portfolio.

J. Doerksen, Acting Provost & Vice-President (Academic), advised that the revisions to the structure of the selection committee aim to bring it in line with other Vice-Provost selection committees' size and composition.

A Senator noted that graduate students are at times underrepresented on committees and requested that consideration be given to graduate representation when composing selection committees.

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

That Senate approve, and recommend to the Board of Governors, that the Appointment Procedures for Senior Academic and Administrative Officers of the University be amended to retitle the Associate Vice-President (Student Experience) as the Vice-Provost (Students).

CARRIED

REPORT OF THE NOMINATING COMMITTEE

S.22-05 **ITEM 6.1 – University Research Board (URB)**

No nominations were received.

S.22-06 **ITEM 6.2 – Senate Review Board Academic (SRBA)**

Ruth Ann Strickland (SS) was acclaimed to the Senate Review Board Academic for a term to June 30, 2022.

S.22-07 **ITEM 10.0 - Report of the Academic Colleague**

Senate received the Report of the Academic Colleague for the December 2021 meeting for information.

S.22-08 **UNANIMOUS CONSENT AGENDA**

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

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

CARRIED

S.22-09 **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.22-10 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

- ITEM 11.1(a) – Senate Membership – Vacancies Filled by Appointment Information
- ITEM 11.1(b) – Senate Meeting Schedule 2022-23 Information
- ITEM 11.1(c) – Officers of Convocation

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.22-11 **ITEM 11.2(a)(i) – Don Wright Faculty of Music, Department of Music Performance Studies: Withdrawal of the Music Performance Diploma (Three-Year Program)**

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

That effective September 1, 2022, admission to the Music Performance Diploma (Three-Year Program) be discontinued, and students currently enrolled in the program be permitted to graduate upon fulfillment of the program requirements by August 31, 2023, and that effective September 1, 2023 the program be withdrawn.

CARRIED BY UNANIMOUS CONSENT

S.22-12 **ITEM 11.2(a)(ii) – Don Wright Faculty of Music, Department of Music Performance Studies: Introduction of a Minor in Music Performance Studies**

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

That effective September 1, 2022, a Minor in Music Performance Studies be introduced in the Don Wright Faculty of Music, as shown in Item 11.2(a)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-13 **ITEM 11.2(b)(i) – Faculty of Science, Department of Earth Sciences: Revisions to the Honours Specialization and Specialization in Geophysics – For Professional Registration**

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

That effective September 1, 2022, the Honours Specialization and Specialization in Geophysics – For Professional Registration be revised as shown in Item 11.2(b)(i).

CARRIED BY UNANIMOUS CONSENT

S.22-14 **ITEM 11.2(b)(ii) – Faculty of Science, Department of Physics and Astronomy: Withdrawal of the Honours Specialization, Specialization, Major and Minor in Materials Science**

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

That effective September 1, 2022, admission to the Honours Specialization, Specialization, Major and Minor in Materials Science be discontinued, and that students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 21, 2026, and that effective September 1, 2026, the modules be withdrawn.

CARRIED BY UNANIMOUS CONSENT

S.22-15 **ITEM 11.2(c) – Faculty of Social Science, Department of Sociology: Withdrawal of the Honours Specialization in Criminology**

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

That effective September 1, 2022, admission to the Honours Specialization in Criminology be discontinued, and that students currently enrolled in the module be permitted to graduate upon fulfillment of the module requirements by August 31, 2024, and that effective September 1, 2024, the module be withdrawn.

CARRIED BY UNANIMOUS CONSENT

S.22-16 **ITEM 11.2(d)(i) – King’s University College: Introduction of a Minor in Writing and Social Change and Introduction of Writing 2230F/G**

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

That effective September 1, 2022, a Minor in Writing and Social Change be introduced at King’s University College as shown in Item 11.2(d)(i), and that effective March 1, 2022, Writing 2230F/G be introduced at King’s University College as shown in Item 11.2(d)(i).

CARRIED BY UNANIMOUS CONSENT

S.22-17 **ITEM 11.2(d)(ii) – King’s University College: Introduction of a Subject Area in “American Sign Language” and Introduction of American Sign Language 1030A/B**

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

That effective September 1, 2022, a subject area in “American Sign Language” be introduced by King’s University College and included in Category B for Breadth Requirements for Graduation and that effective September 1, 2022, American Sign Language 1030A/B be introduced at King’s University College as shown in Item 11.2(d)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-18 **ITEM 11.2(e)(i) – King’s University College: Renaming of the “Childhood and Social Institutions” Subject Area**

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

That effective September 1, 2022, the “Childhood and Social Institutions” subject area be renamed as the “Childhood and Youth Studies” subject area.

CARRIED BY UNANIMOUS CONSENT

S.22-19 **ITEM 11.2(e)(ii) – King’s University College: Renaming of the Honours Specialization and Major in Childhood and Social Institutions and Revisions to the Module Requirements**

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

That effective September 1, 2022, the Honours Specialization and Major in Childhood and Social Institutions be renamed as the Honours Specialization and Major in Childhood and Youth Studies and that the module requirements be revised as shown in Item 11.2(e)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-20 **ITEM 11.2(e)(iii) – King’s University College: Introduction of a Minor in Childhood and Youth Studies**

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

That effective September 1, 2022, a Minor in Childhood and Youth Studies be introduced at King’s University College as shown in Item 11.2(e)(iii).

CARRIED BY UNANIMOUS CONSENT

S.22-21 **ITEM 11.2(e)(iv) – King’s University College: Revisions to the Certificate in Childhood and Advocacy and the Certificate in Childhood and the Legal System**

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

That effective September 1, 2022, the Certificate in Childhood and Advocacy and the Certificate in Childhood and the Legal System be revised as shown in Item 11.2(e)(iv).

CARRIED BY UNANIMOUS CONSENT

S.22-22 **ITEM 11.2(e)(v) – King’s University College: Introduction of New Courses in Childhood and Youth Studies**

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

That effective September 1, 2022, the following courses be introduced by King’s University College:

Childhood and Youth Studies 2216F/G
Childhood and Youth Studies 2232A/B
Childhood and Youth Studies 2254F/G
Childhood and Youth Studies 3312F/G
Childhood and Youth Studies 3313F/G
Childhood and Youth Studies 3314F/G
Childhood and Youth Studies 3354F/G
Childhood and Youth Studies 3355F/G
Childhood and Youth Studies 3366F/G
Childhood and Youth Studies 3367F/G
Childhood and Youth Studies 3368F/G
Childhood and Youth Studies 3371F/G
Childhood and Youth Studies 4413F/G
Childhood and Youth Studies 4414F/G
Childhood and Youth Studies 4420F/G/Z
Childhood and Youth Studies 4421F/G/Z

CARRIED BY UNANIMOUS CONSENT

S.22-23 **ITEM 11.2(e)(vi) – King’s University College: Revisions to Childhood and Youth Studies Courses**

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

That effective September 1, 2022, courses in Childhood and Youth Studies at King’s University college be revised as shown in Item 11.2(e)(vi).

CARRIED BY UNANIMOUS CONSENT

S.22-24 **ITEM 11.2(e)(vii) – King’s University College: Withdrawal of Childhood and Social Institutions Courses**

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

That effective September 1, 2022, the following courses be withdrawn from the course offerings at King’s University College:

Childhood and Social Institutions 2213F/G: Childhood Systems and Lifeworlds
Childhood and Social Institutions 3300F/G: Childhood, Citizenship, and Participation
Childhood and Social Institutions 3310F/G: Representing Childhood Empirically
Childhood and Social Institutions 3335F/G: Human Rights and Child Advocacy
Childhood and Social Institutions 3353F/G: Advocacy with Children – International
Childhood and Social Institutions 3364F/G: Childhood and Governmentality
Interdisciplinary Studies 2252F/G: Introduction to Interdisciplinary Qualitative
Research Methods

CARRIED BY UNANIMOUS CONSENT

S.22-25 **ITEM 11.2(f) – Revisions to the Dean’s Honour List and Graduation “With Distinction” Policy**

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

That effective January 1, 2022, the Dean’s Honour List and Graduation “With Distinction” policy be revised as shown in Item 11.2(f)

CARRIED BY UNANIMOUS CONSENT

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

S.22-24 The following items reported by the Senate Committee on Academic Policy and Awards were received for information by unanimous consent:

- ITEM 11.2(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Professional Programs in Education
- ITEM 11.2(h) – Faculty-Specific Undergraduate Sessional Dates

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.22-25 The following items reported by the Senate Committee on University Planning were received for information by unanimous consent:

- ITEM 11.3(a) – Western Office of the Ombudsperson Annual Report 2020/21
- ITEM 11.3(b) – Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2021 by the Senate Committee on University Planning

ANNOUNCEMENTS AND COMMUNICATIONS

S.22-26 **Information Items Reported through Announcements and Communications on Unanimous Consent**

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

- ITEM 11.4(a) – Election Results - Senate Committee on University Planning
- ITEM 11.4(b) – Academic Administrative Appointments

S.22-27 **ITEM 11.5 – Senate E-Vote (Time Sensitive): Policy Amendment: Structure of the Academic Year**

Senate received for information the results of the E-Vote for the Notice of Motion on Policy Amendment: Structure of the Academic Year. The Motion received sufficient votes and passed on December 16, 2022.

S.22-28 **DISCUSSION AND QUESTION PERIOD**

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

1. **Official Communications**

A Senator noted that important announcements are released on social media prior to e-mail.

A. Blackburn-Evans (Chief Communications Officer) informed Senators that announcements are sent through e-mail prior to social media. Due to the nature of mass e-mail, the e-mails may land in recipients' inboxes immediately or may take hours. Once the e-mails are in the system, the announcements are posted on social media to communicate decisions in a timely manner. Announcements are posted immediately to social media to avoid potential unofficial posts once the e-mails are received, to ensure that the information on social comes from Western channels. A. Blackburn-Evans noted advance notice is provided to a number of stakeholder groups prior to the release of a new communication.

2. **AVP-International Update**

A Senator requested an update on the AVP International search and international student recruitment.

J. Doerksen responded that the Nominating committee will bring forward nominations for members of the selection committee at the upcoming Senate meeting. The search for the AVP International will begin once the selection committee is established.

International student recruitment is approaching 10,000 applications, 4% lower than applicants received last year during this timeframe. Applications will continue to be received, as there is no specific deadline, to the extent that there is capacity in the programs. J. Doerksen advised that the Registrar's office made significant operational changes, resulting in 70% more offers made at this point in time compared to last year.

3. **Returning to Campus**

A Senator inquired if the return to campus decision will be reconsidered if COVID-19 continues to overwhelm hospitals.

S. Prichard advised that the province of Ontario, based on public health modeling and guidance, signaled that January 31 is an appropriate date for structured settings, such as classrooms, to return to in-person. Changes to the plan would be implemented based on the guidance of public health officials, if there is an indication that the safety of the campus is at risk.

4. **Independent Reviewer**

A Senator inquired if the independent reviewers will be available for members of the Western community to share information and provide feedback directly.

S. Prichard advised that the Gender-Based & Sexual Violence Action Committee, co-chaired by Terry McQuaid and Nadine Wathen, will be starting listening sessions and will provide members of the community opportunities to communicate with the committee.

The independent reviewers, Nathalie Des Rosiers and Sonya Nigam, will lead the investigation into the allegations of sexual violence. The reviewers will soon announce the plan on how members of the community can share information and provide feedback directly to them.

5. **Provost Search Update**

S. Prichard advised that the search committee continues to diligently do its work, and a report will be provided when an update is available.

ADJOURNMENT

The meeting adjourned at 2:19 p.m.

S. Prichard
Chair

A. Bryson
University Secretary

ITEM 3.0 – Business Arising from the Minutes

ACTION: APPROVAL INFORMATION DISCUSSION

There is no business arising at this time.



REPORT OF THE PRESIDENT

To: Senators
From: Sarah Prichard, Acting President
Date: February 10, 2022
Re: Monthly report for February 2022

Dear Senators,

The following report highlights some noteworthy developments since my last report to Senate of January 14, 2022. President Shepard continues to make progress in his recovery from the cardiac issues he experienced in December.

COVID-19 update: With upper-year students back on campus as of January 31, our return to in-person learning is off to a good start. The energy students bring to campus is invigorating, and we look forward to welcoming first-year students back to residence and in-person learning following Reading Week, on February 28. We continue to monitor the situation closely in consultation with local health authorities, and we remain optimistic for a full return to in-person learning for the balance of the term. Please watch <https://www.uwo.ca/coronavirus/> for the latest updates on our pandemic response.

New Provost & VP Academic named: On February 3, Western announced the appointment of **Florentine Strzelczyk** to a five-year term as Provost & Vice-President (Academic) beginning May 1. Currently the Provost at Memorial University, Professor Strzelczyk is an accomplished administrator and interdisciplinary scholar whose research focuses on the legacies of the Third Reich, the European struggle with diversity, and its interest in Indigenous Peoples. Prior to Memorial, she held several senior academic and administrative appointments at the University of Calgary, including three years as deputy provost, preceded by roles as vice-dean of the Faculty of Arts; head of linguistics, languages and cultures; and director of the Language Research Centre. We look forward to welcoming Florentine to Western this spring.

New strategic plan for Western Research officially launched: On February 3, the Board of Governors approved [*Mobilize for Impact!*](#) which is founded on four guiding principles: catalyze research, scholarship, and creative activity; advance equity, diversity, inclusion, and decolonization; engage with partners; and balance risk and opportunities.

The new five-year plan was developed with approximately 300 inputs gathered from community members through a series of town halls, small-group discussions, one-on-one meetings, and a survey distributed to all research-eligible faculty. The plan was further informed by 100 interviews conducted as part of a concurrent visioning exercise focused on Western Research Parks. We thank Lesley Rigg and her team at Western Research and all those colleagues who participated in the consultation process to shape this important document, which is closely aligned with the University's strategic plan [Towards Western at 150](#).

New scholarships bolster support for equity-deserving students: As outlined in the SCAPA report of February's Senate agenda package, Western is establishing several new financial awards to attract and support the success of Black, Indigenous, and other equity-deserving students. Among these are up to 75 multi-year awards that will be part of Western's prestigious [National Scholarship Program](#), recognizing incoming Black and Indigenous undergraduates for outstanding academic and extra-curricular achievement. In addition, the Faculty of Social Science is establishing three new doctoral fellowships to support Black, Indigenous, LGBTQ2s+, and students with a disability. A variable number of bursaries will also be made available to full- and part-time domestic students in financial need who self-identify as Black. The creation of these new awards and bursaries helps to fulfill our commitment in [Towards Western at 150](#) to invest in additional financial support for students from equity-deserving groups.

Update on Gender-Based & Sexual Violence: As of January 31, about half of all students living in residence had completed [a new training program](#) designed to prevent gender-based and sexual violence. Developed in consultation with students, survivors, residence staff, and Western's Centre for Research & Education on Violence Against Women & Children, the course content also aims to enhance response and support for individuals who disclose sexual assaults.

On February 2, the Action Committee on Gender-Based & Sexual Violence (ACGBSV) submitted [four interim recommendations](#) in advance of its full report expected in the early spring. The preliminary recommendations focus on how to better prepare and support new students for their transition to campus life, including measures to develop skills and knowledge aligned with the University's values and expectations regarding consent and anti-violence. The ACGBSV has also launched two surveys—[one for students, faculty and staff](#), the other for [community stakeholder groups](#)—inviting all community members to share their views and suggestions for changing the campus culture with regard to sexual violence. For more details on the ACGBSV's mandate and recommendations, visit <https://president.uwo.ca/gbsv/>.

Looking ahead, new required training will be introduced soon for all faculty and staff members, with a focus on how to support a survivor of GBSV should they receive a disclosure from a student or colleague. Meanwhile, the independent investigation led by **Nathalie Des Rosiers** and **Sonya Nigam** also continues. We look forward to receiving their final report later this term.

Alumnus named AVP, Innovation & Strategic Partnerships: On January 26, Western announced **David Muir** (BSc'89, PhD'94) would begin a new role February 1 to help connect Western researchers with industry, government, policy makers, community organizations, and social enterprises to commercialize new ideas. He joins Western from the National Research Council where he served as Director of Research for the automotive and surface transportation portfolio in London. Prior to that, he held progressively senior roles with 3M Canada. In his new role, David will oversee the daily operations of the research parks and WORLDiscoveries.

Western recognized for sustainability efforts: For the third consecutive time, Western has earned a gold rating from the [Sustainability Tracking, Assessment & Rating System](#) (STARS). The triennial report card represents the global standard for tracking postsecondary institutions' sustainability efforts, measuring their performance in some 110 areas, including environmental research and curriculum, greenhouse-gas reduction, purchasing, investment and policy, building innovation, equity, planning, waste and water use, and campus community involvement. Western has participated in the international assessment since 2011 and has received gold-level ratings since 2014.

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

- Seventeen projects led by colleagues in the Schulich School of Medicine & Dentistry and the Faculties of Health Sciences and Social Science awarded over \$10.3M in Project Grants and Priority Grants from the *Canadian Institutes of Health Research*, including nominated principal investigators **Corey Baron, Frank Beier, Brian Corneil, Barbara Cunningham, Elizabeth Finger, Ingrid Johnsrude, Richard Kim, Carrie Anne Marshall (X2), Tianqing Peng, Geoffrey Pickering, Jessica Prodger, Rithwik Ramachandran, Stephen Renaud, Mia Biondi, Lauren Flynn, and Marco Prado.**
- Ten Ivey professors named among the Case Centre's international list of best-selling business cases for 2021, including **Murray Bryant** (Emeritus), **June Cotte, Steve Foerster, Elizabeth Grasby** (Emeritus), **Ian Dunn, Jim Hatch** (Emeritus), **Harry Lane** (Emeritus), **Derrick Neufeld, Vaughan Radcliffe, and Shane Wang.**

ITEM 5.1 – Revisions to the Senate Rules of Order (Electronic Voting Procedure)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the Senate Rules of Order be revised as shown,
effective February 17, 2022.

EXECUTIVE SUMMARY:

The Operations/Agenda Committee (OAC) considered options for determining Senate electronic votes in the case of elections, which happen routinely, and of time-sensitive matters requiring Senate approval, which happen rarely.

For electronic votes in the case of elections, OAC is recommending that a minimum of 30 Senators be required to cast legal votes for an election to be deemed valid. For electronic votes for adopting a motion, OAC is recommending that a majority of legal votes cast in favour be required, provided that a minimum number of legal votes equal to quorum are cast.

The Senate Rules of Order have been revised per the attached to include these recommendations and to clarify what happens in the event that sufficient votes are not received.

ATTACHMENT(S):

[Revisions to the Senate Rules of Order](#)



SENATE RULES OF ORDER

1. If a quorum is present when the Chair calls the meeting to order, the quorum is presumed to continue until adjournment unless, during the meeting, it is challenged and it is ascertained that a quorum is no longer present.
2. After the Chair has called the meeting to order, only one person may speak at a time, and only after being recognized by the Chair, except as provided below.
3. The Senate agenda is approved by the Operations/Agenda Committee and shall be the order of business unless a motion to amend it is made and adopted. Discussion will be in order on each subject as it comes up on the agenda and may be on any aspect of each subject until a specific motion is introduced.
4. When any member wishes a definite decision on a topic that is not included on the agenda, they may secure recognition from the Chair and make a motion specifying what it is proposed that the Senate decide. Such a motion will be a Notice of Motion that will be referred to the Operations/Agenda Committee or to another appropriate Committee. The Committee will consider the Notice of Motion and report to the next meeting of Senate. If the Committee does not include the motion as a matter of business at the next Senate meeting, the motion will be debated at that meeting if it is duly moved and seconded.
5. The following provisions apply to the consideration of motions and voting at meetings, whether in person or held by virtual means where members can be heard by one another:
 - a) The Chair may request motions when they believe motions will aid the discussion.
 - b) When a motion has been properly made and seconded, the Chair shall state it and call for discussion on it. The motion becomes the business on the floor, and all discussion must apply to it until it is disposed of, except as provided below in respect of a "point of information" or "point of order".
 - c) When every member who wishes to speak has done so, the Chair shall call for a vote.

SENATE RULES OF ORDER

- d) Voting shall be by show of hands unless some other method is decided upon by motion.
 - e) Approval by a majority of those voting or by consent without objection shall be the necessary vote to adopt a motion, unless otherwise specified in these Rules, the Adopted Policies and Procedures of Senate, the Senate By-Laws or the University of Western Ontario Act. A tie vote shall defeat the pending motion.
 - f) Votes shall be counted whenever the Chair is in doubt as to the result or any member requests a count through a point of order.
 - g) Substantive motions may be considered a second time at the same meeting only through a motion to reconsider, which may be made at any time when no other motion is on the floor. If a motion to reconsider is adopted, the original vote on the subject is inoperative and the question is reopened for discussion and decision.
 - h) Any member wishing information on a point under discussion when no one else has the floor may call out "point of information", in which case the Chair shall recognize the member for a brief question, and either give an answer or recognize someone to do so. Points of information may also be raised while a member is speaking, unless they have asked not to be interrupted, and such questions will be directed by the Chair to the speaker.
 - i) A member who believes that the Rules of Order are being violated or that action is needed to handle an emergency, or who wishes a count on a vote may call out "point of order" at any time, in which case they shall be recognized for the sole purpose of stating briefly what they believe to be the correct procedures.
6. The following provisions apply to electronic votes held outside of meetings:
- a) Voting shall be by email or other electronic means identified by the University Secretary.
 - b) **For adopting a motion:**
 - i. **A majority of legal votes cast in favour shall be necessary,** ~~Approval by a majority of legal votes cast shall be the necessary vote~~ provided that a minimum number of legal votes equal to quorum are cast, unless otherwise specified in these Rules, the By-Laws or the Act.

SENATE RULES OF ORDER

- b) Motions which are noted as not subject to debate or amendment may be debated and amended by unanimous consent or at the discretion of the Chair.
9. The Chair shall decide all points of order, but such decisions may be appealed by any member who calls out, "I appeal the ruling of the Chair". In that case the Chair and the member making the appeal shall state briefly the reasons for their views, after which an immediate vote shall be taken, a majority of those voting being sufficient to uphold or overrule the ruling of the Chair. It shall be the duty of the Chair to rule out of order all dilatory motions and tactics and any undignified behavior or remarks, but the Chair must recognize all appeals even if they believe them dilatory unless they have already been upheld at the same meeting on an appeal by the same individual or on the same or a similar issue.
10. The following provisions apply to addressing matters by alternatives:
- a) The Chair or any member may recommend that any substantive problem be considered by alternatives.
 - b) Consideration by alternatives means that all the solutions to a problem suggested by the members will be listed and discussed together, after which a vote will be taken on each. Voting may be among the alternatives or for and against each, according to whether the nature of the problem allows more than one solution to be used.
 - b) Whenever a request for this procedure is made, the Chair shall explain its meaning after which an immediate vote shall be taken, a majority of those voting determining whether the method shall be used in the case concerned.

[Principal Rules Governing Motions](#)

ITEM 5.2 – Amendment to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Vice-Provost (Students)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its January meeting, Senate recommended to the Board of Governors revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University relating to the composition of the Selection Committee for the Vice-Provost (Students).

During the Board of Governors meeting on February 3, 2022, a “friendly amendment” to the composition of the Selection Committee for the Vice-Provost (Students) was proposed and approved.

The final revisions to the composition of the selection committee approved by the Board are shared with Senate for information.

ATTACHMENT(S):

[Revised Appointment Procedures for Senior Academic and Administrative Officers of the University – Vice-Provost \(Students\)](#)

**APPOINTMENT PROCEDURES
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**

The first part of the policy is unchanged

L. VICE-PROVOST (STUDENTS)

Composition of Selection Committee

A committee to select a Vice-Provost (Students) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the University Registrar
- (c) three faculty elected by Senate, one of whom shall be an associate dean (academic)
- (d) two other members of the university community elected by Senate**
- (e) ~~three~~ one other members of the university community selected by the Chair**
- (f) one undergraduate and one graduate student nominated by the USC and SOGS respectively

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate at the conclusion of the search.

Terms

It is intended that the candidate be appointed for a five-year term, with the opportunity for renewal.

The remainder of the policy is unchanged

ITEM 6.1 – Membership - University Research Board (URB)

ACTION: ACTION INFORMATION DISCUSSION

Workload: Meets Tuesdays at 1:00 p.m., approximately eight times per year.

Composition: Seventeen voting members elected by Senate as follows:

- Eleven members of faculty (one from each faculty/school, excluding SGPS), at least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups)
- One undergraduate student
- Two graduate students
- Two postdoctoral representatives
- One senior member of administrative staff serving in a leadership position with a research focus

Term continuing to June 30, 2022:

Emily Ansari (Music), Kenisha Arora (UNDG), Vasudeva Bhat (Post-Doc), John Corrigan (Sci), Cara Anne Davidson (Grad), Liz Finger (Schulich), Rita Gardiner (Edu), Claire Keun Sun Park (Grad), Zoe Sinel (Law)

Term continuing to June 30, 2023:

Oana Branzei (Ivey), Caroline Calmettes (Senior Admin – Research Focus), Amanda Grzyb (FIMS), Jim Lacefield (Eng), Laura Misener (HSci), John Nassichuk (A&H), Andrew Nelson (SS)

Required: One postdoctoral representative (**term to June 30, 2022**)

Nominee: Michael Paris (Postdoctoral Representative)

ITEM 6.3 – Membership - Selection Committee for the Vice-Provost (Students)

ACTION: ACTION INFORMATION DISCUSSION

Composition: A committee to select a Vice-Provost (Students) shall consist of:

- The Provost & Vice-President (Academic), who shall be Chair
- The University Registrar
- Three members of Faculty elected by Senate, one of whom shall be an Associate Dean (Academic)
- Two other members of the University community to be elected by Senate
- One other member of the University community selected by the Chair
- One undergraduate student nominated by the USC
- One graduate student nominated by SOGS

Required: Three (3) members of Faculty, one of whom shall be an Associate Dean (Academic)
Two (2) other members of the University community

Nominees: Susan Knabe (Faculty, Associate Dean (Academic))
 Jacquelyn Burkell (Faculty)
 Lorraine Davies (Faculty)
 Chris Lengyell (University Community)
 Stephanie Hayne Beatty (University Community)

ITEM 6.4 – Membership - Selection Committee for the Vice-Provost and Associate Vice-President (International)

ACTION: ACTION INFORMATION DISCUSSION

Composition: A committee to select a Vice-Provost and Associate Vice-President (International) shall consist of:

- The Provost & Vice-President (Academic), who shall be Chair
- The Vice-President (Research)
- Three members of Faculty elected by Senate, one of whom shall be a Dean
- One Student Senator elected by Senate

Required: Three (3) members of Faculty, one of whom shall be a Dean
One (1) Student Senator

Nominees: _____ Nick Harney _____ (Faculty, Dean)
 _____ Sophie Roland _____ (Faculty)
 _____ Cristian Bravo Roman _____ (Faculty)
 _____ Sandra Zivkovic _____ (Student Senator)

ITEM 7.1 – Faculty of Engineering: Introduction of an Artificial Intelligence Systems Engineering Program and a New Subject Area in “Artificial Intelligence Systems Engineering”

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, an Artificial Intelligence Systems Engineering program be introduced by the Faculty of Engineering as shown in Item 7.1, subject to Quality Council approval, and that a new subject area in “Artificial Intelligence Systems Engineering” be introduced by the Faculty of Engineering and included in Category C for Breadth Requirements for Graduation.

EXECUTIVE SUMMARY:

The Faculty of Engineering is proposing to introduce a new Artificial Intelligence Systems Engineering (AISE) program. The objective of this program will be to educate students in the fundamentals of artificial intelligence, deep learning, online learning, algorithms and data structure to solve engineering problems. Students will enter the AISE program as a dual degree together with an accredited engineering program after successful completion of the Engineering common first year. The program will be administered by the Department of Electrical and Computer Engineering.

The Faculty is proposing to introduce a new subject area in Artificial Intelligence Systems Engineering under which to designate the interdisciplinary courses that apply artificial intelligence/machine learning techniques to solve engineering problems.

SUPR-U requested an external review of the Artificial Intelligence Systems Engineering Program, in line with 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):

[New Calendar Copy – Artificial Intelligence Systems Engineering](#)
[Revised Calendar Copy – Breadth Requirements for Graduation](#)
[Background](#)
[Final Assessment Report from the External Review](#)

NEW CALENDAR COPY

ARTIFICIAL INTELLIGENCE SYSTEMS ENGINEERING

The Artificial Intelligence Systems Engineering program is offered and administered by the Department of Electrical and Computer Engineering in the Faculty of Engineering. The objective of the program is to educate students in the fundamentals of Artificial Intelligence, deep learning, online learning, algorithms and data structure to solve engineering problems.

Students in the Artificial Intelligence Systems Engineering program follow the same curriculum for the first year as other engineering students.

Admission Requirements

Students entering the Artificial Intelligence Systems Engineering program must have completed the entire first-year program in Engineering, with no outstanding credits to be taken, and have a Year Weighted Average (YWA) of at least 75%. First consideration will be given to applicants with a minimum grade of 60% in each course of the first-year engineering program.

Artificial Intelligence Systems Engineering

Second Year Program

Numerical and Mathematical Methods 2270A/B, Numerical and Mathematical Methods 2276A/B or Numerical and Mathematical Methods 2277A/B, Statistical Sciences 2141A/B, SE 2205A/B, SE 2251A/B, Writing 2130F/G, up to 3.0 credits from the student's core engineering discipline*.

Third Year Program

Data Science 3000A/B or SE 4460A/B, AISE 3010A/B, SE 3309A/B, ECE 3350A/B, ECE 3351A/B, up to 3.5 credits from the student's core engineering discipline*.

Fourth Year Program

SE 4430A/B, AISE 3020A/B, AISE 4010A/B, AISE 4020A/B, up to 3.5 credits from the student's core engineering discipline*, 0.5 credit from AISE technical electives**

Fifth Year Program

ECE 4450A/B, AISE 4050, ES 4498G/F, up to 3.5 credits from the student's core engineering discipline*, 0.5 credit from AISE technical electives**

* The 'core engineering discipline' refers to the accredited engineering degree being taken concurrently with the AISE degree program. Required technical and non-technical

core courses, as well as approved technical and non-technical electives are listed under the AISE dual degree option for each engineering discipline.

** AISE technical electives refer to a list of AI-based technical courses approved by the AISE program committee. The list consists of AI-based courses offered by the Faculty of Engineering and Faculty of Science at Western. The list will be updated every year.

REVISED CALENDAR COPY

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

Breadth Requirements for Graduation

The first part of the policy is unchanged

CATEGORY C

Engineering

Artificial Intelligence Systems Engineering, Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering Leadership and Innovation, Engineering Science, Green Process Engineering, Integrated Engineering, Mechanical and Materials Engineering, Mechatronic Systems Engineering, Software Engineering

The rest of the policy is unchanged

Background

Artificial Intelligence approaches have proven to be effective tools for the efficient analysis of massive amounts of data, and the advent of cloud computing has increased the availability of the CPU, memory, and storage required for these analyses. Recent breakthroughs in Artificial Intelligence approaches have provided data-based insights that have fueled significant savings in energy costs, improved network security, improved manufacturing processes, and ensured better traffic flow and routing. This is a growth industry: In the US, ML patents grew at a compound annual growth rate of 34% between 2013 and 2017, and the International Data Corporation (IDC) projects that the spending on AI and ML technologies will reach \$57.6 billion by the year 2021.

AI is finding relevance in all disciplines of engineering. For example, as chemical engineering advances in the digital age, the modern chemical engineering graduate will require skills to understand the interfacing of remote sensing technologies, large and distributed data communication and autonomous operations with chemical engineering unit operations. Examples include developing machine learning models to predict plant performance, designing drones for chemical, biochemical and environmental sensing for safety, running autonomous chemical engineering equipment and designing optimized processes and chemical and biochemical and biopharmaceutical manufacturing systems. The broad nature of the chemical engineering discipline with its reach from nanoscale to the large scale, from traditional areas to addressing biotechnology and the environment requires designing process control systems based on machine learning and AI. This proposed dual degree will train today's chemical engineer in the required modern tools option. There is an increasing demand for graduates with these skills and the introduction of this dual degree simultaneously maximizes employment opportunities for our graduates and also allows us greater access to the first-year pool of engineering students.

'Smart cities' are only one of the sources, in our digitized and interconnected world, of vast amounts of potentially meaningful data about people, places, and things. Recent years have seen a rapid evolution of technology and an explosion of new applications and devices that are seamlessly integrated into everyday activities, producing, collecting, and communicating data about people, places, and things. Smartphones are used for a myriad of purposes including communicating, planning transportation, shopping, and health monitoring - and every activity carried out on these devices leaves a data trace. Homes are equipped with online security systems, environmental control systems, and devices that monitor energy consumption. 'Black boxes' in our vehicles record driving behaviour; remote sensors record and communicate weather conditions and seismic events; buildings and bridges are equipped with devices that help monitor structural integrity. Thousands of images and many hours of video footage are uploaded every second to online repositories; millions of searches are conducted by equally large numbers of internet users; hundreds of thousands of tweets are sent every minute. And then there are the massive assemblages of existing data: health records, police records, tax records, banking records, stock prices, news stories... the list is endless. We are awash in data, faced with the dual challenges of leveraging these data to gain valuable

insight while at the same time recognizing and addressing the consequences of doing so.

There is enormous industry demand for engineers with AI/ML skills. Machine learning and data science have the highest growth in demand in the software industry, with an estimated 650% growth since 2012 and demand for these skills is yet to peak.

Western possesses the resources and expertise to offer a unique AISE undergraduate program that will effectively balance traditional technical engineering subjects, fundamental AI, applications of AI to address engineering problems, and participation in internationally leading AI research to produce graduates who are well prepared for both employment in the industry and for further graduate or professional studies.

Western engineering graduates equipped with Artificial Intelligence skills in addition to depth of understanding of the engineering disciplines will be very attractive to potential employers. Engineering domain knowledge enables Western Engineering graduates to build precise and accurate predictive engineering AI models as well as building models that generalize better into real-world situations. This will be even more attractive to potential employers if these strengths are applied in an interdisciplinary approach, which is also integrated into the final year of the proposed program through an interdisciplinary Capstone project.

To establish an innovative and rigorous AISE undergraduate program, it will be necessary to develop 9.0 new courses to introduce fundamental software engineering and data science subjects to engineering students enrolled in the program and to provide additional breadth and depth in the applications of artificial intelligence in the engineering fields. A proposal to introduce these courses will be submitted to DAP following the approval of the subject area. These courses will be suitable for students with backgrounds in a variety of engineering disciplines, including but not limited to chemical, civil, electrical, and mechanical engineering, and will therefore emphasize the interdisciplinary nature of artificial intelligence systems engineering.



**Artificial Intelligence Systems Engineering (AISE)
New Program Proposal
Final Assessment Report & Implementation Table**

Faculty / Affiliated University College	Faculty of Engineering
Degrees Offered	Bachelor of Engineering Science (BESc)
Program / Module(s) Reviewed	The proposed AISE program will be offered as a dual degree program when combined with an existing accredited engineering degree program offered by Western's Faculty of Engineering.
External Consultants	Dr. Qusay Mahmoud, Professor of Software Engineering & Associate Dean for Experiential Learning and Engineering Outreach, Faculty of Engineering and Applied Science University of Ontario Institute of Technology Dr. Cheng Li, Department Head, Electrical and Computer Engineering Memorial University
Internal Reviewer	Dr. Christopher Sherrin, Associate Dean (Academic), Western Law
Date of Site Visit	November 22, 23 & 26, 2021
Evaluation	Approved to Commence
Approval Dates	SUPR-U: January 26, 2022 SCAPA: February 9, 2022 Senate:
Year of Next Review	

Executive Summary

Overview

Western possesses the resources and expertise to offer a unique AISE undergraduate program that will effectively balance traditional technical engineering subjects, fundamental Artificial Intelligence (AI), applications of AI to address engineering problems, and participation in internationally leading AI research to produce graduates who are well prepared for both employment in the industry and for further graduate or professional studies.

The distinctive features of Western's AISE program will be (1) its foundation in a single traditional engineering discipline that includes all of the requirements through the fourth-year

level, which will maximize the employability of its graduates, (2) AISE-specific and signal processing-based courses that are highly interdisciplinary, explicitly linking each of chemical, civil, electrical, mechatronics and mechanical engineering to the data sciences, and (3) various project-based design courses that include a significant amount of design activities.

Students enrolled in the Western Engineering AISE program will develop the following skills/foundations:

- **Applied Probability and Statistics:** Students will be introduced to the theory of statistics with strong links to data as well as its probabilistic underpinnings.
- **Computing & Software Development Skills:** Students will develop good understanding of Algorithms, Data Manipulation, Data Structure for Big Data, Databases Design and Management.
- **Signal Processing and System Design:** Students will be introduced to various signal processing and system designs.
- **IoT Networks and Systems:** Students will be introduced to Network Protocols/Performance, Security and IoT Systems.
- **Machine Learning and Data Engineering:** Students will be introduced to various Machine Learning Algorithms, Data Engineering & Pipelining with a focus on discipline-specific problems.

Students will enter the AISE program as a dual degree together with an accredited engineering program after successful completion of the Engineering common first year. The AISE program enrollment is expected to be ~150 students/year in total, drawn from students who would have otherwise selected one of the nine existing engineering programs.

Program Proposal Preparation and Review Process

As per the new program proposal process outlined in Western's IQAP, consultations took place with:

- the Electrical Engineering Curriculum Committee
- the Department of Electrical and Computer Engineering
- the Department of Mechanical and Materials Engineering
- the Chemical and Biomedical undergraduate committee
- the Department of Chemical and Biomedical Engineering
- the Department of Civil and Environmental Engineering
- Christopher Mohan (President) and Jennifer Villeneuve (VP Academic), Undergraduate Engineering Students (UES) Society
- Kristina Sendova, Chair, Department of Statistical Sciences
- Hanan Lutfiyya, Chair, Department of Computer Science
- Joern Diedrichsen, Chair, Western, Data Science Committee
- Matt Davison, Dean, Faculty of Science
- Mark Daley, Special Advisor to the President on Data Strategy

An external review by Dr. Qusay Mahmoud of University of Ontario Institute of Technology & Dr. Cheng Li of Memorial University then took place, consisting of the review of the AISE new program proposal document and a series of Zoom meetings on November 22, 23 & 26 2021. Following the virtual site visit, the external reviews produced a comprehensive review report with recommendations which was sent to the interim program director and the Associate Dean of the Faculty for review and response. These formative documents, including the new program

proposal document, the external reviewer report, and the program and Faculty responses, have formed the basis of this summative assessment report of the new AISE Program.

The external reviewers commended the program development team and stated: “We feel that the Faculty of Engineering at Western has the collective expertise to deliver this state-of-art and timely AI-based engineering undergraduate program.” In their review report they shared perspectives on the strengths, issues for consideration and resulting recommendations, as presented in the following sections.

Strengths of the Program

The following program strengths and unique features are identified in the External Reviewers’ Report:

- Opportunity for the University to play a leadership role in this new emerging area of Artificial Intelligence (AI) / Machine Learning (ML);
- Faculty-wide dual degree program format for Engineering students;
- Consistency with Western’s mission and strategic priorities and alignment with its AI/Data Science initiative;
- Program development team has outstanding research and teaching experience in AI/ML and applying AI/ML-based techniques to solve engineering problems;
- Bottom-up approach to properly prepare students for the field;
- Program provides sufficient background for students outside of the field to prepare them well for the courses in AI/ML; and
- Proposed methods of assessment follow the current best practices established in the Faculty and are quite appropriate.

Opportunities for Program Improvement and Enhancement

The external reviewers invited consideration of the following elements:

- A specific learning outcome under ‘Knowledge’ for demonstrating an understanding of, and reducing bias in, machine learning and artificial intelligence applications, and ethical implications, legality and privacy concerns when developing machine learning algorithms and applications;
- Developing a path for students in the core Engineering programs (including Software Engineering) to have at least a couple of possible electives related to AI/ML – particularly for students who are interested in this field and cannot be admitted perhaps due to capacity;
- A certificate option for students from the Software Engineering program, given that the AISE dual degree option is not available to them; and
- As there are now many public cloud service providers with state-of-the-art computing resources including GPUs, consider investing in at least one technical staff member with expertise in using ML in the cloud to support the program.

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

Reviewers' Recommendations <i>Recommendations requiring implementation have been marked with an asterisk (*).</i>	Program / Faculty Responses
<p>Recommendation 1: Expand the description of the program for the Calendar Copy. The proposed description focuses on foundational and technical aspects of AI, and we recommend expanding the description to include human-in-the-loop (AI-human interaction), bias, ethical/legal/security/privacy/safety/social implications.</p>	<p>Program: The Engineering AISE program committee agrees with this recommendation. A new compulsory course "AISE 3020A/B: AI Ethics, bias and privacy" has been added to the AISE program curriculum. Moreover, all students have to take the compulsory engineering course "ELI 4110g: Engineering Ethics, Sustainable Development, and the Law." ELI 4410g covers professionalism, ethical theory, the code of ethics and enforcement; the environment; and contracts and risk.</p> <p>Faculty: Agreed and implemented</p>
<p>Recommendation 2: Develop a clear plan for EDI. From various meetings we have learned that the focus in EDI has been on the gender-balance and we were told that approx. 25% of female students came to first year Engineering last year, which is an impressive number and might be at or above the national level, but all Engineering programs have less than 1% of students who have identified as indigenous. We recommend developing a clear plan for EDI - to diversify the student body, faculty, and staff members. As a side note, the new program template should have a section on EDI.</p> <p>When students apply to first year Engineering in general and not directly to a specific program, how do you ensure equity and students get their first choice especially if they are interested in the AISE program?</p>	<p>Program: Western Engineering has established the Equity, Diversity, and Inclusion (EDI) steering committee in 2021. Western Engineering Faculty Council approved the committee terms of references on September 13, 2021. The terms of references are available at https://www.eng.uwo.ca/files/ToR-WE-EDI-Committee.pdf. The Western Engineering EDI Steering Committee was established to develop high-level recommendations to Western Engineering Dean's Council in creating and maintaining an inclusive and safe environment for all underrepresented groups in the Faculty (e.g., women, persons with disabilities, Indigenous Peoples, racialized minorities, individuals from the LGBTQ2+ community).</p> <p>Moreover, Western Engineering has introduced in 2018 the Connect Profile – a Supplemental Admission Form. Students are encouraged to fill out a CONNECT profile and connect their grades with all the incredible things that make them unique. This application is used as an EDI tool to increase diversity within Western Engineering. Since implemented for the class of 2018, Western Engineering has seen the % of female students increase by almost 4%.</p> <p>Western Engineering is continuously striving to promote equity, diversity and inclusion. For example, Western Engineering is currently in the process of establishing Undergraduate Scholarships for Indigenous students. In addition, the Western Engineering recruitment steering committee has decided that a minimum of 50% of the new faculty members that will be recruited to support the AISE program will be females.</p>

	<p>The AISE program committee will continue to work closely with Western Engineering EDI steering committee, and various Western Support Services to adhere and be up-to-date with the EDI best practices.</p> <p>Faculty: While the Faculty recognizes the importance of EDI, there was question as to whether this falls within the scope of a program. The program response outlines the steps taken at the Faculty level to ensure that the principles of EDI are incorporated in all aspects of Faculty operations. In response to the final question in the reviewers' comments, admission to all programs following the common first-year is currently based solely on academic performance subject to capacity limits in the program of choice.</p>
<p>Recommendation 3: Revisit the proposed curriculum and add more AI/ML related courses to justify the title in the degree nomenclature. To this end, we recommend:</p> <ul style="list-style-type: none"> a) Reduce the number of 'Probability and Statistics' courses from two to one. b) Reduce the number of 'Data Structures' courses from two to one. Advanced algorithms related to AI/ML algorithms can be covered in AI/ML related courses. c) Reduce the three courses 'Digital Systems and Signal Processing', 'Cyber-Physical Systems Theory', and 'Intro to Computer Networking, Security & IoT Systems' to two courses. Since these are new courses being developed, we believe it is possible to cover the relevant topics in two courses. <p>The above three suggestions will create space for three new AI/ML courses, so we would recommend adding the</p>	<p>Program:</p> <ul style="list-style-type: none"> a) The program agrees with the recommendation to reduce the number of "Probabilities and Statistics" courses from two to one. The two probability and Statistics courses will be replaced by Statistical Sciences 2141 A/B course. Note that this course is a compulsory course in all engineering programs at Western. The AISE program committee recommends the current practices of introducing/reviewing additional Statistics contents in the Data Science 3000 A/B course. b) The program agrees with the recommendation. The second Data Structure course (SE 22X2 A/B: Advanced Algorithms and Data Structure) is now removed from the curriculum. Moreover, the AISE 3010A/B – Data Engineering and Machine Learning course is restructured to include selected topics from the second Data Structure course that was eliminated. Specifically, AISE 3010A/B is updated to cover topics related to data manipulation and data structure for big data. c) The program does not agree with this recommendation. The three proposed courses are essential for future engineers to acquire the fundamental knowledge and engineering skills needed to be able to understand, design and develop end-to-end engineering systems and the whole ML/AI pipeline (i.e., a device capturing/sensing the physical signal, pre-processing of the signals, transmitting/moving the signal/data to ML engines/storage, and closing the loop by sending a command back to the machine). <p>Reducing the number of "Probabilities and Statistics" courses to one and the number of "Data Structure and Algorithms" to one have created two spots in the curriculum. These two spots are replaced with: i) the new AISE 3020A/B: AI: Ethics, bias and privacy course; and ii) a new</p>

<p>following three courses as required courses:</p> <ul style="list-style-type: none"> • 'Introduction to Artificial Intelligence'. An intro course in the second semester of year 2. • 'Deep Learning'. An advanced course for the second semester of year 4. • 'Values and Implications of AI'. A course to cover topics such as bias, ethical/social/legal implications, security, privacy, and safety of AI systems. <p>d) Differentiate between AISE 40X1 and 40X2. Perhaps change the title of 40X1, so it is clear 40X2 is a two-semester capstone project.</p>	<p>AISE 4010A/B Deep Learning for time series data course. The new Deep Learning course focuses mainly on time series based Deep Learning techniques.</p> <p>d) AISE 4050 is a 1.0 credit course. Senior Western undergraduate students are familiar with the course credit and suffix conventions and it would be clear for them that this is a two-semester course. Moreover, this would be clear in the program progression sheet. Western Engineering keeps up-to-date progression sheets for all program at: https://www.eng.uwo.ca/electrical/undergraduate/Current-Students/Program-Progression-Sheets.html. Once approved, the AISE program progression sheets will be added.</p> <p>Faculty: a), b) and d): The Faculty equally agrees with these implemented recommendations. c) The Faculty does not agree – concurring with the reasoning provided in Dr. Shami's program response.</p>
<p>Recommendation 4: Add AI/ML technical electives. All core Engineering programs have several technical electives and students in the proposed AISE program should have a list of AI/ML electives that are either general (open to all Engineering students in AISE) or specific to their program. Another alternative to the module-based or section-based courses is to make the required AI/ML courses general enough, and have at least two AI/ML electives for each of the core Engineering programs - as an example, for EE there could be several AI/ML electives that students in EE (and possibly other programs) can choose from: Natural Language Processing, Computer</p>	<p>Program: AISE students have to complete a minimum of two AI-based technical electives from a pre-approved list by the AISE program committee. The list will include courses from the Faculty of Science and Engineering (CS4442 A/B Artificial Intelligence II and SS 4850 A/B Advanced Data Analysis). Note that the ECE department recruited four new faculty members that joined/will join in January 2022 or July 2022. These new faculty members will introduce new AI-based TE undergraduate courses in collaboration with the AISE committee. In addition, Western Engineering has received a preliminary approval to hire eight new faculty members in winter 2022. These new faculty members will support the AISE program (e.g., introducing relevant engineering AI-based technical courses).</p> <p>Faculty: The reviewers may have been confused regarding the number of technical electives available to the AISE students. In addition to AISE technical electives, as Dr. Shami explains, each Department will have their own technical electives on AI subjects relevant to their respective fields. Although they will have different subject identifiers (CBE, CEE, ECE, or MME), they are aimed at AISE students.</p>

<p>Vision and Image Processing, Machine Learning for Signal Processing, etc.</p>	
<p>Recommendation 5*: Develop detailed program maps specific to each of the involved Engineering programs for students to follow. The program has a complex structure and to be successfully implemented such program maps would help students find their path.</p>	<p>Program: All Western Engineering departments have developed and formally approved their respective concurrent degree engineering program with AISE program. Each engineering program with a concurrent degree with the AISE program, a detailed program map (i.e., program progression sheet) is approved by the Program Undergraduate Curriculum committee, Department Council, and the Faculty of Engineering Undergraduate committee. Western Engineering keeps up-to-date progression sheets for all programs at https://www.eng.uwo.ca/electrical/undergraduate/Current-Students/Program-Progression-Sheets.html. Once approved, the program progression sheets of all concurrent degrees with the AISE program will be added.</p> <p>Faculty: In agreement with program response.</p>
<p>Recommendation 6: Expedite the hiring process of faculty members and the needed technical and administrative support for the program. And hire faculty members with expertise in AI/ML applications specific to the core Engineering fields offered by the Faculty.</p>	<p>Program:</p> <p>a) The ECE department recruited four new faculty members with AI expertise in late Fall 2021. In addition, Western Engineering has received a preliminary approval from the University to hire eight new faculty members in winter 2022. These new faculty members will support the AISE program (e.g., introducing relevant engineering AI-based technical courses). The University has committed 25+ new faculty members to support the AISE program.</p> <p>b) The AISE program committee agrees that the AISE program has a complex structure and requires strong administrative and academic support. The program committee will actively work with the Faculty to hire a new Undergraduate Coordinator to support the program.</p> <p>c) The AISE program committee agrees that the state-of-art and best practices in AI are evolving rapidly, thus, a dedicated technical lab staff member (Lab Technologist) is required to help setup and update the AI laboratory environment and to support students and faculty members in this program. The program committee will actively work with the Faculty to hire a new lab technologist to support the program.</p> <p>Faculty: In agreement with program response.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Program Director, in consultation with the Associate Dean and Dean of the Faculty of Engineering, will be responsible for enacting and monitoring the actions outlined in Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic Programs).

Reviewer recommendations related to hiring are not typically prioritized in the implementation plan as they are outside the scope of the review. The number of recommendations prioritized for implementation has been reduced given that several have already been implemented, as explained in the summary of program and faculty responses.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation 5: Develop detailed program maps specific to each of the involved Engineering programs for students to follow.</p>	<p>Upon approval of the program by Senate, develop program progression sheets for all concurrent degrees with the AISE program.</p>	<p>AISE program committee Supported by: the Program Undergraduate Curriculum committee, Department Council, and the Faculty of Engineering Undergraduate committee</p>	<p>By June 2022</p>

ITEM 8.1 – Subcommittee on Enrolment Planning and Policy (SUEPP) Report

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That Senate approve the plans and processes for Fall 2022 First-Year Undergraduate Admissions for the University and Affiliated University Colleges and the use of the 2022-23 enrolment projections, both as shown in Item 8.1 for University budget planning purposes.

EXECUTIVE SUMMARY:

The Subcommittee on Enrolment Planning and Policy (SUEPP) Report is provided annually to SCUP for recommendation to Senate for approval. The report recommends targets and processes for first-year undergraduate enrolment and provides overall enrolment projections for Western and its Affiliated University Colleges in alignment with the University’s strategic plan priorities and objectives.

ATTACHMENT(S):

[Fall 2022 First-Year Undergraduate Admissions
Enrolment Projections for 2022-23
Report on the Fall 2021 Year 1 Class](#) (for information only)

Western University

SCUP's Subcommittee on Enrolment Planning and Policy (SUEPP)

Fall 2022 First-Year Undergraduate Admissions

A. Background/Context

History

Over the past twenty+ years, Western's enrolment planning has placed the highest priority in increasing the quality of our incoming first-year class – which has moved the overall average grade of our first-year class from a position of “below the Ontario average” in 1993 to the top among Ontario universities. In order to achieve that goal, our approach to first-year admissions has included the following high-level priorities:

1. Our objective should be to continue to increase the quality of our incoming class – and we should continue to maintain and increase entrance standards.
2. The approach of using the common minimum entrance requirement for the large direct-entry programs should be continued. For limited-enrolment programs – based on annual reviews by the Provost and the Deans – the entrance requirements could be higher. The result of this approach is that student demand/choice drives program-specific enrolments.
3. We should work to increasing our first-year international enrolments.
4. We should continue to monitor the gap in entrance requirements between Western and the Ontario average – with the objective of maintaining/increasing the gap.

In 2010, in order to be aligned with the Constituent University's strategy on enrolment planning, the Affiliated University Colleges committed to narrowing the gap in entrance requirements between the Colleges and the Constituent University. This commitment was met for Fall 2018 admissions. As part of the current Affiliation Agreement (renewed in May 2019), the Colleges agreed to a further “narrowing of the gap” by increasing minimum entrance requirements as follows: 78.5% for Fall 2019, 79.0% for Fall 2020, 79.5% for Fall 2021, and 80.0% for Fall 2022.

Current Strategic Plan Priorities

Our current Strategic Plan – *Towards Western at 150* – includes the following enrolment-planning related objectives:

- a. With the aspiration to “grow strategically”, the plan commits to expand student enrolment to 50,000 by 2030 (undergraduate, graduate, postdoctoral, and lifelong learners) – in areas of demand and societal need and with deliberate intention to be equitable and inclusive.
- b. Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- c. Increase our international undergraduate student population to 20% and out-of-province students to 15%.

B. Update on the Fall 2021 Entering Class and Entrance Standards

Constituent University

1. The Constituent University's full-time first-year enrolment was 6,422. Of this, 610 (or 9.5%) were international students.

2. The common minimum entrance requirement was a mid-year offer grade of 83.5% (for Arts & Humanities, Engineering, FIMS, Music, Science, MOS, and Social Science). For all other programs, the mid-year offer grades were higher – ranging from 84.0% to 94.0%. At offer time, the condition for the final grade was a minimum of 83.5% for all programs.
3. For information, full-time graduate enrolment was 6,705 – which equates to 19.8% of total full-time enrolment.

Affiliated University Colleges

4. Full-time first-year enrolment at the Colleges were as follows:
 - Brescia 258
 - Huron 448
 - King's 840
5. The final grade requirement at each of the Colleges was 79.5% (i.e. compared to the 83.5% at the Constituent University).

C. Fall 2022 Admissions Plans

Constituent University

1. The general approach to admissions from recent years will continue for the fall 2022 admissions cycle – and it is expected that our mid-year offer grade (for all programs) will be no less than 83.5%, with a final grade requirement of at least 83.5%.
2. Based on the input from our Deans and current applications data, we are estimating a first-year class in the range of 6,570 – which includes 790 international students. We will make every effort to increase enrolments in programs with capacity. Our goal is also to have higher international enrolments – in the context of diversifying country of origin and destination program.
3. The Strategic Plan includes an objective to be inclusive and equitable in our enrolment planning and to admit a diverse student population who can succeed at Western. A review of our recruitment and admissions criteria and processes will be undertaken in the next year under the leadership of a new Deputy Registrar who will oversee all domestic and international recruitment and admissions. The goal will be align our admissions approaches with our goals for equity and diversity. As a first step, new targeted scholarships will be introduced to attract students from equity-deserving groups.

Affiliated University Colleges

4. The final grade requirement at each of the Colleges will be no less than 80% – as per the commitment in the current Affiliation Agreement.
5. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Colleges may admit students with grades below the minimum final grade requirement (down to only 2.5% points below the minimum requirement). The proportion with final grades below the minimum requirement (i.e. down to 77.5% which is 2.5% points below the 8-% minimum requirement) shall not exceed 5% of the new students in the entering class.
6. Where applicable, the Colleges will be bound to the minimum entrance standards established by the Constituent University for limited-enrolment programs – including B.H.Sc. and Kinesiology.
7. The planned first-year class sizes are as follows:
 - Brescia 307 (272 domestic and 35 international)
 - Huron 538 (395 domestic and 143 international)
 - King's 861 (651 domestic and 210 international)

ENROLMENTS PROJECTIONS FOR 2022-23

		Actual					Forecast
		2017-18	2018-19	2019-20	2020-21	2021-22**	2022-23
1	Constituent University						
2	Full-Time Undergraduates						
3	Arts & Humanities	985	938	882	877	853	867
4	Business (HBA)	1,109	1,085	1,090	1,057	1,072	1,222
5	Dentistry	263	262	262	263	264	284
6	Education	747	716	697	677	697	712
7	Engineering	1,981	2,032	2,008	2,151	2,293	2,483
8	Health Sciences						
9	BHSc Program	1,189	1,227	1,251	1,339	1,424	1,408
10	Kinesiology	1,231	1,215	1,241	1,285	1,283	1,321
11	Nursing	960	969	974	989	1,028	1,072
12	Sub-Total	3,380	3,411	3,466	3,613	3,735	3,801
13	Law	478	480	485	490	482	490
14	Media, Information, & Tech	898	916	895	871	899	917
15	Medicine						
16	MD Program	699	685	683	686	688	684
17	BMedSci Program	1,021	1,000	1,036	1,161	1,252	1,300
18	Music	412	414	449	443	434	435
19	Science	4,948	5,143	5,326	5,535	5,809	5,972
20	Social Science	6,501	6,497	6,503	6,882	7,348	7,677
21	Total Full-Time Undergraduates	23,422	23,579	23,782	24,706	25,826	26,844
22	Concurrent Programs	231	247	288	345	380	380
23	Medical Residents	934	956	936	940	968	940
24	Full-Time Graduates						
25	Masters	3,750	3,734	3,946	3,869	4,360	4,606
26	Doctoral	2,185	2,177	2,219	2,231	2,345	2,409
27	Total Full-Time Graduates	5,935	5,911	6,165	6,100	6,705	7,015
28	Total Full-Time Enrolment	30,522	30,693	31,171	32,091	33,879	35,179
29	Part-Time FTEs						
30	Undergraduate **	2,012	2,061	1,988	2,563	2,345	2,350
31	Education (AQs) **	401	456	435	447	447	450
32	Masters	95	114	110	122	128	120
33	Doctoral	29	32	32	35	29	35
34	Total Part-Time FTEs	2,537	2,663	2,566	3,167	2,949	2,955
35	Total Constituent FTEs	33,059	33,356	33,737	35,258	36,828	38,134
36	Affiliated University Colleges						
37	Full-Time Undergraduates						
38	Brescia	1,306	1,392	1,421	1,301	1,171	1,211
39	Huron	882	1,038	1,266	1,431	1,525	1,583
40	King's	3,034	3,162	3,267	3,415	3,253	3,337
41	Total Full-Time Undergraduates	5,222	5,592	5,954	6,147	5,949	6,131
42	Part-Time Undergraduate FTEs						
43	Brescia	84	76	73	70	71	71
44	Huron	65	64	48	57	59	58
45	King's	234	254	265	299	263	258
46	Total Part-Time FTEs	383	394	386	426	393	387
47	Graduate FTEs						
48	Brescia	35	38	40	35	31	32
49	Huron	7	5	11	13	10	10
50	King's	48	50	61	60	62	60
51	Total Graduate FTEs	90	93	112	108	103	102
52	Total Affiliate FTEs	5,695	6,079	6,452	6,681	6,445	6,620
53	Total UWO FTEs	38,754	39,435	40,189	41,939	43,273	44,754

ENROLMENTS PROJECTIONS FOR 2022-23

		Actual					Forecast
		2017-18	2018-19	2019-20	2020-21	2021-22**	2022-23
	Rows 54 to 84 Included above						
54	International Students						
55	Constituent Full-Time						
56	Undergraduates	2,342	2,692	2,763	2,822	2,761	2,742
57	Medical Residents	123	142	130	130	173	140
58	Masters (excluding Ivey)	715	717	925	695	826	927
59	Ivey Masters (excluding EMBA)	75	63	81	159	199	220
60	Executive MBA	1	4	4	1	2	0
61	Doctoral	581	607	665	686	798	801
62	Affiliates						
63	Undergraduates	732	991	1,256	1,390	1,233	1,197
64	Masters	0	0	2	4	4	2
65	Undergraduate Year 1 Only						
66	Constituent						
67	Arts & Humanities	229	233	209	221	248	260
68	Engineering	571	588	586	704	774	800
69	Health Sciences						
70	BHSc Program	335	393	385	407	421	375
71	Kinesiology	318	304	339	335	351	340
72	Nursing	144	142	144	159	142	145
73	Media, Information, & Tech	245	263	252	226	270	280
74	MOS Program	769	819	768	1,072	1,052	1,100
75	Music	112	121	123	117	94	120
76	Science	1,551	1,680	1,676	1,801	2,016	2,050
77	Social Science	815	835	840	965	1,054	1,100
78	Total Year 1 - Constituent	5,089	5,378	5,322	6,007	6,422	6,570
79	Affiliated University Colleges						
80	Brescia	313	320	332	270	258	307
81	Huron	250	415	454	489	448	538
82	King's	788	834	895	968	840	861
83	Total Year 1 - Affiliates	1,351	1,569	1,681	1,727	1,546	1,706
84	Total UWO Year 1	6,440	6,947	7,003	7,734	7,968	8,276
85	Masters						
86	All Programs (excluding Ivey)	3,280	3,319	3,491	3,301	3,545	3,766
87	Ivey (excl EMBA)	265	241	285	466	665	668
88	Executive MBA	205	174	170	102	150	172

For Information

89	Year 1 Constituent International Students	638	855	639	592	610	790
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** Part-time FTEs are estimates -- and will be updated when second/January-term course registrations are finalized.

Fall 2021 Year 1 Class

SCUP

February 7, 2022

Context

- Western continues Approach using “Standard Minimum Entrance Requirement”

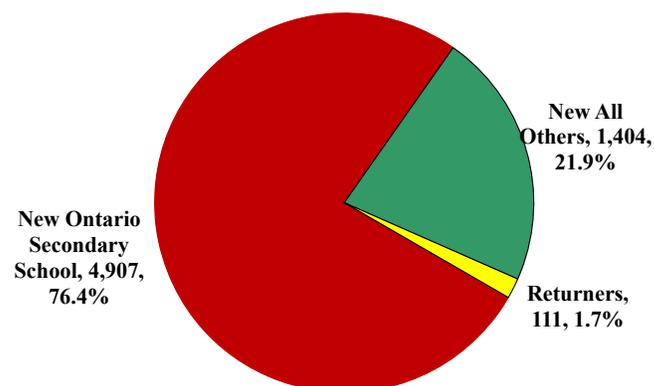
- Fall 2021	83.5%	(final = 83.5%)
- Fall 2020	83.5%	(final = 83.5%)
- Fall 2019	83.5%	(final = 83.5%)
- Fall 2018	83.5%	(final = 83.5%)
- Fall 2017	83.5%	(final = 83.5%)
- Fall 2016	83.5%	(final = 83.5%)
- Fall 2015	83.5%	(final = 83.5%)
- Fall 2014	84.0%	(final = 83.0%)
- Fall 2013	84.0%	(final = 83.0%)
- Fall 2012	83.0%	(final = 82.5%)
- Fall 2011	83.0%	(final = 82.0%)
- Fall 2010	83.0%	(final = 81.0%)
- Fall 2009	83.0%	(final = 80.0%)
- Fall 2008	82.5%	(final = 79.0%)
- Fall 2007	82.0%	(final = 78.0%)
- Fall 2006	81.0%	(final = 78.0%)
- Fall 2005	80.5%	(final = 77.0%)
- Fall 2004	80.5%	(final = 78.0%)
- Fall 2003	83.0%	(final = 78.0%)
- Fall 2002	79.5%	(final = 74.0%)
- Fall 2001	77.0%	(final = 73.0%)

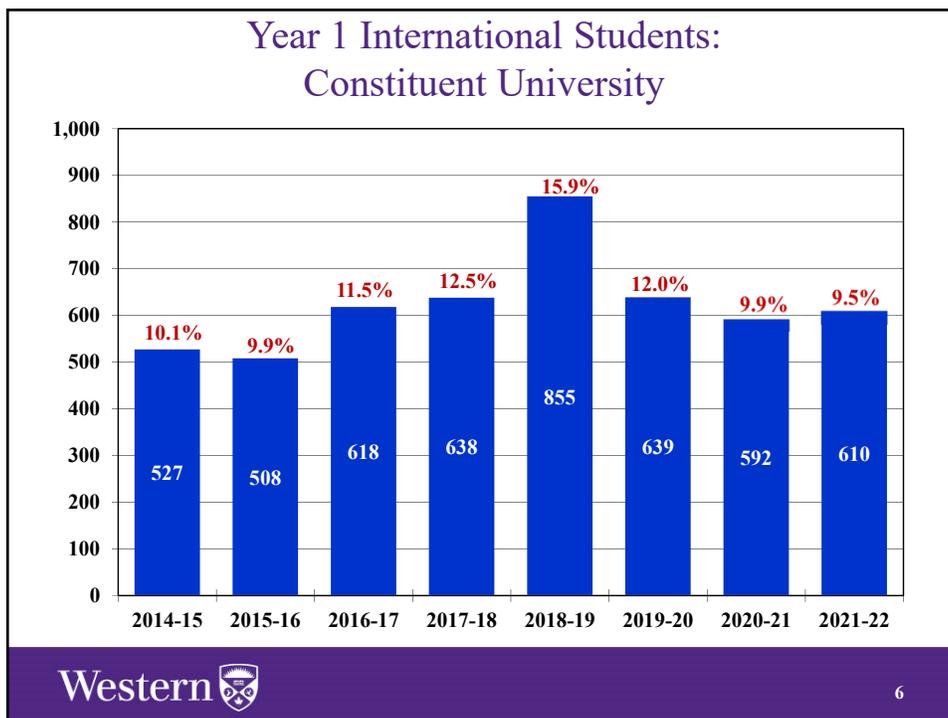
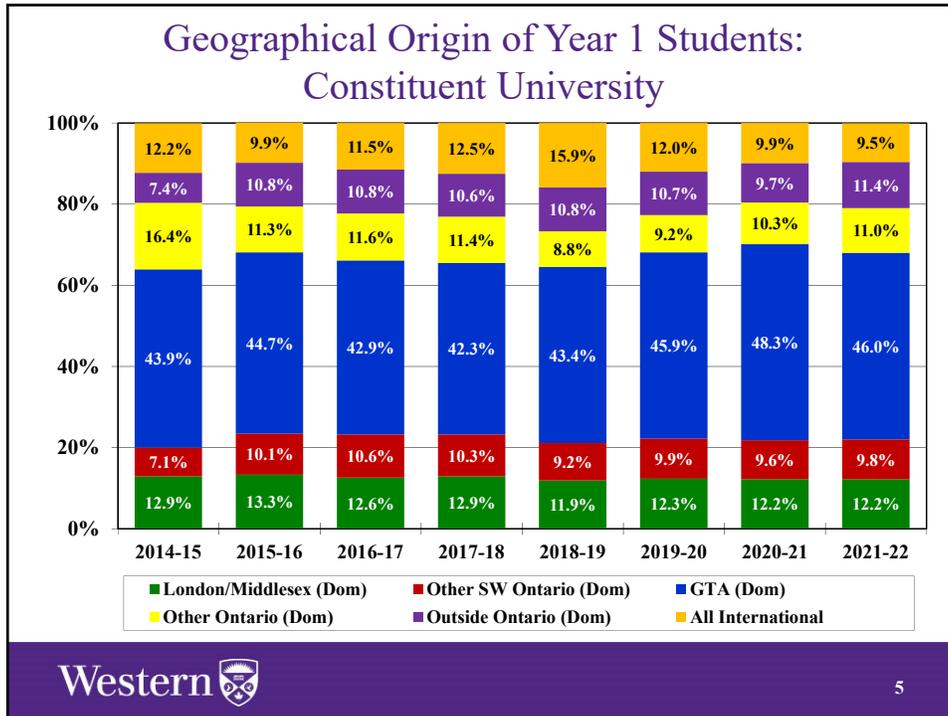
Student Profile: Applicant Type & Geographical Origin

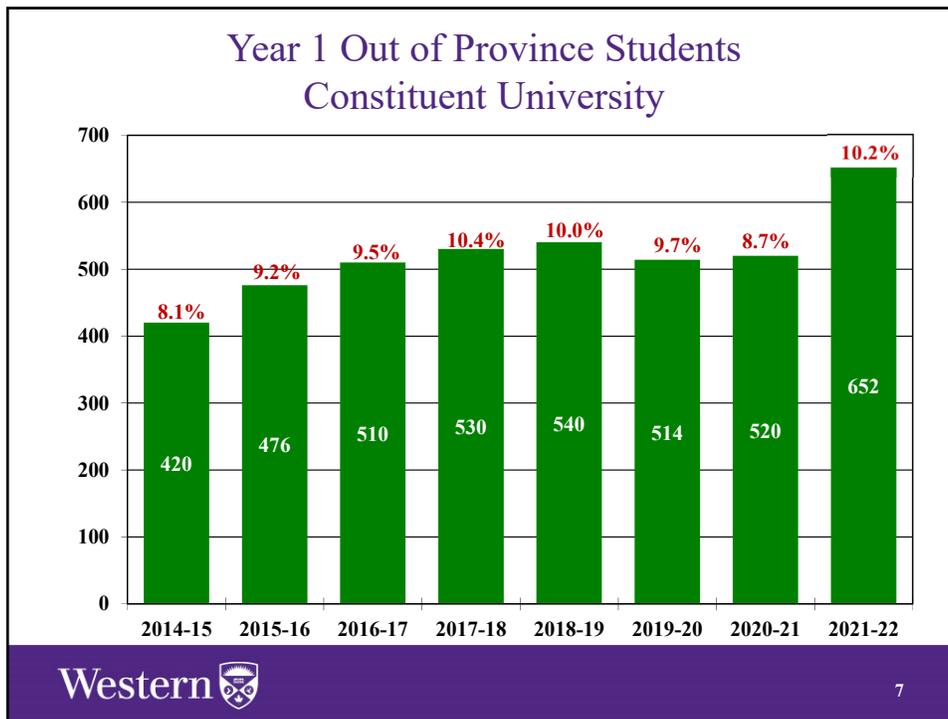
Constituent University

2021-22 Year 1 Students by Applicant Type Constituent University

Total Year 1 = 6,422

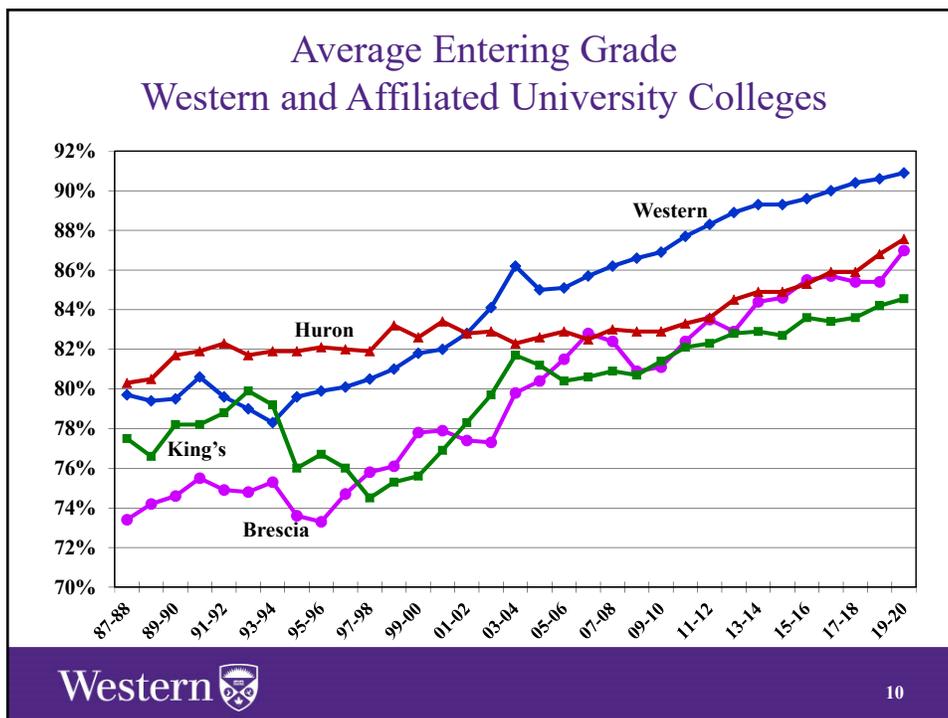
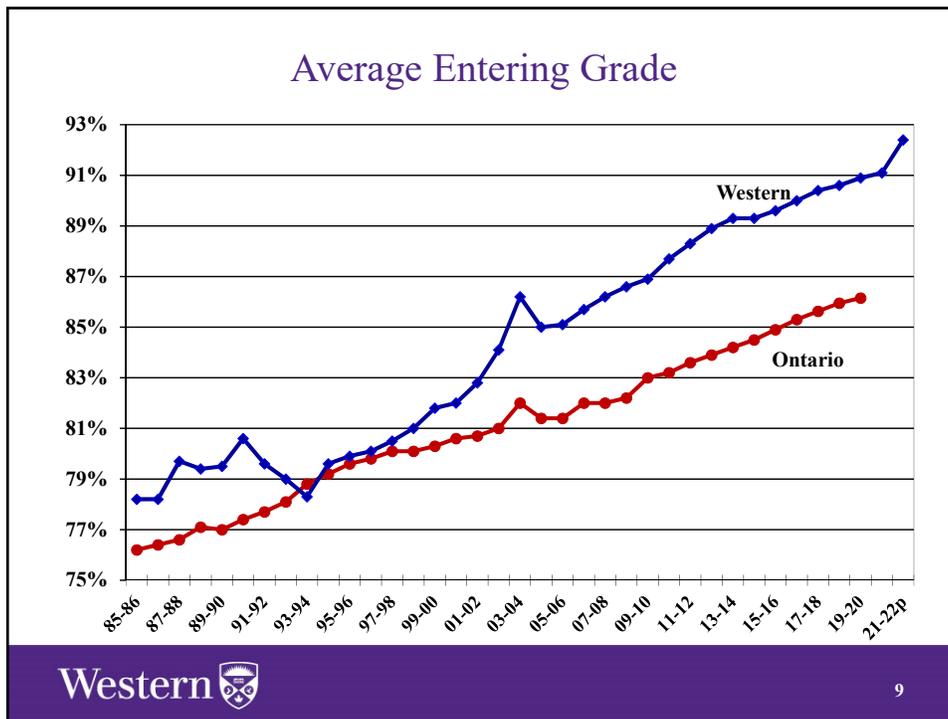






Entering Grades of New Ontario Secondary School Students

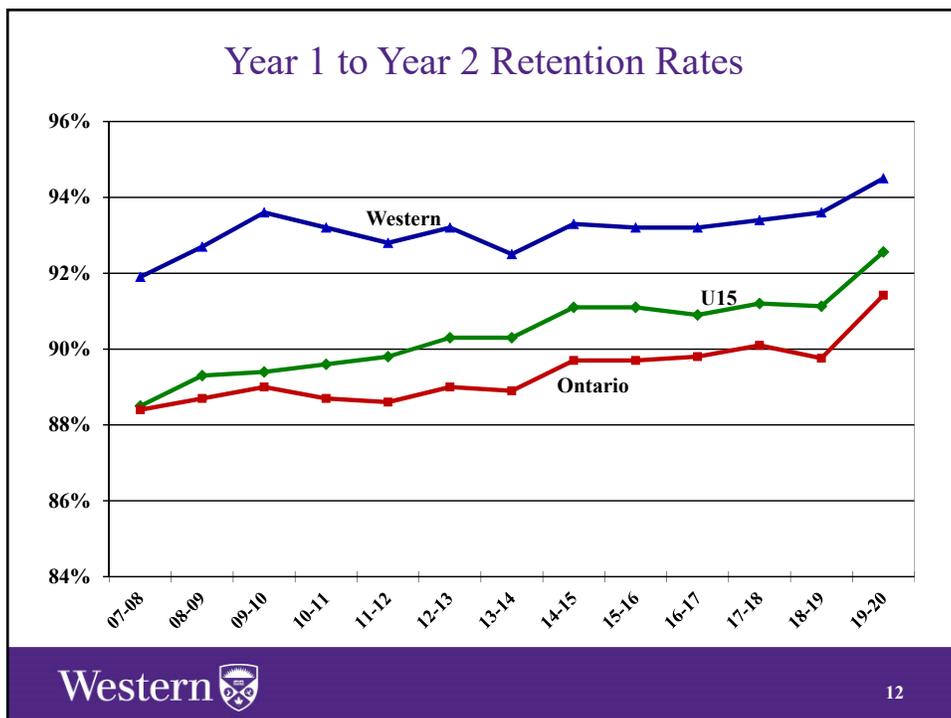
Western  8

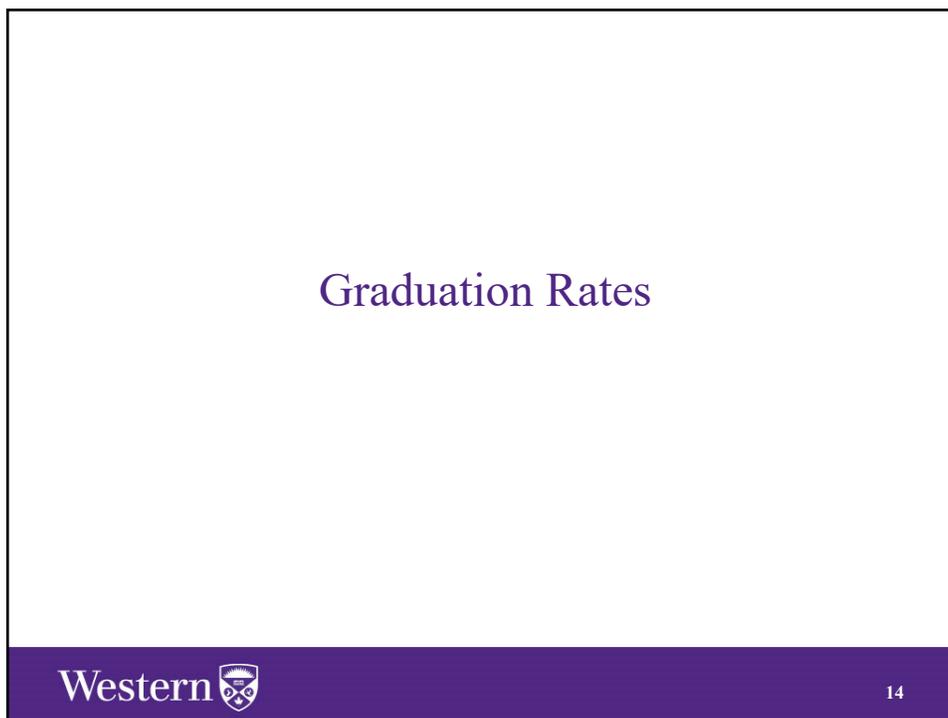
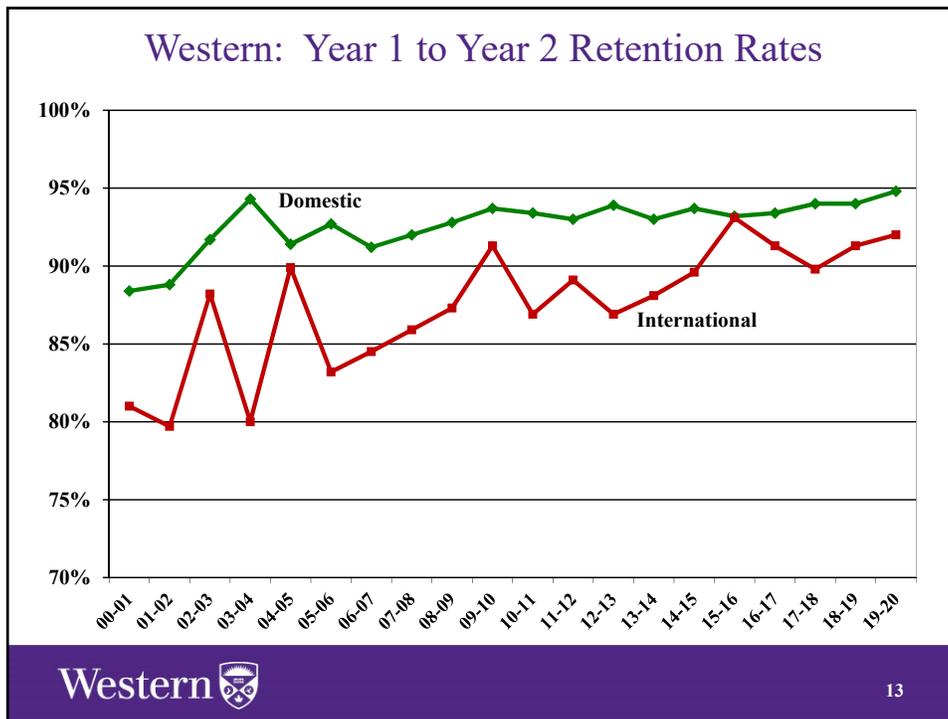


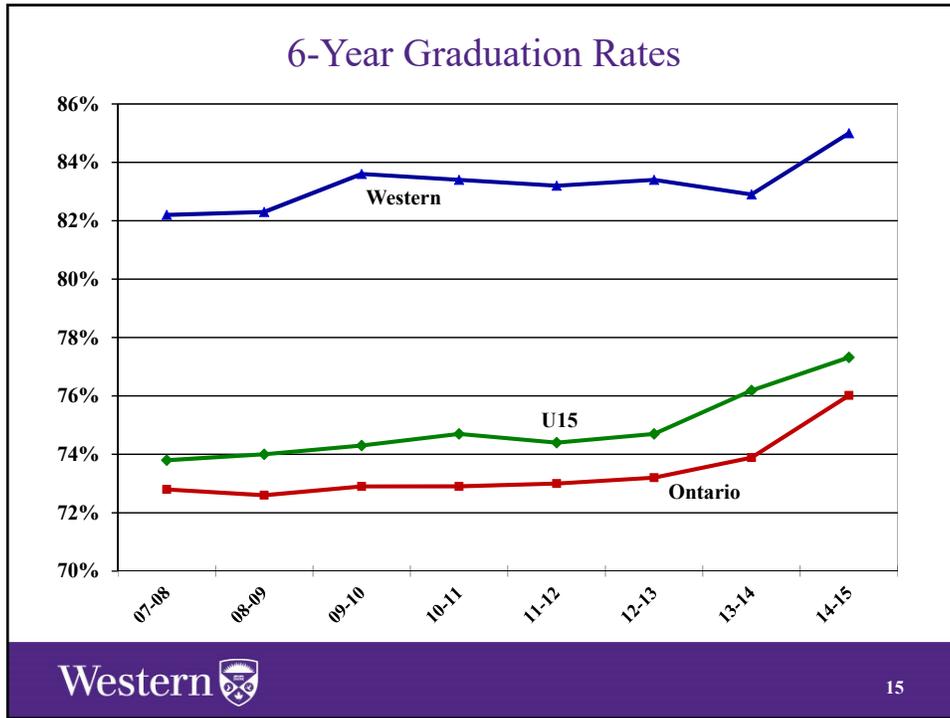
Retention Rates



11







ITEM 8.2 – Update on Budget and Planning Process

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

J. Doerksen, Acting Provost & Vice-President (Academic) and R. Chelladurai, Associate Vice-President (Budgeting, Planning, and Information Technology) will provide a verbal update on the budget planning process and associated guidelines.

ITEM 11.0 – 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 11.1(a) – Final Report from Convocation Board

ACTION: ACTION INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

An interim report from Convocation Board was presented to Senate in December 2021.
A final report is attached.

ATTACHMENT(S):

[Final Report from Convocation Board, February 2022](#)

Final Report from Convocation Board

February 2022

Traditional convocation ceremonies took a hiatus due to the COVID-19 pandemic. However, Western celebrated our graduates as follows:

- | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spring 2020 | Online celebration featuring a light display on UC Tower |
| Autumn 2020 | Online celebration featuring keynote speaker Mike Atkinson, musical performance by Rick McGhie, scrolling graduate student names |
| Spring 2021 | Online celebration hosted by David Simmonds, featuring keynote speaker Ivan Coyote, musical performance by Genevieve Fisher, interview with students Sucheta Khurana and Gurveer Bahia, graduate student names scrolling |
| Autumn 2021 | Three virtual convocation ceremonies featuring honorary degree recipients Shani Mootoo, Natalie Zemon Davis, Janet Stewart, and Dr. Tak Wah Mak, messages from Deans/Presidents, graduands' personalized slides |

Convocation Review Committee, which was struck by Senate as a working group in January 2020, submitted their recommendations to Convocation Board for review in November 2021.

Convocation Board met November 24, 2021 to discuss both the recommendations from the Convocation Review Committee and the path forward for Western's 2022 graduands. The Board determined that enhancements introduced during the Spring 2020 to Autumn 2021 period should be retained, while additional considerations proposed within the report should be explored for piloting during the Spring 2022 convocation period. The Board also determined that planning for Spring 2022 should focus on in-person convocations, subject to health and safety guidelines. Finally, Convocation Board approved that a communication should be sent to the Spring 2020 to Autumn 2021 graduates to gauge their appetite to return to campus for an in-person experience. An interim report providing this information was presented to Senate in December 2021.

Convocation Board met again January 18, 2022, and has now fully considered the recommendations of the Convocation Review Committee in addition to providing its own recommendations.

Convocation Board is now approving the following path forward for Western's convocations:

Convocation Review Working Group Recommendations

1. Elevate the doctoral and master's students within the ceremony

Recommendation

For master's students, offer a different colour gown, suggestion would be a slate gray

Decision

For Master's students to offer a black gown with traditional Master's sleeves. This style of gown is in keeping with other institutions and will match our existing Master's hoods.

For doctoral students, include their dissertation or specialty area on the Marching Order slide as they cross the stage and continue to have them enter with the academic procession

Agreed. This technology option will look to be incorporated with future 3rd party service providers.

When numbers permit, doctorate students will remain as part of the academic procession.

Continue to work with faculties to have supervisor or other representative available on stage

Agreed.

2. Encourage student participation as an onstage presence

Recommendation

Have a student representative from USC or SOGs read the land acknowledgement. Ask the Office of Indigenous Initiatives to assist in choosing students to carry the Indigenous gonfalon and moccasins. Have a student sing O Canada.

Decision

Agreed.

3. Professor Emeritus and Teaching Award Recipients

Recommended

Celebrate the achievements of Professor Emeritus and Teaching Award recipients in separate ceremonies or events at Gibbons Lodge.

Decision

Agreed.

4. Infusing a modern approach to the ceremony while maintaining traditions

Recommendation

Support the rewriting of the words of convocation

Decision

Agreed

Address the outdated look of the convocation program.

Agreed. Relaunch of the convocation program with the possible inclusion of a digital option.

Hood undergraduate students four at a time from a standing position

Altered approach. Undergraduate students to approach the stage hooded however, a “lime light” opportunity is still present – this may include a pause for an onstage photo op with the Chancellor or President.

5. Convocation Brass

Recommendation

Convocation Brass is a tradition at Western Convocations. A recommendation to reduce the size of the ensemble to maintain this tradition.

Decision

Agreed. Scores have been rewritten to support a smaller ensemble.

6. Stage arrangement

Recommendation

Work with Facilities Management to rearrange the stage presentation.

Decision

Agreed.

2020 and 2021 Survey of Graduated Students

In mid-December a short survey was sent to 2020 and 2021 Western graduates. The survey was designed to be easy to answer with only three or four questions depending on the participant’s answers. Personalized links to the survey were sent to 18,289 graduates and to date, we have received nearly 3,800 responses.

The data collected has provided information regarding the expectations and intentions of 2020 and 2021 graduates regarding whether, with health and safety guidelines permitting, Western should have in-person celebrations for these classes.

Graduates of Spring and Fall 2020, and Spring 2021 were also asked whether they would consider a virtual convocation much like the Fall 2021 graduates had in October

to be a suitable celebration of their studies. The overwhelming response has been that graduates only want an in-person celebration.

With guidance from Chancellor Hasenfratz and President Shepard, proposed dates (July 4-8, 2022) were put forward to this group to understand the availability of graduates to attend. Of the 3,123 students who answered this question as of 14 January 2022, over 94% have indicated that they would be interested in attending a ceremony on our campus provided health and safety permits.

Convocation Board continues to support providing our past graduates with an in-person experience and will continue to plan accordingly.

Additional Recommendations of Convocation Board

1. Provide graduates and their guests with an updated celebration opportunity post-convocation ceremony. To be spearheaded through Alumni Relations, provide an expanded celebration that includes food, faculty guests and photo opportunities.
2. Improve the social media and virtual experience associated with our convocation ceremonies.
3. Introduce a welcoming and celebratory atmosphere in Alumni Hall for faculty members participating in convocation relating to both morning and afternoon ceremonies, including refreshments and an opportunity to briefly gather in advance of the ceremony.

ITEM 11.1(b) – Order of Ceremony – Spring Convocation 2022 (#319)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Order of Convocation provided anticipates that Western will offer in-person ceremonies, health and safety guidelines permitting, for the Spring 2022 convocation period.

Parallel planning is underway for a virtual convocation ceremony, if it becomes necessary.

Senate will be informed as plans are finalized.

ATTACHMENT(S):

[Order of Ceremony – Spring Convocation 2022 \(#319\)](#) *temporarily removed*

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

ACTION: APPROVAL INFORMATION DISCUSSION

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

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES - BUSINESS	
Hubert Pun	January 1, 2022 – June 30, 2022

ITEM 11.2(a) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program (CASPer, Application Deadline, Application to Second Year)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective July 1, 2022, for the 2022-23 application cycle the admission requirements of the DDS program be revised as shown in Item 11.2(a).

EXECUTIVE SUMMARY:

Schulich Dentistry is proposing that the admission requirements of the Doctor of Dental Surgery (DDS) program be revised to:

- include the CASPer test;
- change the deadline to apply from December 1 to November 1; and
- require a Personal Statement for application for admission to second year.

The rationale for the proposed revisions is outlined below.

CASPer Test

Schulich Dentistry takes a holistic approach towards applications to the Doctor of Dental Surgery (DDS) Program, with emphasis not only on academics but also on non-academic traits and life experiences, ensuring our commitment to diversity, equity, and inclusion. Schulich Dentistry is committed to enrolling self-directed, motivated, resilient students who reflect the diversity of the patients they serve, and who demonstrate compassion and advocacy for others. The CASPer Test provides a well-rounded look at an applicant's non-academic abilities by measuring 10 key competencies: communication, empathy, resilience, professionalism, equity, ethics, collaboration, problem-solving, self-awareness, and motivation. Schulich Dentistry is proposing to expand the admissions requirements for the DDS program to include the CASPer Test, effective for the 2022-23 application cycle.

Schulich Dentistry currently requires applicants to complete the Autobiographical Sketch & Personal Statement (ABS) component as part of the application process. The ABS is not designed or designated to capture the same information that is provided through the CASPer evaluation process.

Schulich Dentistry receives, on average, over 500 applications each year to fill 56 seats. In an effort to ensure Schulich Dentistry is admitting diverse candidates that represent the communities they will serve, candidates are required to meet not only the established academic standards, but also the non-academic standards. These non-academic standards are diligently captured by the 10 key competencies assessed by the CASPer Test.

CASPer is an online, open-response situational judgement test that evaluates what an applicant would do in a tough situation and why. The CASPer selection tool is run and developed by Altus Assessments Inc. It is used by academic programs to help assess applicants for non-academic attributes or people skills. CASPer provides data-driven, objective insights into an applicant's non-cognitive (people) skills.

Applicants have five minutes to respond to a set of questions for each video or text-based scenario. These responses are then reviewed by CASPer raters, a diverse group of people who undergo extensive training on CASPer and implicit bias. Each applicant is rated by multiple raters (1 rater per scenario) so that the final aggregate score received reflects diverse perspectives. Scores are then sent directly to the program.

The Admissions Office is not able to complete the required assessments needed in order to capture and interpret the data required due to volume and limited internal resources. By using the CASPer test, the Admissions Office would be able to collect and use the data to assist in the assessment of candidates which determines which candidates will receive an invitation to interview. Altus Assessments Inc. is responsible for administering the CASPer test in a secure online, proctored environment and completes the scoring, assessing and interpretation of the data. Altus Assessment Inc. would then provide Schulich Dentistry with a clear and easy to understand score and percentile.

There is no cost to the institution to use the CASPer test as part of the admissions process. There is a cost to applicants; the CASPer test is \$40 CAD to write and \$12 for each distribution to a program.

Currently, McGill University, Laval University and the University of Toronto Dentistry programs require applicants to complete the CASPer test. Many applicants to Schulich Dentistry are also applicants to the dentistry program at the University of Toronto.

Application Deadline

Schulich Dentistry is proposing to change the deadline to apply to the Doctor of Dental Surgery (DDS) program from December 1 to November 1.

The rationale for changing the application deadline includes the following:

- 1) A November 1 deadline to apply is in line with the University of Toronto's deadline.
- 2) Since the ADA DAT is now accepted, applicants have greater choice and flexibility in meeting the DAT requirement by the November 1 deadline.
- 3) Having applications completed sooner allows better use of the Registrar's Office and the Admissions Office's time in the applicant assessment process:
 - DAT thresholds can be set sooner thereby reducing the Registrar's Office academic assessment workload since they will not have to assess applicants that have not met the minimum DAT thresholds

- Allows the Admissions Office to send out biosketches much earlier for review, which then allows reviewers more than 2 weeks to review and return their scores. It also ensures this biosketch review process is complete before Christmas holidays.
- Allows Admissions more time to review biosketch scores and complete reviewer reliability and consistency analysis.

Application to Second Year

Schulich Dentistry is also proposing the addition of a Personal Statement as a requirement for application for admission to second year. This will allow applicants to explain why they want to transfer and expand on any scholastic and non-scholastic achievements that may not be evident in the application and academic transcripts.

ATTACHMENT(S):

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

REVISED CALENDAR COPY

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

Admission – Dentistry

Please note that the admission policy is reviewed annually and the admission requirements from previous years may not apply. The University reserves the right to review and change the admission requirements at any time, without notice.

ADMISSION REQUIREMENTS

Admission to Dentistry is based on academic ability and non-academic ability, as evidenced by scholastic records, Dental Aptitude Test (DAT) results, **CASPer test**, **Autobiographical Sketch & Personal Statement** and presentation at interview. ~~Because facilities for preclinical and clinical instruction are limited, it is necessary to restrict enrolment to applicants who are best qualified to meet the mental and physical demands of the curriculum, and are most likely to successfully complete the full course of study.~~ The presentation of the minimum requirements for admission will not assure guaranteed acceptance. Internationally-trained dentists are not eligible to apply or enter into the 4-year Doctor of Dental Surgery (DDS) Program. For more detailed information on all of the below Admission Requirements, visit the DDS Admission webpage.

Competitiveness

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

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

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

Courses taken during the application cycle are NOT eligible for academic average consideration.

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

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

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

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

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

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

To be eligible for the Kuwait Pathway, you must:

- Have Kuwait citizenship
- Not be a Canadian citizen or permanent resident of Canada

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

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

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

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

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

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

Scholastic Records

To be eligible for admission to Dentistry, applicants must

be in the final year of, or have successfully completed, an undergraduate degree program leading to a four-year undergraduate degree at a recognized university. Applicants in this category are advised that the following courses are mandatory: at least 0.5 course in organic chemistry and at least 0.5 course in biochemistry, and 1.0 course in human or mammalian physiology. Successful completion of prerequisite courses for Dentistry Admissions requires a pass or credit designation for applicants studying at a Canadian university. Western will convert grades and averages for applicants who are not studying in a Canadian university based on grading practices and grading scale interpretation of institutions attended.

OR

be in the final year of, or have successfully completed, a graduate degree program at a recognized university. Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 30th of the year of entry. It will be the students'

responsibility to assure confirmation by their Faculty of Graduate Studies no later than June 30th that all requirements for the degree have been met. No deferred admission will be granted. Applicants in this category are advised that the following courses are mandatory: at least 0.5 course in organic chemistry, at least 0.5 course in biochemistry, and 1.0 course in human or mammalian physiology. Successful completion of prerequisite courses for Dentistry Admissions requires a pass or credit designation for applicants studying at a Canadian university. Western will convert grades and averages for applicants who are not studying in a Canadian university based on grading practices and grading scale interpretation of institutions attended.

Dental Aptitude Test Results

The Canadian Dental Aptitude Test (DAT), administered by the Canadian Dental Association (CDA) or the American Dental Aptitude Test (DAT) administered by the American Dental Association (ADA), taken within two years prior to the **November 1 December 1** application deadline is a requirement for admission. Results of the ADA DAT will be treated as equivalent to the results of the CDA DAT. The CDA DAT is conducted on two occasions each academic year: February and November. The ADA DAT is conducted throughout the year. Scores must come directly from the CDA or ADA to Schulich Dentistry to be considered valid. Schulich Dentistry utilizes the results of the last test written in the eligible time period.

Please note: only Dental Aptitude Tests incorporating the reading comprehension section fulfill Schulich Dentistry admissions requirements. All components of the DAT may be considered in the selection process, with the exception of the Manual Dexterity Test. For further information on the DAT and its use in the admission process at Schulich Dentistry, please see the Admissions Website.

Specific information and registration materials concerning the Canadian DAT are available on-line on the Canadian Dental Association website. Specific information and application forms for the American DAT are available online on the American Dental Association's website.

Other Elements of Application

CASPer Test Results

CASPer tests are taken online and booked in advance on the CASPer website. The test typically takes 75-90 minutes to complete. Schulich Dentistry does not require applicants to complete Snapshot. Applicants must request original scores be sent directly to the Admissions Office from CASPer by the application deadline.

CASPer test results are valid for one application cycle only.

Autobiographical Sketch & Personal Statement

Students are required to submit an Autobiographical Sketch & Personal Statement to identify and expand on academic and non-academic strengths, achievements, significant successes and disadvantages.

Interview

Selected applicants will be invited to attend a personal interview in order to be considered for admission. Interview invitations are based on undergraduate academic performance, DAT score, **CASPer test results**, and non-scholastic achievements. Applicants will be interviewed by a panel of three, consisting of a dentist, a senior dental student and a community member.

English Language Proficiency

All students must satisfy Western's requirements for proficiency in English. Students whose mother tongue (first language) is not English may be required to write the Test of English as a Foreign Language (TOEFL), and the Test of Written English (TWE), or equivalent. Additional information on this can be found on the International Applicants webpage.

Statement of Potential Health Risks and Immunization Requirements

Students in the Schulich School of Medicine & Dentistry will be required to care for persons with infectious diseases (including Hepatitis B and HIV) should they be assigned to them. Students accepted into the dentistry program will be sent complete documentation regarding health policies and immunization requirements. Documentation of immunization and tuberculin status will be required.

Police Record Check and Vulnerable Sector Screening

All dental students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that dental students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry requires that all students provide, as a condition of their admission into the DDS and ITD programs, a current Police Records Check including a Vulnerable Sector (Position) Screening.

Dental Clinician Scientist Program

Deferred Admission to the undergraduate dental program may be offered to candidates who are accepted to a dentally-oriented graduate program leading to a PhD degree, at the commencement of that graduate program, following a determination of acceptability by the School of Graduate and Postdoctoral Studies and Schulich Dentistry. For more information, please visit the [DCS webpage](#) or contact the Admissions Coordinator at 519-661-3744.

Policy on Admission to Second Year

These regulations apply to students currently enrolled in approved undergraduate dental programs.

1. Admission beyond the second dental year is not permitted and admission to second dental year will be considered only if a vacancy exists for that year.
2. Applicants must be Canadian citizens or permanent residents of Canada.
3. All students applying for admission to Dentistry whose mother tongue (first language) is not the English language will be required to prove their understanding of the English language. See "Proof of English Proficiency" in the Admission Requirements section.
4. Applicants to second dental year are not required to take the Dental Aptitude Test administered by the Canadian Dental Association.
5. Applicants who have been required to withdraw by a dental school for academic or other reasons will usually be ineligible for admission to second year.
6. Applicants to second year must satisfy the general admission requirements of Western and/or the transfer regulations adopted by Senate.
7. Applicants may be required to be present for an interview and/or submit letters of reference.
8. Graduates of non-accredited dental programs should consider taking the Internationally Trained Dentists Program.

APPLICATION FOR ADMISSION

Application to First Year Dentistry

Application for admission to first year must be made by completing the official on-line application form available in early October on the [admissions page](#) of the school website. The application deadline is **November 1** ~~December 1~~ for entry the following September.

For further information, please contact the Admissions Coordinator by Phone: 519-661-3744, by Fax: 519-850-2360, or by Email: admissions.dentistry@schulich.uwo.ca

Original supporting documents must be received no later than **November 1** ~~December 4~~. Academic documents not ordered through the on-line application form should be mailed to: Office of the Registrar, Professional Admissions - Dentistry, Room 3140, Western Student Services Building, Western University, London, Ontario N6A 5B8.

All applicants must:

- Submit to OUAC a completed on-line application form. The link to the application form is posted in early October on the Schulich Dentistry admissions page. The competition is open until the end of the deadline day – **November 1** ~~December 1~~. An Autobiographical Sketch & Personal Statement and a supplemental information form will be required as part of the application process.
- Arrange for the DAT official scores to be sent to Schulich Dentistry directly. (The Canadian Dental Association sends transcripts of applicants who have indicated they wish Schulich Dentistry to receive their scores at the time of the writing of the last eligible DAT for the current application cycle.)
- Arrange for any required documents (e.g. transcripts not available electronically, TOEFL, etc.) to be sent to the Registrar's Office – Professional Admissions.

Academic Documentation

Official transcripts from EACH university, college or other post-secondary institution applicants have attended are required by the **November 1** ~~December 1~~ deadline. For those applicants currently enrolled in undergraduate studies, an official final transcript indicating degree conferred must be sent directly to Professional Admissions – Dentistry by June 30 of the year of entry.

Western students are not required to submit transcripts of their academic record at Western. However, we require official transcripts of all other post-secondary institutions attended. If applying from an Ontario University, students must request all transcripts through the Transcript Request section provided in the online application process. For those applicants who are not applying from an Ontario University, please request that all transcripts, in support of your application, be sent directly to Professional Admissions – Dentistry.

Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 30th. No extension of this deadline or deferral of admission will be granted.

Applicants are responsible for ensuring that transcripts are forwarded by the applicable Registrar(s) in time to meet the deadline date, and to notify Western's Professional Admissions office of any subsequent mark revisions on the transcript (this includes Western students).

If reapplying, please note that documents are not retained from year to year. Consequently, all required admissions documents will need to be resubmitted with each application.

Additional Documentation (if applicable)

- Applicants submitting academic documentation from outside Canada must provide official transcripts AND official detailed course outlines for any prerequisites.
- Proof of permanent resident status, in the form of a photocopy of the front and back of Permanent Resident card, is required. Canadian citizens do not need to submit proof of citizenship.
- If name change documents are required, a formal request will be sent.
- Proof of proficiency in English for applicants whose first language is not English.

It is the applicant's responsibility to ensure that the necessary transcripts or reports have been received by the Registrar's Office no later than the **November 1** ~~December 4~~ application deadline.

Application to Second Year

Application for admission to second year (advanced standing) must be made by completing the official application form accessible from the Second Year Transfer page of the admissions page of the Schulich Dentistry Admissions website:
www.schulich.uwo.ca/dentistry/ddsadmissions

The application deadline for transfer into the program at the second year level is July 1 for entry in September of the same year.

Admission via transfer into the second year at Schulich Dentistry can be considered only if a vacancy exists for that year (spaces sometimes become available due to attrition). Admission beyond the second year of the DDS program is not permitted.

All transfer applicants must submit the following to the Dentistry Admissions office:

- A completed application form and accompanying application fee
- Official transcripts from each university, college or other post-secondary institution currently/previously attended (including Dental program currently enrolled in)
- Copies of course synopses of previous dental courses taken
- **Personal Statement**
- All applicable additional documentation

For further information, please contact the Admissions Coordinator by phone: 519-661-3744, by fax: 519-850-2360, or by email: admissions.dentistry@schulich.uwo.ca.

The remainder of the policy is unchanged

ITEM 11.2(b)(i) – Huron University College: Introduction of an Honours Specialization and Specialization in Business Intelligence

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, an Honours Specialization and Specialization in Business Intelligence be introduced at Huron University College, as shown in Item 11.2(b)(i).

EXECUTIVE SUMMARY:

In the world of today, problem-solving and analytical skills have become vital to the success of many organizations. It is important to highlight how advancements in computer-based technology have revolutionized the world and led to creation of a massive amount of data that is now being captured and analyzed by these organizations. Most organizations, from major multinational companies to non-profits and governmental organizations, have become heavily reliant on data. As business decisions become more evidence-based, organizations are looking for experts who can derive insights from in-depth analysis of high-volume, high-velocity and high-variety data. These opportunities have led to a huge growth in the demand for graduates with business analytics skills. Organizations that have transformed the raw data into meaningful insights (smart data) have been able to increase their productivity and profitability.

In business-oriented environments, business intelligence consists of collecting data in an organized manner with a view to processing and disseminating it in a relevant and useful manner. The objective of business intelligence tools and techniques is to strengthen the competitiveness of an organization and to support managerial and strategic decision making. In other words, Business Intelligence is about the conversion of business data into valuable information assets using statistical techniques and advanced software. Business Intelligence provides a set of analytical methods for solving problems and aiding decision making, particularly in the context of high-volume data. It involves the development and application of models and concepts to explore management issues and solve managerial problems.

In this context, Huron University College wishes to introduce the Business Intelligence modules as new BMOS modules to the broader Huron at Western community. Currently, there are few universities across Canada that focus on the integration of Business Intelligence in Management and Organizational studies at the undergraduate level. Most universities offer Business Intelligence programs at graduate level. To fill this gap at the undergraduate level, Huron believes that the proposed modules do not only prepare the students to improve their statistical literacy working with business-related data, but also prepare them to improve their data interpretation skills for both business decisions and quantitative research activities. In other words, the modules will be adapted to the needs of students who wish to enter the job market after completing a bachelor program as well as students who wish to complete their studies at a graduate level (e.g. research-oriented). The concept of business intelligence provides an important framework by which business managers and business data analysts can help organizations in insight discovery and evidence-based decision making.

Students (future decision makers) need to familiarize themselves with the data analytics lifecycle including business problem identification, data source identification, data collection, data processing, data analysis, data visualization and data interpretation to improve the performance of business operations and to support strategic decision making.

What are the advantages of a program in “Business Intelligence”?

- Graduates of business intelligence degrees are in high demand and the field is continuing to expand
- Even in entry level roles, there are attractive salaries
- There are excellent opportunities for professional development
- Graduates can work for a wide range of companies in different sectors, offering career flexibility
- Once students have some experience, a business intelligence related career can be a flexible one – with employers often offering flexible working arrangements including remote working, allowing students to have a lot of control over their working life and location
- The work in this field directly shapes the employer’s business strategy, giving the employee an increasingly large degree of influence the more experienced they become

To implement the objectives of the proposed modules, the design and selection of courses will be based on different intellectual pillars. The program will help students gain knowledge in the area of business intelligence. The program will help students to improve their statistical literacy and acquire technical skills which are required by many business organizations today. The program will build students’ competence in research, data analysis and evidence-based decision making. Finally, the program will leverage Huron’s liberal arts model and extensive teaching resources to provide students with interdisciplinary perspectives that will enhance their creativity and innovativeness.

The proposed modules have 10.5 courses. In terms of disciplinary requirements, students will be required to complete core courses in Business Intelligence, Statistics, Data Science and Management Information Systems. Data science is fundamentally interdisciplinary. It speaks to a way of thinking about events, problems, solutions, etc. Business Intelligence uses data science, among other interdisciplinary areas such as economics, governance, etc., to relate these disciplines to business, management, or the private sector more generally.

ATTACHMENT(S):

[New Calendar Copy – Honours Specialization in Business Intelligence](#)
[New Calendar Copy – Specialization in Business Intelligence](#)

NEW CALENDAR COPY

HONOURS SPECIALIZATION IN BUSINESS INTELLIGENCE

Admission Requirements

Students may **not** apply directly to a BMOS HONOURS SPECIALIZATION when they apply for admission to the University.

After first year, students may apply for admission upon completion of first-year requirements with no failures.

5.0 first-year courses:

Students must have an average of at least 73% on, and no grade less than 60% in, the following **3.0 principal courses**:

1.0 course: Business Administration 1220E.

1.0 course: Economics 1021A/B and Economics 1022A/B.

1.0 course from: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.

0.5 course: Computer Science 1032A/B or one other half-course in Computer Science numbered 1020-1099.

1.5 courses from: courses numbered 1000-1999.

Students are encouraged to take first-year courses that lead to the upper-level non-MOS courses that they may want to take in upper years.

After second year, students applying for a BMOS HONOURS SPECIALIZATION must have:

- a) achieved an average of at least 73% on the last 5.0 courses;
- b) achieved an average of at least 73% on the 3.0 principal courses required for the module
- c) achieved a cumulative modular average of 70%;
- d) obtained a minimum grade of 60% in each course required for the module;
- e) obtained a passing grade in each elective course;
- f) a minimum cumulative average of 65%.

Module

10.5 courses:

3.0 courses from the Business Intelligence requirements group

2.0 courses (Core courses for Business Intelligence module): MOS 2242A/B, MOS 2235A/B, MOS 3335A/B, MOS 3XXX x/x [Management Information Systems proposed 3000-level course]

1.0 courses (module elective courses) from: MOS 3XXX x/x [IT Resource Management and Sustainability proposed 3000-level course], MOS 4XXX x/x [Information Systems Research proposed 4000-level course], MOS 3323A/B

These courses are taken in third or fourth year.

5.0 courses from the Long-term Strategic Success group

2.5 courses normally taken in second year:

2.0 courses from: Business Administration 2257 OR MOS 2227A/B and MOS 2228A/B, MOS 2275A/B, MOS 2320A/B

0.5 course from: MOS 2155A/B, MOS 2181A/B, MOS 2182F/G

2.5 courses normally taken in third or fourth year:

1.5 courses from: MOS 3310A/B, MOS 3330A/B, MOS 4410A/B

1.0 courses from: MOS 2299F/G, MOS 3385B, MOS 3321F/G, MOS 3331A, MOS 4488A/B

1.0 courses that contribute to education in the areas of programming, data searching, data analysis and data interpretation

1.0 courses from: Computer Science 2035A/B, Computer Science 2120A/B, Analytics and Decision Sciences 2298A/B, Digital Communication 2309A/B, Digital Communication 3203F/G, Digital Communication 3204F/G, Digital Communication 3209F/G, Data Science 2100A

1.5 courses from the Interdisciplinary Perspectives group (some courses may require a prerequisite or department permission or have antirequisites in advance of enrollment)

1.5 courses from: Philosophy 2253A, Geography 2220A/B, Geography 2132A/B, GLE 2003F/G, Philosophy 2074F/G, Economics 2120A/B, Economics 2124A/B, Economics 2125A/B, Economics 2154A/B, Psychology 2050, French 2107A/B, French 2905A/B, French 2906A/B, Chinese 2250, Chinese 2252A/B, Arabic 2050A/B, Arabic 2250, Japanese 2250, Japanese 2251A/B, Spanish 2200, Italian 2220A/B, Korean 2200, German 2220A/B, Centre for Global Studies 2002F/G, Centre for Global Studies 2003F/G, Centre for Global Studies 2004F/G, Centre for Global Studies 3516F/G, Centre for Global Studies 3525F/G, Psychology 3722F/G

Progression Requirements

To remain in a BMOS HONOURS SPECIALIZATION, students must have:

- a) maintained a minimum modular average of 70%;
- b) obtained a minimum grade of 60% in each course required for the module;
- c) obtained a passing grade in each elective course;
- d) a minimum cumulative average of 65%.

Students who fail to meet these progression requirements may be eligible to apply to a BMOS Specialization or to another program.

Graduation Requirements

To graduate with a BMOS HONOURS SPECIALIZATION degree, students must have achieved a minimum cumulative modular average of 70% with a minimum mark of 60% in each course, obtained a passing grade in each elective course, and maintained a minimum cumulative average of 65% on the 20.0 courses counted towards a BMOS HONOURS SPECIALIZATION degree. Students with advanced standing must have achieved an overall average of 65% on courses completed at this University.

All students require 2.0 designated essay courses (E, F or G; at least 1.0 of which must be a senior course numbered 2000-4999) and 1.0 course from each of the Categories A, B and C.

NEW CALENDAR COPY

SPECIALIZATION IN BUSINESS INTELLIGENCE

Admission Requirements

Students may **not** apply directly to a BMOS SPECIALIZATION when they apply for admission to the University.

After first, second, or third year, students applying for a BMOS SPECIALIZATION must have:

- a) achieved an average of at least 70% on the last 5.0 courses;
- b) obtained a passing grade for each course required for admission to the module, and a passing grade in each elective course;
- c) a minimum cumulative average of 65%.

5.0 first-year courses:

1.0 course: Business Administration 1220E.

1.0 course: Economics 1021A/B and Economics 1022A/B.

0.5 course: Computer Science 1032A/B or one other half-course in Computer Science numbered 1020-1099.

2.0 course from: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.

1.5 courses from: courses numbered 1000-1999.

Module

10.5 courses:

3.0 courses from the Business Intelligence requirements group

2.0 courses (Core courses for Business Intelligence module): MOS 2242A/B, MOS 2235A/B, MOS 3335A/B, MOS 3XXX x/x [Management Information Systems proposed 3000-level course]

1.0 courses (module elective courses) from: MOS 3XXX x/x [IT Resource Management and Sustainability proposed 3000-level course], MOS 4XXX x/x [Information Systems Research proposed 4000-level course], MOS 3323A/B

These courses are taken in third or fourth year.

5.0 courses from the Long-term Strategic Success group

2.5 courses normally taken in second year:

2.0 courses from: Business Administration 2257 OR MOS 2227A/B AND
MOS 2228A/B, MOS 2275A/B, MOS 2320A/B

0.5 course from: MOS 2155A/B, MOS 2181A/B, MOS 2182F/G

2.5 courses normally taken in third or fourth year:

1.5 courses from: MOS 3310A/B, MOS 3330A/B, MOS 4410A/B

1.0 courses from: MOS 2299F/G, MOS 3385B, MOS 3321F/G, MOS 3331A,
MOS 4488A/B

1.0 courses that contribute to education in the areas of programming, data searching, data analysis and data interpretation

1.0 courses from: Computer Science 2035A/B, Computer Science 2120A/B, Analytics and Decision Sciences 2298A/B, Digital Communication 2309A/B, Digital Communication 3203F/G, Digital Communication 3204F/G, Digital Communication 3209F/G, Data Science 2100A

1.5 courses from the Interdisciplinary Perspectives Group (some courses may require a prerequisite or department permission or have antirequisites in advance of enrollment)

1.5 courses from: Philosophy 2253A, Geography 2220A/B, Geography 2132A/B, GLE 2003F/G, Philosophy 2074F/G, Economics 2120A/B, Economics 2124A/B, Economics 2125A/B, Economics 2154A/B, Psychology 2050, French 2107A/B, French 2905A/B, French 2906A/B, Chinese 2250, Chinese 2252A/B, Arabic 2050A/B, Arabic 2250, Japanese 2250, Japanese 2251A/B, Spanish 2200, Italian 2220A/B, Korean 2200, German 2220A/B, Centre for Global Studies 2002F/G, Centre for Global Studies 2003F/G, Centre for Global Studies 2004F/G, Centre for Global Studies 3516F/G, Centre for Global Studies 3525F/G, Psychology 3722F/G

Progression Requirements

To remain in a BMOS SPECIALIZATION, students must have maintained a minimum cumulative average of 65%.

In order to be readmitted to the BMOS Specialization, students must complete 5.0 additional courses in another discipline, achieve a minimum average of 70% in their last 5.0 courses, and have a minimum cumulative average of 65%.

Graduation Requirements

To graduate with a BMOS SPECIALIZATION degree, students must have achieved a minimum cumulative modular average of 65% on the 20.0 courses counted towards a BMOS SPECIALIZATION degree. Students with advanced standing must have achieved an overall average of 65% on courses completed at this University.

All students require 2.0 designated essay courses (E, F or G; at least 1.0 of which must be a senior course numbered 2000-4999) and 1.0 course from each of the Categories A, B and C.

ITEM 11.2(b)(ii) – Huron University College: Introduction of an Honours Specialization and Specialization in Marketing and Sustainability

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, an Honours Specialization and Specialization in Marketing and Sustainability be introduced at Huron University College, as shown in Item 11.2(b)(ii).

EXECUTIVE SUMMARY:

Marketing activities have historically been essential to the long-term success of any organization. Marketing broadly refers to activities, institutions, and business practices dedicated to planning and presenting an organization’s products or services in ways that have value for customers, clients, partners, and society at large and that build effective stakeholder relationships. Marketing pedagogy focuses on training students to make informed business decisions in the areas of product or service design and delivery, pricing, promotions, and place or distribution. The global climate within which marketing activities take place continues to change. Marketing graduates are not only expected to help their organizations build profitable relationships with customers, but also help their organizations ensure that value is provided to society and the planet at large. There is substantial consumer and stakeholder demand for companies to meet the “triple bottom line” of profit, people, and planet; that is, delivering not only economic, but also societal and environmental benefits.

In this context, Huron University College wishes to introduce the Marketing and Sustainability modules as new BMOS modules to the broader Huron at Western community. The concept of sustainability provides an important framework by which marketers can help organizations meet the triple bottom line. Defined simply, sustainability refers to the quality of being able to continue over a period of time or use a resource so that it is not depleted or permanently damaged while causing little or no harm to the environment. Within the broader areas of corporate social responsibility, sustainability refers to the ability of actors and institutions to meet the needs of the present without compromising the ability of future generations to meet their own needs. Accordingly, *sustainable marketing* refers to “the strategic creation, communication, delivery, and exchange of offerings that produce value through consumption behaviors, business practices, and the marketplace, while lowering harm to the environment and ethically and equitably increasing the quality of life and well-being of consumers and global stakeholders, presently and for future generations” (Lunde, 2018, p. 93). In sum, sustainability emphasizes a focus on long-term survival and success while also providing for social and environmental prosperity.

In practice, marketing activities traditionally cover management decisions regarding the following "4Ps": products (and services), places (distribution), prices, and promotions. Businesses are more than ever concerned with creating products and supply chains that carry a carbon-neutral footprint, pricing products according to their total pre-,

current, and post-usage costs, communicating the ecological as well as functional value of their products (and brands), while simultaneously delivering value to their stakeholders. Frankly, more training is needed on how to accomplish this, especially considering the increasing demand for it from citizens, consumers, employees, and governments alike. For these reasons, one of the major objectives of the proposed modules is to train students on Marketing *and* Sustainability. Students should appreciate that the combination of these two concepts—in strategy and practice—can provide important value to organizations, states, communities, and our planet on the whole, while preparing students for meaningful career paths and accomplishments. Huron will address this objective by requiring students in these modules to not only take courses in Marketing, but also courses to increase their knowledge of sustainability issues, and more importantly, at least one or more required courses that *integrate* marketing and sustainability principles. In sum, Huron sees these modules as addressing important knowledge and skill gaps for students and organizations, as well as addressing important social and ecological needs in general.

Thus, the proposed Marketing and Sustainability modules are designed to train students on helping organizations make profitable and evidence-based marketing decisions that also have a positive long-term impact on societal and environmental welfare. In essence, students will learn to create and implement successful long-term marketing strategies that are socially and ecologically sustainable. These objectives are consistent with the mandate of the Huron BMOS program to teach students how to make evidence-based decisions leading to long-term future success. They are also consistent with the Huron mission of developing socially conscious leaders with heart.

To implement the objectives of the proposed modules, the design and selection of our courses will be based on four intellectual pillars. The program will help students gain knowledge in the area of environmental and social sustainability marketing practices and consumer behaviour. The program will help students to identify and analyze relevant trends and techniques that will enable them to lead their organizations *to long-term success* and profit. The program will build students' competence in research, data analysis and evidence-based decision-making. Finally, the program will leverage Huron's liberal arts model and extensive teaching resources to provide students with *interdisciplinary perspectives* that will enhance their creativity and innovativeness.

The proposed modules have 10.5 courses because of their interdisciplinary nature. In addition to core marketing and business pedagogy, the modules require courses in Statistics, Data Analysis, Geography and Environmental Sciences as well as electives to be chosen from Languages, Philosophy, Psychology, History, Economics and Political Science.

ATTACHMENT(S):

[New Calendar Copy – Honours Specialization in Marketing and Sustainability](#)
[New Calendar Copy – Specialization in Marketing and Sustainability](#)

NEW CALENDAR COPY

HONOURS SPECIALIZATION IN MARKETING AND SUSTAINABILITY

Admission Requirements

Students may **not** apply directly to a BMOS HONOURS SPECIALIZATION when they apply for admission to the University.

After first year, students may apply for admission upon completion of first-year requirements with no failures.

5.0 first-year courses:

Students must have an average of at least 73% on, and no grade less than 60% in, the following **3.0 principal courses**:

1.0 course: Business Administration 1220E.

2.0 courses: numbered 1000-1999. Students who wish to enroll in the Marketing and Sustainability program after First year are encouraged to take one or more of the First- or Second-year courses from the Marketing and Sustainability requirements group or the Interdisciplinary Perspectives group

1.0 course from: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.

1.0 course from: Writing 1021F/G, Writing 1025F/G, or designated essay course numbered 1000-1999E or F/G.

Students are encouraged to take first-year courses that lead to the upper-level non-MOS courses that they may want to take in upper years.

After second year, students applying for a BMOS HONOURS SPECIALIZATION must have:

- a) achieved an average of at least 73% on the last 5.0 courses;
- b) achieved an average of at least 73% on the 3.0 principal courses required for the module;
- c) achieved a cumulative modular average of 70%;
- d) obtained a minimum grade of 60% in each course required for the module;
- e) obtained a passing grade in each elective course;
- f) a minimum cumulative average of 65%.

Module

10.5 courses:

3.0 courses from the Marketing and Sustainability requirements group

0.5 course normally taken in second year: MOS 2320A/B*

1.5 courses from: MOS 3321F/G; MOS 3423, MOS 3420F/G

1.0 courses from: MOS 3322F/G, MOS 3323A/B, MOS 4XXX x/x [Seminar in Environmental Consumer Behaviour proposed 4000-level course]

5.0 courses from the Long-term Strategic Success group

3.0 courses normally taken in second year: Business Administration 2257 OR MOS 2227A/B AND MOSA/B 2228, MOS 2242A/B, MOS 2181A/B, MOS 2182F/G, MOS 2275A/B

1.5 courses normally taken in third or fourth year: MOS 3310A/B*, MOS 3330A/B, MOS 4410A/B

0.5 course from: MOS 2299F/G, MOS 2235A/B, MOS 3335A/B, MOS 3331A, MOS 4488A/B, MOS 2198A/B, MOS 3398A/B, MOS 4498A/B

1.0 courses from the Knowledge in Sustainability group (some courses may require a prerequisite or department permission in advance of enrollment)

0.5 course normally taken in first or second year from: Environmental Science 1021F (and/or the following electives): Geography 2133A/B, Geography 2153A/B, Geography 2162A/B, Geography 2310A/B

0.5 course normally taken in third or fourth year from: Centre for Global Studies 3531F/G, GLE 3001G or GLE 2004F/G, Geography 3446F/G, Geography 3350A/B, Geography 3432F/G, Geography 3461F/G

1.5 courses from the Interdisciplinary Perspectives group (some courses may require a prerequisite or department permission or have antirequisites in advance of enrollment):

1.5 courses from: Chinese 2250, Chinese 2252A/B, Japanese 2250, Japanese 2251A/B, French 1910, French 2900, French 2107A/B, French 2905A/B, French 2906A/B, Arabic 2050A/B, Arabic 2250, Spanish 2200, Italian 2220A/B, Korean 2200, German 2220A/B, Philosophy 2074F/G, Philosophy 2253A/B, Philosophy 3850F/G, History 2125F/G, History 2813F/G, History 4202F/G, Political Science 2231E, Political Science 2257, Political Science 3379E, Geography 2143A/B, Geography 2420A/B, Geography 2430A/B, Global Great Books 3001F/G, CGS 2002F/G, CGS 2004F/G, CGS 3516F/G, CGS 3519F/G, CGS 3520F/G, CGS 3522F/G, CGS 3525F/G, CGS 3527F/G, CGS 3528F/G, Economics 2124A/B, Economics 2125A/B, Economics 2154A/B, Economics 3352A/B, Economics 3370A/B, Writing 2101F/G, Psychology 2070A/B, Psychology 3722F/G

Note: * Students interested in pursuing an HBA Degree at the Ivey Business School must defer MOS 2310/3310 A/B and MOS 2320/3320 A/B until Year 3 (or summer of Year 2). These two courses will not count towards the 10.0 credits required for admission to the HBA Program and are discouraged for those students continuing on to the Ivey Business School. Students continuing in MOS must complete MOS 2310/3310 A/B and MOS 2320/3320 A/B in Year 3 (or summer of Year 2) prior to enrolling in MOS courses for which these courses are the prerequisite.

Progression Requirements

To remain in a BMOS HONOURS SPECIALIZATION, students must have:

- a) maintained a minimum modular average of 70%;
- b) obtained a minimum grade of 60% in each course required for the module;
- c) obtained a passing grade in each elective course;
- d) a minimum cumulative average of 65%.

Students who fail to meet these progression requirements may be eligible to apply to a BMOS Specialization or to another program.

Graduation Requirements

To graduate with a BMOS HONOURS SPECIALIZATION degree, students must have achieved a minimum cumulative modular average of 70% with a minimum mark of 60% in each course, obtained a passing grade in each elective course, and maintained a minimum cumulative average of 65% on the 20.0 courses counted towards a BMOS HONOURS SPECIALIZATION degree. Students with advanced standing must have achieved an overall average of 65% on courses completed at this University.

All students require 2.0 designated essay courses (E, F or G; at least 1.0 of which must be a senior course numbered 2000-4999) and 1.0 course from each of the Categories A, B and C.

NEW CALENDAR COPY

SPECIALIZATION IN MARKETING AND SUSTAINABILITY

Admission Requirements

Students may **not** apply directly to a BMOS SPECIALIZATION when they apply for admission to the University.

After first, second, or third year, students applying for a BMOS SPECIALIZATION must have:

- a) achieved an average of at least 70% on the last 5.0 courses;
- b) obtained a passing grade for each course required for admission to the module, and a passing grade in each elective course;
- c) a minimum cumulative average of 65%.

5.0 first-year courses:

1.0 course: Business Administration 1220E.

1.0 course from: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.

1.0 course from: Writing 1021F/G, Writing 1025F/G or designated essay course numbered 1000-1999E or F/G.

2.0 courses: numbered 1000-1999. Students who wish to enroll in the Marketing and Sustainability program after First year are encouraged to take one or more of the First- or Second-year courses from the Marketing and Sustainability requirements group or the Interdisciplinary Perspectives group mentioned below.

Module

10.5 courses:

3.0 courses from the Marketing and Sustainability requirements group

0.5 course normally taken in second year: MOS 2320A/B*

1.5 courses from: MOS 3321F/G; MOS 3423, MOS 3420F/G

1.0 courses from: MOS 3322F/G, MOS 3323A/B, MOS 4XXXX [Seminar in Environmental Consumer Behaviour proposed 4000-level course]

5.0 courses from the Long-term Strategic Success group

3.0 courses normally taken in second year: Business Administration 2257 or MOS 2227A/B and MOSA/B 2228, MOS 2242A/B, MOS 2181A/B, MOS 2182F/G, MOS 2275A/B

1.5 courses normally taken in third or fourth year: MOS 3310A/B*, MOS 3330A/B, MOS 4410A/B

0.5 courses from: MOS 2299F/G, MOS 2235A/B, MOS 3335A/B, MOS 3331A, MOS 4488A/B, MOS 2198A/B, MOS 3398A/B, MOS 4498A/B

1.0 courses from the Knowledge in Sustainability group (some courses may require a prerequisite or department permission in advance of enrollment)

0.5 course normally taken in first or second year from: Environmental Science 1021F, Geography 2133A/B, Geography 2153A/B, Geography 2162A/B, Geography 2310A/B

0.5 course normally taken in third or fourth year from: Centre for Global Studies 3531F/G, GLE 3001G, GLE 2004F/G, Geography 3446F/G, Geography 3350A/B, Geography 3432F/G, Geography 3461F/G

1.5 courses from the Interdisciplinary Perspectives group (some courses may require a prerequisite or department permission or have antirequisites in advance of enrollment):

1.5 courses from: Chinese 2250, Chinese 2252A/B, Japanese 2250, Japanese 2251A/B, French 1910, French 2900, French 2107A/B, French 2905A/B, French 2906A/B, Arabic 2050A/B, Arabic 2250, Spanish 2200, Italian 2220A/B, Korean 2200, German 2220A/B, Philosophy 2074F/G, Philosophy 2253A/B, Philosophy 3850F/G, History 2125F/G, History 2813F/G, History 4202F/G, Political Science 2231E, Political Science 2257, Political Science 3379E, Geography 2143A/B, Geography 2420A/B, Geography 2430A/B, Global Great Books 3001F/G, CGS 2002F/G, CGS 2004F/G, CGS 3516F/G, CGS 3519F/G, CGS 3520F/G, CGS 3522F/G, CGS 3525F/G, CGS 3527F/G, CGS 3528F/G, Economics 2124A/B, Economics 2125A/B, Economics 2154A/B, Economics 3352A/B, Economics 3370A/B, Writing 2101F/G, Psychology 2070A/B, Psychology 3722F/G

Note: * Students interested in pursuing an HBA Degree at the Ivey Business School must defer MOS 2310/3310 A/B and MOS 2320/3320 A/B until Year 3 (or summer of Year 2). These two courses will not count towards the 10.0 credits required for admission to the HBA Program and are discouraged for those students continuing on to the Ivey Business School. Students continuing in MOS must complete MOS 2310/3310 A/B and MOS 2320/3320 A/B in Year 3 (or summer of Year 2) prior to enrolling in MOS courses for which these courses are the prerequisite.

Progression Requirements

To remain in a BMOS SPECIALIZATION, students must have maintained a minimum cumulative average of 65%.

In order to be readmitted to the BMOS Specialization, students must complete 5.0 additional courses in another discipline, achieve a minimum average of 70% in their last 5.0 courses, and have a minimum cumulative average of 65%.

Graduation Requirements

To graduate with a BMOS SPECIALIZATION degree, students must have achieved a minimum cumulative modular average of 65% on the 20.0 courses counted towards a BMOS SPECIALIZATION degree. Students with advanced standing must have achieved an overall average of 65% on courses completed at this University.

All students require 2.0 designated essay courses (E, F or G; at least 1.0 of which must be a senior course numbered 2000-4999) and 1.0 course from each of the Categories A, B and C.

ITEM 11.2(c)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Project-based Option (Curatorial Stream) in the Master of Arts (MA) in Art History and Curatorial Studies

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, a project-based option (curatorial stream) be introduced in the Master of Arts (MA) in Art History and Curatorial Studies as shown in Item 11.2(c)(i).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies is proposing to add a project-based option (curatorial stream) in addition to its current offerings of course-based and thesis-based options for the Master of Arts (MA) in Art History and Curatorial Studies. Over the past few years, students in the MA in Art History and Curatorial Studies have requested the opportunity to organize an exhibition in lieu of a component of their program requirements. The current proposal seeks to formalize this possibility.

The project-based stream will require students to plan and stage an exhibition. This will be overseen by a supervisor and count as a Milestone (equivalent in work to a 0.5 course). Students will then be required to critically reflect on their exhibition (its mandate, methodology, thematics, theoretical framework, etc.) in a major research paper that situates their practice in the broader field of museum studies. Project-based students will also be required to take the Internship course (this is optional for other MA students).

ATTACHMENT(S):

[Proposal to Introduce a Project-based Option \(Curatorial Stream\) in the Master of Arts \(MA\) in Art History and Curatorial Studies](#)

Proposal to Introduce a Project-based Option (Curatorial Stream) in the Master of Arts (MA) in Art History and Curatorial Studies

The School of Graduate and Postdoctoral Studies is proposing to add a project-based option (curatorial stream) in addition to its current offerings of course-based and thesis-based options for the MA in Art History and Curatorial Studies.

The demand for curatorial and museum studies courses has increased exponentially in recent years. At the undergraduate level, the Museum and Curatorial Studies module offers the only undergraduate program in MCS at a research university in Canada. The Department of Visual Arts also just launched the Centre for Sustainable Curating, which enables students to work with scholars (including two current postdocs) and community partners to develop eco-conscious exhibitions, and to devise curatorial strategies that engage with sustainability and social justice. Courses in museum and curatorial studies are in high demand and, increasingly, students are hoping to gain more practical experience that prepares them for employment in a variety of cultural institutions. Over the past few years, students have requested the opportunity to organize an exhibition in lieu of a component of their program requirements. After consultation with and the full support of the faculty, the School of Postdoctoral and Graduate Studies is proposing to formalize this possibility (and thus better reflect the name of the MA degree itself). Specifically, the project-based stream requires students to plan and stage an exhibition. This will be overseen by a supervisor and count as a Milestone (equivalent in work to a 0.5 course). They will then be required to critically reflect on their exhibition (its mandate, methodology, thematics, theoretical framework, etc.) in a major research paper that situates their practice in the broader field of museum studies. Project-based students will also be required to take the Internship course (this is optional for other MA students). Both of these additions will provide invaluable practical experience, something in high demand from both our students and from prospective employers.

There are several other tangible benefits. Project-based students will also have ample opportunities to hone their skills through collaborations with our existing MFA and PhD Studio students, practicing artists actively engaged in exhibitions. Moreover, it will provide further points of contact between our students and the broader arts community in London and surrounding region. The Department has strong ties to a number of cultural organizations in the city and these will only be strengthened by the projects initiated by the project-based candidates. Likewise, this stream will build on the Department's already strong leadership in the area of experiential learning.

Current program	Proposed Change(s)
<p>MA in Art History and Curatorial Studies:</p> <p>Curriculum Option 1: 5 courses and 1 milestone</p> <ul style="list-style-type: none"> - VISARTS 9500 - RESEARCH METHODS - 4 elective courses (any graduate course offered or approved by the program) - Major Research Paper (milestone) <p>Curriculum Option 2: 4 courses and 1 milestone</p> <ul style="list-style-type: none"> - VISARTS 9500 – RESEARCH METHODS - 3 elective courses (any graduate course offered or approved by the program) - Thesis (milestone) 	<p>MA in Art History and Curatorial Studies:</p> <p>Curriculum Option 1: Course-based 5 courses and 1 milestone</p> <ul style="list-style-type: none"> - VISARTS 9500 - RESEARCH METHODS - 4 elective courses (any graduate course offered or approved by the program) - Major Research Paper (milestone) <p>Curriculum Option 2: Thesis-based 4 courses and 1 milestone</p> <ul style="list-style-type: none"> - VISARTS 9500 – RESEARCH METHODS - 3 elective courses (any graduate course offered or approved by the program) - Thesis (milestone) <p>Curriculum Option 3: Project-based 4 courses and 2 milestones</p> <ul style="list-style-type: none"> - VISARTS 9500 - RESEARCH METHODS - VISARTS 9670 - INTERNSHIP - 2 elective courses (any graduate course offered or approved by the program) - Exhibition (milestone) - Major Research Paper (milestone)

ITEM 11.2(c)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Doctor of Education (EdD), Educational Leadership

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the Doctor of Education (EdD), Educational Leadership be revised as shown in Item 11.2(c)(ii).

EXECUTIVE SUMMARY:

The Faculty of Education is proposing modifications to the Doctor of Education (EdD), Educational Leadership to increase the effectiveness of the EdD to meet the learning needs of Educational Leadership students and to further strengthen and add rigour and value to the degree. The proposed changes include the addition of two new milestones: a problem of practice statement and a 20-page proposal. Course content will also be updated to more clearly and specifically reflect the areas of study within educational leadership.

ATTACHMENT(S):

[Proposal to Revise the Doctor of Education \(EdD\), Educational Leadership](#)

Proposal to Revise the Doctor of Education (EdD), Educational Leadership

The following modifications are proposed:

1. Milestone addition – Problem of Practice Statement

This modification will create an additional Milestone for EdD Educational Leadership students, to complete at the end of Year 1. Students will submit a statement about their problems of practice.

The modification of adding a milestone that defines the Problem of Practice will provide students with the opportunity to define their problems of practice earlier in their EdD studies. This additional milestone is potentially more efficient for students' learning, since it will clarify their Problem of Practice focus early on. In other words, the modification will support student success in the development and completion of the Organizational Improvement Plan since students will focus on their Problem of Practice earlier in their studies and thus engage with their learning in the context of this problem.

2. Milestone addition – Proposal

This modification will create an additional Milestone whereby each student will produce a brief, 20-page Proposal at the end of Year 2 of their studies.

The modification of establishing the Proposal as a milestone formalizes a current programmatic element. Furthermore, ensuring that students have successfully completed their Proposals prior to enrolling in the final stage of their studies, writing their Organizational Improvement Plans, will add rigor to that writing process, and effectively contribute to student success.

In the current program, students complete a proposal, yet its success is not a pre-requisite for continuation in the EdD.

3. Refresh and update course titles and descriptions

Courses will be revised to more clearly reflect professional areas of study for K-12 Leadership, Higher Education Leadership and Community Leadership. These changes will ensure that instruction better meets the needs of diverse students within the EdD Educational Leadership.

<p align="center">Current Courses in K-12 School Leadership Foci</p>	<p align="center">Proposed Courses in K-12 School Leadership Foci</p>
<p>GRADEDUC 9720A - Contemporary Leadership Issues in Organizational Contexts (Year 1, Fall)</p> <p>This course focuses on understanding and problematizing educational leadership; the history of the field, and contemporary trends, issues, and controversies. Emphasis in this course is on identifying and understanding leadership in broader societal contexts in which organizations are embedded. International and Indigenous contexts and perspectives will be considered. Course materials will consider specific topics that are relevant to the cohort.</p>	<p>GRADEDUC 9720A - Contemporary Leadership Issues in Organizational Contexts (Year 1, Fall)</p> <p>This course emphasizes understanding and problematizing educational leadership as a field, including history, contemporary trends, issues, and controversies. Students will engage with theoretical diversity and identify leadership problems in organizations at the level of the individual, the institution, and (inter)national contexts. Students will articulate an authentic Problem of Practice that is relevant to their organizations.</p>
<p>GRADEDUC 9721B – Educational Leadership Approaches and Ethical Concerns (Year 1, Winter)</p> <p>In this course students will learn about key leadership paradigms and theoretical approaches, with focus on influences of power and politics in organizations. Students will examine a selection of problems of practice using multiple leadership approaches and ethical frameworks, with the aim of demonstrating how different approaches shape leadership aims and practices. International and culturally responsive approaches to leadership will be considered.</p>	<p>GRADEDUC 97XX – The Aims of Education & Educational Leadership (Year 1, Winter)</p> <p>In this course, students examine political philosophies, ideologies, and specific theoretical approaches to education and leadership. Importantly, students will examine and re-imagine their Problems of Practice so that problem-framing is consistent with the tenets/principles of each approach and explain how different approaches shape educational aims and leadership practices.</p>

<p>GRADEDUC 9722L – Theories of Leadership and Organizational Development (Year 1, Intersession)</p> <p>The course draws on several theories of leadership and organizational development to consider how such perspectives may be used to understand organizational problems of practice from a leadership perspective. Topics for discussion may include established and emergent theories of leadership, organizational climate and culture, organizational learning, internationalism and globalization, indigenizing leadership and organizations, and organizational development strategy. Students will refine their Problem of Practice through a needs assessment of the organizational context.</p>	<p>GRADEDUC 9722L – Theories of Leadership and Organizational Development (Year 1, Intersession)</p> <p>The course draws on theories, principles, and frameworks of leadership to consider how such perspectives may be used to inform leadership philosophy and practice. Students will critically interrogate their own approaches to leadership, particularly as embedded within an ethical framework for decision-making.</p>
<p>GRADEDUC 9723L – Policy Studies and Organizational Governance (Year 1, Summer)</p> <p>Course participants will address the relationships between leadership and local and global policy in education and develop a deeper understanding about what counts as evidence in educational leadership research. This course is also focused on the challenges facing educational leaders as related to organizational governance, structure, and finances. The course adopts a policy- and organizational-level view to understand different ways of thinking about what organizations are and what they do.</p>	<p>GRADEDUC 9723L – Policy Studies and Organizational Governance (Year 1, Summer)</p> <p>This course focuses on the challenges facing educational leaders as related to organizational governance, structure, and finances. The course adopts an organizational-level view to understand different ways of thinking about what organizations are and what they do. General topics for discussion may include organizational culture, decision-making, organizational climate, internationalism/globalization, organizational learning, and strategy development within organizations. Students will refine their Problem of Practice through a needs assessment of their organizational contexts.</p>

<p>GRADEDUC 9724A – Understanding Change Theories and Processes (Year 2, Fall)</p> <p>This course is focused on examining how change happens in organizations, with considerations for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for students to think about the ways in which change processes may achieve social and institutional goals in their organizations. At the end of this course, students will be able to explain diverse perspectives on change theory.</p>	<p>GRADEDUC 97XX – Understanding Change Theories, Processes, and Tools (Year 2, Fall)</p> <p>This course examines how change happens in organizations, and considers understanding organizational need, to facilitate planning for, implementing, and evaluating change. Students will think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals within their organizations. By the end of this course, students will be able to explain diverse perspectives on change theory and change management using selected approaches.</p>
<p>GRADEDUC 9725B – Researching for Leadership Improvement and Educational Reform (Year 2, Winter)</p> <p>In this course, students will examine relevant research literature to analyze topics related to a leadership Problem of Practice relevant to their organization. Students will explore using extant theory, research, and data to plan for organizational improvement and educational reform. Students will also investigate a selection of methodologies and methods for collecting and analyzing data for researching leadership and organizational improvement practices, including research ethics.</p>	<p>GRADEDUC 9725B – Researching for Leadership Improvement and Educational Reform (Year 2, Winter)</p> <p>Students will examine relevant research literature to analyze particular topics related to a leadership Problem of Practice relevant to their organization. Students will explore using extant theory, research, and data to plan for organizational improvement and educational reform. Students will also investigate key methodologies and methods for collecting and analyzing data for researching leadership and organizational improvement practices, including research ethics.</p>

<p>GRADEDUC 9726 – OIP Part 1: Evaluating and Communicating Organizational Change (Year 2, Intersession-Summer)</p> <p>This course is focused on effective and ethical strategies for implementing, monitoring, and reporting change in organizations. Students will also consider change planning implementation through community building and culturally responsive partnerships, particularly with diverse stakeholders. Students will prepare an initial outline for an Organizational Improvement Plan.</p>	<p>GRADEDUC 97XX – OIP Seminar Part 1: Leading Ethical Change (Year 2, Intersession-Summer)</p> <p>Students consider leadership ethics in organizational development and change planning. This course investigates how change is executed, monitored, and reported in organizations. Students examine the ways and contexts in which change processes may enhance social, institutional, and leadership outcomes and goals in their organizations. Students will prepare an initial outline for an Organizational Improvement Plan.</p>
<p style="text-align: center;">Current Courses in Community Leadership Foci</p>	<p style="text-align: center;">Proposed Courses in Community Leadership Foci</p>
<p>GRADEDUC 9720A – Contemporary Leadership Issues in Organizational Contexts (Year 1, Fall)</p> <p>This course focuses on understanding and problematizing educational leadership; the history of the field, and contemporary trends, issues, and controversies. Emphasis in this course is on identifying and understanding leadership in broader societal contexts in which organizations are embedded. International and Indigenous contexts and perspectives will be considered. Course materials will consider specific topics that are relevant to the cohort.</p>	<p>GRADEDUC 97XX – Contemporary Issues in Leadership (Year 1, Fall)</p> <p>This course focuses on societal trends, issues, and controversies impacting community leadership. The emphasis is on relationships between the individual, the institution, and society and considers local, national, and global levels of influence on these relationships. Specific course topics will be considered, such as the purposes of public community leadership, funding, tensions and dilemmas in education, corporatization, relations with external partners, accountability, marketization, Indigenous education, internationalization policy and curriculum, student mobility, political and economic influence on local policies, changing demographics of student populations, and equity issues.</p>

<p>GRADEDUC 9721B – Educational Leadership Approaches and Ethical Concerns (Year 1, Winter)</p> <p>In this course students will learn about key leadership paradigms and theoretical approaches, with focus on influences of power and politics in organizations. Students will examine a selection of problems of practice using multiple leadership approaches and ethical frameworks, with the aim of demonstrating how different approaches shape leadership aims and practices. International and culturally responsive approaches to leadership will be considered.</p>	<p>GRADEDUC 9721B – Educational Leadership Approaches and Ethical Concerns (Year 1, Winter)</p> <p>This course adopts an ethical, educational leadership view to understanding different ways of thinking about what community organizations are and what they do. Scholar-practitioners will be able to articulate a clear argument about their Problem of Practice and reference ethical concerns, given their leadership perspectives and the context of their organizations.</p>
<p>GRADEDUC 9722L – Theories of Leadership and Organizational Development (Year 1, Intersession)</p> <p>The course draws on several theories of leadership and organizational development to consider how such perspectives may be used to understand organizational Problem of Practices from a leadership perspective. Topics for discussion may include established and emergent theories of leadership, organizational climate and culture, organizational learning, internationalism and globalization, indigenizing leadership and organizations, and organizational development strategy. Students will refine their Problem of Practice through a needs assessment of the organizational context.</p>	<p>GRADEDUC 97XX – Leading for Learning (Year 1, Intersession)</p> <p>The course draws on several theories of leadership and organizational development to consider how such perspectives may be used to understand organizational Problem of Practices from a leadership perspective. Topics for discussion may include established and emergent theories of leadership, organizational culture, and organizational learning.</p>

<p>GRADEDUC 9723L – Policy Studies and Organizational Governance (Year 1, Summer)</p> <p>Course participants will address the relationships between leadership and local and global policy in education and develop a deeper understanding about what counts as evidence in educational leadership research. This course is also focused on the challenges facing educational leaders as related to organizational governance, structure, and finances. The course adopts a policy- and organizational-level view to understand different ways of thinking about what organizations are and what they do.</p>	<p>GRADEDUC 9723L – Policy Studies and Organizational Governance (Year 1, Summer)</p> <p>Focused on the challenges facing educational leaders as related to organizational governance, structure, and finances, this course adopts an organizational-level view to understand different ways of thinking about what organizations are and what they do. General topics for discussion may include organizational culture and learning, decision-making, organizational climate, internationalism/globalization, and development strategy within organizations. Students will refine their Problem of Practice through a needs assessment of the organizational context.</p>
<p>GRADEDUC 9724A – Understanding Change Theories and Processes (Year 2, Fall)</p> <p>This course is focused on examining how change happens in organizations, with considerations for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for students to think about the ways in which change processes may achieve social and institutional goals in their organizations. At the end of this course, students will be able to explain diverse perspectives on change theory.</p>	<p>GRADEDUC 97XX – Organizational Theory & Educational Administration (Year 2, Fall)</p> <p>This course develops an understanding of organizations in order to enhance leadership practices in learning contexts. Scholar-practitioners will learn theories of organizations and engage in discussions and activities that develop a critical analysis of study, research, and practice in organizations. The course is developed with an assumption that critically examining organizational concepts can assist leaders to better research and analyze the educational contexts in which they practice in order to better inform decision-making processes.</p>

<p>GRADEDUC 9725B – Researching for Leadership Improvement and Educational Reform (Year 2, Winter)</p> <p>In this course, students will examine relevant research literature to analyze topics related to a leadership Problem of Practice relevant to their organization. Students will explore using extant theory, research, and data to plan for organizational improvement and educational reform. Students will also investigate a selection of methodologies and methods for collecting and analyzing data for researching leadership and organizational improvement practices, including research ethics.</p>	<p>GRADEDUC 97XX – Understanding Change Theories and Processes (Year 2, Winter)</p> <p>This course examines how change happens in community organizations, with consideration for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for scholar-practitioners to think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals in their organizations.</p>
<p>GRADEDUC 9726 – OIP Part 1: Evaluating and Communicating Organizational Change (Year 2, Intersession-Summer)</p> <p>This course is focused on effective and ethical strategies for implementing, monitoring, and reporting change in organizations. Students will also consider change planning implementation through community building and culturally responsive partnerships, particularly with diverse stakeholders. Students will prepare an initial outline for an Organizational Improvement Plan.</p>	<p>GRADEDUC 9726 – OIP Part 1: Evaluating and Communicating Organizational Change (Year 2, Intersession-Summer)</p> <p>In this course, scholar-practitioners will conceptualize the problem for which the Organizational Improvement Plan is premised. Scholar-practitioners consider the context, problem, vision, and leadership approach for organizational change addressed in the capstone. Students will prepare an initial outline for an Organizational Improvement Plan.</p>

<p>GRADEDUC 9733 – OIP Part 2: Planning & Presenting (Year 3, Fall-Winter)</p> <p>Students will write three chapters of an Organizational Improvement Plan that introduces the context, problem, vision, and leadership approach for organizational change; analyzes information and data gathered to select the best change path; and, develops a plan for implementing, monitoring, and communicating the organizational change process. At the end of this course, students will be able to reflect on and communicate about a research-informed, evidence-based plan to address a leadership Problem of Practice for organizational improvement. Students will engage collaboratively in various forms of peer review.</p>	<p>GRADEDUC 97XX – OIP Part 2: Planning & Development (Year 3, Fall-Winter)</p> <p>In the final course in the program, scholar/practitioners will finalize their educational leadership framework for understanding change. Under the guidance of an advisor, and working in peer-support groups, scholar-practitioners will write the first, second, and third chapters of the OIP focused on articulating a plan for change that addresses their Problem of Practice.</p>
<p style="text-align: center;">Current Courses in Higher Education Leadership Foci</p>	<p style="text-align: center;">Proposed Courses in Higher Education Leadership Foci</p>
<p>GRADEDUC 9775B – Researching Change in HE Organizations (Year 2, Winter)</p> <p>This course is focused on examining how change happens in higher education organizations, with considerations for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for students to think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals in their organizations.</p>	<p>GRADEDUC 97XX – Organizational Change in Higher Education (Year 2, Winter)</p> <p>In this course, students examine how change occurs in higher education organizations. They will consider understanding organizational need in order to plan for, implement, and evaluate change. Course topics provide a foundation for students to think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals in their organizations.</p>

<p>GRADEDUC 9776 –OIP Part 1: Evaluating and Communicating Organizational Change in HE (Year 2, Intersession-Summer)</p> <p>This course is focused on examining how change happens in higher education organizations, with considerations for understanding organizational need, planning for and implementing change, and evaluating change. The topics provide a foundation for students to think about the ways and contexts in which change processes may enhance social and institutional outcomes and goals in their organizations. Students will prepare an initial outline for an Organizational Improvement Plan.</p>	<p>GRADEDUC 9776 –OIP Part 1: Evaluating and Communicating Organizational Change in Higher Education (Year 2, Intersession-Summer)</p> <p>In this course, students will understand how research can be used to evaluate change in educational organizations and will begin to design and communicate plans for organizational improvement that are based on educational research. The course has a two-part structure. First, students will learn about research approaches used in higher education, understand how different research approaches relate to particular knowledges, and consider how these knowledges might inform change processes. Second, students will prepare an initial outline for an Organizational Improvement Plan that is informed by research relevant to their Problem of Practice.</p>
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There are no changes to the GDLEs for the EdD in the field of Educational Leadership.

ITEM 11.2(c)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the PhD in Business Administration

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective August 15, 2022, the PhD in Business Administration be revised as shown in Item 11.2(c)(iii).

EXECUTIVE SUMMARY:

Past modifications and approvals of the Ivey PhD Program were based on a broad outline, a high-level description of the program, and a premise that the recommended courses would be “personally tailored” to each student. As the PhD program has grown, fields have become increasingly structured in their recommended courses to students effectively creating formal requirements within each field, but without coordination across fields in the total number of courses being recommended to students. This created a two-fold situation. First, prior to the coordinated structure described in this document, there was significant variation across the fields in the number of courses and milestones that had become effectively required of students. Second, the norms established within the fields and, ultimately, the courses and milestones that students were actually completing exceeded the listed formal requirements. The current proposal seeks to formally document the structured norms, in terms of courses and milestones, that have developed within each field including an additional effort to coordinate across fields to reduce variation in the formal requirements across fields.

The following major modifications to the PhD in Business Administration are proposed:

1. Newly formalized course requirements for six fields.
2. Newly formalized milestone requirements.
3. Change in Fall Term start date from September 1 to August 15.
4. Introduction of three new courses.

ATTACHMENT(S):

[Proposal to Revise the PhD in Business Administration](#)

Proposal to Revise the PhD in Business Administration

This proposal seeks to clarify and formalize the requirements for the PhD in Business Administration. Specifically, this proposal seeks to:

1. Approve newly formalized Course Requirements for six fields in the PhD in Business Administration (see Table 1).
2. Approve newly formalized Milestone Requirements for six fields in the PhD in Business Administration (see Table 2).
3. Change the Fall Term start date from September 1 to August 15.
4. Approve three New Courses (see Table 3).

Past modifications and approvals of the program were based on a broad outline, a high-level description of the program, and a premise that the recommended courses would be “personally tailored” to each student. As the PhD program has grown, fields have become increasingly structured in their recommended courses to students effectively creating formal requirements within each field, but without coordination across fields in the total number of courses being recommended to students. This created a two-fold situation. First, prior to the coordinated structure described in this document, there was significant variation across fields in the number of courses and milestones that had become effectively required of students. Second, the norms established within the fields and, ultimately, the courses and milestones that students were actually completing exceeded the listed formal requirements. Thus, this document is result of an effort within lvey to formally document the structured norms, in terms of courses and milestones, that have developed within each field as the program has grown including an additional effort to coordinate across fields to reduce variation in the formal requirements across Fields.

The proposed course requirements for the six fields are presented in Table 1. The proposed milestone requirements for the six fields are presented in Table 2.

As part of the review and formalization of required Milestones, one new Milestone was formalized for each Field—a two-week ‘research methods bootcamp’ required for all first-year incoming PhD students. Since inception, this two-week bootcamp starts two weeks prior to the start of the Fall term. To make completion of the bootcamp a formal Milestone, the proposal seeks approval to move the start date of the Fall term for the PhD in Business Administration program to ensure this Milestone can become part of a student’s program. The current fall term start date for the program is September 1; the proposal seeks approval to change this to August 15. This will allow the bootcamp to be enforced as a required Milestone for all students in the PhD in Business Administration.

As part of the review and formalization of the program and field requirements, it was determined that two new courses needed to be created and added - (1) a qualitative research methods course, which will be offered as a *required elective*, and (2) an organizational behaviour course offered as an *elective*. In addition, a third course (3)—on causal inference—was run repeatedly as part of a Special Topics course. The causal

interference course proved so popular that is now being added as a required elective to the roster of available methods courses. The proposed new courses are presented in Table 3.

Current program	Proposed Change(s)
<p>Course requirements: At present, the course workload requirements currently in force vary substantial across Fields. For example, under current rules, course loads vary from 4.5 to 7.0 units (with 0.5 units being a one-term course). Further, current requirements do not reflect the <i>de facto</i> set of courses students frequently complete.</p> <p>Milestone requirements: At present, all Fields require the same set of milestones.</p> <p>Fall Term Start Date: September 1.</p> <p>New Courses: Ivey does not offer a Qualitative Research Methods course; however, a growing number of students are now using qualitative methods for their research.</p>	<p>Course requirements: Table 1 details the new updated list of courses required for each Field. Required course workloads for each Field will only vary between 6.5 and 7.0 units.</p> <p>Milestone requirements: Table 2 details the milestones required for each Field. Milestones for each Field will only range between 8 and 10 Milestones. One Milestone added for all Fields is the “research methods bootcamp” offered to incoming first-year PhD students two weeks prior to the start of the Fall Term. Some Fields will add a ‘qualifying exam’ that students will complete at the end of their first year in the program.</p> <p>Fall Term Start Date: August 15. This will allow the bootcamp to be a required Milestone.</p> <p>New Courses: See Table 3 for summaries of the proposed new courses.</p>

The Learning Outcomes are unchanged.

Students who enrolled in the program in Fall 2021 may opt into the new course and milestone requirements, once approved. Students starting the program in Fall 2022 will follow the course and milestone requirements.

Table 1: Course Requirements by Field

Field	General Management Total = 7.0 units	Information Systems Total = 6.5 units	Management Science Total = 6.5 units	Marketing Total = 6.5 units	Operations Management Total = 6.5 units	Organizational Behaviour Total = 7.0 units
<p>Required Courses</p> <p><i>All courses 0.5 units unless otherwise indicated</i></p>	<p>Required (3.0 units): - BUS 9702 MULTIVARIATE ANALYSIS - BUS 9704 - (1.0 units) RESEARCH METHODS</p> <p>-BUS 9770 - BUSINESS STRATEGY I -BUS 9771 - BUSINESS STRATEGY II - BUS 9826 – ORGANIZATIONAL THEORY</p>	<p>Required (2.0 units): - BUS 9702 MULTIVARIATE ANALYSIS - BUS 9704 - (1.0 units) RESEARCH METHODS</p> <p>- BUS 9832 INFORMATION SYSTEMS I</p>	<p>Required (6.0 units): - BUS 9702 MULTIVARIATE ANALYSIS - BUS 9704 - RESEARCH METHODS (<i>Not for credit; first 6 sessions only</i>)</p> <p>- BUS 9805 OPERATIONS I - BUS 9815 OPERATIONS II - BUS 9802 MS:APPLICATIONS OF OPTIMIZATIO - BUS 9812 MS:APPS OF STOCHASTIC MODELING - BUS 9872 MS: APPS OF DECISION THEORY - BUS 9882 MS: APPS OF STATISTICAL ANALYS - BUS-MSCM 9043 BIG DATA ANALYTICS - BUS-MSCM 9044 SIMULATION & RISK ANALYSIS</p>	<p>Required (3.5 units): - BUS 9702 MULTIVARIATE ANALYSIS - BUS 9704 - (1.0 units) RESEARCH METHODS</p> <p>- BUS 9804 THEORIES OF MARKETING - BUS 9814 DECISION-MAKING - BUS 9824 EXPERIMENTAL DESIGN - BUS 9834 CONSUMER BEHAVIOUR</p>	<p>Required (3.5 units): - BUS 9702 MULTIVARIATE ANALYSIS - BUS 9704 – (1.0 units) RESEARCH METHODS</p> <p>- BUS 9805 OPERATIONS I - BUS 9815 OPERATIONS II - BUS 9802 MS:APPLICATIONS OF OPTIMIZATIO - BUS 9812 MS:APPS OF STOCHASTIC MODELING</p>	<p>Required (3.0 units): - BUS 9702 MULTIVARIATE ANALYSIS - BUS 9704 - (1.0 units) RESEARCH METHODS</p> <p>- BUS 9806 - THE INDIVIDUAL AND THE ORGANIZATION - BUS 9816 - GROUP BEHAVIOUR - BUS 9826 - ORGANIZATIONAL THEORY</p>

CONSENT AGENDA – ITEM 11.2(c)(iii)

			<ul style="list-style-type: none"> - ECON 9601 MICROECONOMICS I - ECON 9602 MICROECONOMICS II - ECON 9607 ECONOMIC MATHEMATICS 			
Required Electives	<p>Select 1.0 units from:</p> <ul style="list-style-type: none"> - BUS 9714 CAUSAL INFERENCE - BUS 9707 QUALITATIVE METHODS - Any 9000-level advanced stats / methods course approved by the program <p>Select 1.0 units:</p> <ul style="list-style-type: none"> - Any 9000 course not offered by Ivey faculty <p>Select 1.0 units from:</p> <ul style="list-style-type: none"> - BUS 9703 INTERNATIONAL MANAGEMENT - BUS 9774 SUSTAINABILITY: NEW THEORETICA (0.25 units) - BUS 9776 GRAND CHALLENGES: THEORY-METHO (0.25 units) 	<p>Select 1.0 units from:</p> <ul style="list-style-type: none"> - BUS 9714 CAUSAL INFERENCE - BUS 9707 QUALITATIVE METHODS - Any 9000-level advanced stats / methods course approved by the program <p>Select 1.0 units:</p> <ul style="list-style-type: none"> - Any 9000 course not offered by Ivey faculty <p>Select 1.5 units from:</p> <ul style="list-style-type: none"> - BUS 9842 – INFORMATION SYSTEMS II - BUS 9852 – INFORMATION SYSTEMS III - BUS-MSCM 9062 DATA MANAGEMENT - BUS 9806 INDIVIDUAL AND 	<p>Select 0.5 units from:</p> <ul style="list-style-type: none"> - BUS 9714 CAUSAL INFERENCE - BUS 9707 QUALITATIVE METHODS - Any 9000-level advanced stats / methods course approved by the program 	<p>Select 2.0 units from:</p> <ul style="list-style-type: none"> - BUS 9714 CAUSAL INFERENCE - BUS 9707 QUALITATIVE METHODS - Any 9000-level advanced stats / methods course approved by the program <p>Select 1.0 units:</p> <ul style="list-style-type: none"> - Any 9000 course not offered by Ivey faculty 	<p>Select 1.5 units from:</p> <ul style="list-style-type: none"> - BUS 9714 CAUSAL INFERENCE - BUS 9707 QUALITATIVE METHODS - Any 9000-level advanced stats / methods course approved by the program <p>Select 0.5 units from:</p> <ul style="list-style-type: none"> - BUS 9826 ORGANIZATIONAL THEORY - BUS 9774 SUSTAINABILITY: NEW THEORETICA (0.25 units) - BUS 9776 GRAND CHALLENGES: THEORY-METHO (0.25 units) - BUS 9861 INEQUALITY, DIVERSITY, & BUS 	<p>Select 1.0 units from:</p> <ul style="list-style-type: none"> - BUS 9714 CAUSAL INFERENCE - BUS 9707 QUALITATIVE METHODS - Any 9000-level advanced stats / methods course approved by the program <p>Select 1.0 units:</p> <ul style="list-style-type: none"> - Any 9000 course not offered by Ivey faculty

	<ul style="list-style-type: none"> - BUS 9775 STAKEHOLDER ENGAGEMENT - BUS 9777 ENTREPRENEURSH IP 	<p>THE ORGANIZATION</p> <ul style="list-style-type: none"> - BUS 9826 ORGANIZATIONAL THEORY <p>Select 1.0 units from:</p> <ul style="list-style-type: none"> - BUS 9770 BUSINESS STRATEGY I - BUS 9771 BUSINESS STRATEGY II - BUS 9703 INTERNATIONAL MANAGEMENT - BUS 9774 SUSTAINABILITY: NEW THEORETICA (0.25 units) - BUS 9776 GRAND CHALLENGES: THEORY-METHO (0.25 units) - BUS 9775 STAKEHOLDER ENGAGEMENT - BUS 9777 ENTREPRENEURSH IP - Any 9000-level course offered and/or approved by the program 			<ul style="list-style-type: none"> - BUS 9824 EXPERIMENTAL DESIGN - Any 9000-level course offered and/or approved by the program <p>Select 1.0 units from:</p> <ul style="list-style-type: none"> - PSY 9540 RESEARCH DESIGN - PSY 9542 MULTILEVEL MODELING MLM - PSY 9555 STRUCTURAL EQUATION MODELING - ECON 9601 MICROECONOMICS I - ECON 9602 MICROECONOMICS II - Any 9000-level course offered not offered by Ivey faculty 	
Electives	Select 1.0 units: - Any 9000-level course approved by program	None	None	None	None	Select 2.0 units: - Any 9000-level course approved by program

Table 2: Program Milestones by Field

Field	General Management 9 Milestones	Information Systems 8 Milestones	Management Science 9 Milestones	Marketing 10 Milestones	Operations Management 9 Milestones	Organizational Behaviour 8 Milestones
Milestones Required	<ul style="list-style-type: none"> - 2-week Statistics Bootcamp for Incoming Students - Academic Integrity Module - Human Ethics Training - Research Seminar Series - Teaching Milestone - Research Paper - Comprehensive Exam - Thesis Proposal - Thesis <p>Direct Entry students only: - Research Paper (1st year)</p>	<ul style="list-style-type: none"> - 2-week Statistics Bootcamp for Incoming Students - Academic Integrity Module - Human Ethics Training - Research Seminar Series - Teaching Milestone - Comprehensive Exam - Thesis Proposal - Thesis <p>Direct Entry students only: - Research Paper (1st year)</p>	<ul style="list-style-type: none"> - 2-week Statistics Bootcamp for Incoming Students - Academic Integrity Module - Human Ethics Training - Research Seminar Series - Teaching Milestone - Qualifying Exam (1st Year) - Comprehensive Exam - Thesis Proposal - Thesis 	<ul style="list-style-type: none"> - 2-week Statistics Bootcamp for Incoming Students - Academic Integrity Module - Human Ethics Training - Research Seminar Series - Teaching Milestone - Qualifying Exam (1st Year) - Research Proposal (1st Year) - Comprehensive Exam - Thesis Proposal - Thesis 	<ul style="list-style-type: none"> - 2-week Statistics Bootcamp for Incoming Students - Academic Integrity Module - Human Ethics Training - Research Seminar Series - Teaching Milestone - Qualifying Exam (1st Year) - Comprehensive Exam - Thesis Proposal - Thesis 	<ul style="list-style-type: none"> - 2-week Statistics Bootcamp for Incoming Students - Academic Integrity Module - Human Ethics Training - Research Seminar Series - Teaching Milestone - Comprehensive Exam - Thesis Proposal - Thesis <p>Direct Entry students only: - Research Paper (1st year)</p>

Table 3: New Courses for Approval

Course Number	Title	Description
<p>BUSINESS 9707</p> <p>0.5 Units</p>	<p>Qualitative Methods</p> <p><i>Required Elective for all Fields</i></p>	<p>Qualitative methods are becoming increasingly common in research in business schools, especially in management studies. Unlike quantitative methods, qualitative methods can represent a plurality of paradigms and approaches. In this course, we will start from what many might perceive as an unusual place for a methods course. It will be to learn about the paradigms that ground knowledge in the social sciences. By recognizing that a <i>methodology</i> is grounded in ontological and epistemological assumptions, researchers can more carefully and deliberately make wise choices with their qualitative <i>methods</i>. After this fairly high-level starting place, we will drill down into the specifics of collecting and analysing data as well as writing up qualitative manuscripts.</p>
<p>BUSINESS 9714</p> <p>0.5 Units</p>	<p>Causal Inference and Research Design for Management Research</p> <p><i>Required Elective for all Fields</i></p> <p><i>This course was previously several times as BUSINESS 9712 Special Topics in Research Methods</i></p>	<p>Causal Inference and Research Design for Management Research introduces advanced econometric and statistical methods used to develop causal inferential models and research designs for applied research questions in management. Topics covered include selection bias, the potential outcome framework, instrumental variables, regression discontinuity designs, limited dependent variable models, statistical inference, matching, difference-in-differences, natural experiments and identification. Students will be introduced to a range of data analysis skills and several software packages. The objective of the course is to prepare PhD students in management to write research papers using observational data.</p>

<p>BUSINESS 9839</p> <p>5 Units</p>	<p>Advancing Management and Organization Studies</p> <p><i>Elective in Organizational Behaviour; open to interested students in other Fields</i></p>	<p>Advancing Management and Organization Studies has been designed to address the challenge that all management and organization scholars face in this next post pandemic phase– making a difference through scholarship that inspires policy and business practice to shape a better world. To advance management and organization studies, we are called up on to identify and use new and innovative ways to conduct research (visual, art-based methods, video) that captures the connections and ecological entanglements that shape the nature of organizations and modes of organizing and propel new ways of managing that serve to address UNSDGs. Doing so will pave the way forward in actively demonstrating our impact as responsible management scholars. Through an interdisciplinary approach drawing on sociology, philosophy, human geography, education, anthropology and arts, you will learn about the latest developments in process and practice research and understand how a practice and process lens has already advanced debates in strategy, entrepreneurship, project managing, leadership and managing and organizing more generally.</p>
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ITEM 11.2(c)(iv) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Professional Education (MPEd), Early Childhood Education

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the Master of Professional Education (MPEd), Early Childhood Education be revised as shown in Item 11.2(c)(iv).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies is proposing to update the course content in the Master of Professional Education (MPEd), Early Childhood Education program to reflect new directions in the field of early childhood education pedagogy and curriculum. A new role, that of pedagogist or pedagogical leader, has been created in Canada and there are job opportunities for graduates in this area. The proposed changes incorporate pedagogist requirements. MPEd Early Childhood Education graduates will be able to practice as pedagogists following completion of the degree.

ATTACHMENT(S):

[Proposal to Revise the Master of Professional Education \(MPEd\), Early Childhood Education](#)

***Proposal to Revise the Master of Professional Education (MPEd),
Early Childhood Education***

The School of Graduate and Postdoctoral Studies is proposing to update the course content in the Master of Professional Education (MPEd), Early Childhood Education program to reflect new directions in the field of early childhood education pedagogy and curriculum. A new role, that of pedagogist or pedagogical leader, has been created in Canada and there are job opportunities for graduates in this area. The proposed changes incorporate pedagogist requirements. MPEd Early Childhood Education graduates will be able to practice as pedagogists following completion of the degree.

CURRENT COURSE TITLES AND CALENDAR DESCRIPTIONS	PROPOSED COURSE TITLES AND CALENDAR DESCRIPTIONS
<p>ED 9400A Understanding the Young Child</p> <p>Foundations of early childhood education with historical and philosophical underpinnings. Critical examination of theories of children (birth-age 8) and childhood and approaches to ECE including developmental and reconceptualist. Considers contemporary debates and advances in the field (e.g., children’s rights and issues of equity and diversity) with implications for professional practice.</p>	<p>ED 9400A Discourses on Childhoods</p> <p>Critical examination of discourses on childhood. Critical analysis of the dominance of child development in early childhood education. Considers historical, philosophical, and contemporary debates and innovations in the field (e.g., children in colonial and neoliberal contexts) with implications for pedagogists.</p>
<p>ED 9408L Understanding Assessment and Evaluation in Early Childhood Settings</p> <p>Purposes and principles of assessment and evaluation in ECE settings. Topics include: developmental screening, functional assessments, observation and documentation, and program evaluation. Emphasis on maintaining a credit view of children as learners and making ethical use of assessment data.</p>	<p>ED 9408L Pedagogical documentation and narrations</p> <p>Historical and contemporary study of pedagogical documentation and pedagogical narrations. Emphasis on thinking documentation and narrations as processes of curriculum making and evaluation.</p>

<p>9409L Understanding the Early Childhood Educator</p> <p>Multiprofessional nature of early childhood education and care and roles of professionals. Organization and governance of ECEC, including legislation and regulation of teaching and ECE professions. Topics include: ethical standards, interprofessional learning and collaboration, advocacy for children and families, implications of professionalization on ECE work and professional career trajectories.</p> <p>9496A Understanding Research Methods for Educational Practice</p> <p>An introduction to research as an innovative process with emphasis on designs involving students, educators, community members, and/or educational practitioners. Topics may include theoretical understanding and practical application of various research designs including quantitative and qualitative methods to offer guidance in developing inquiry/questions of practice and reading/interpreting research.</p>	<p>9409L Discourses of the Early Childhood Educator</p> <p>Critical examination of the role of the early childhood educator. Analysis of the role of educators in relation to the purpose of early education. Considers historical, philosophical, and contemporary debates and innovations in the field (e.g., education in colonial and capitalist contexts) with implications for pedagogists.</p> <p>9496A Research in Early Childhood Education Pedagogy</p> <p>A critical introduction to research as an innovative process. Emphasis on transformative research involving young children, educators, community members, and/or others. Provides opportunities for developing pedagogical inquiries, and interpreting research.</p>
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<p>9497B Understanding Curriculum Leadership for Educational Practice</p> <p>Focus on leading the development, implementation, and evaluation of positive curricular change. Emphasis on ways of conceptualizing curriculum leadership and advocacy and professional learning and reflective practice to promote equitable and enabling environments for all. The course will give students opportunities to explore curriculum leadership in their MPED focus.</p> <p>9495-650 Capstone, ECE The completion of a Capstone Course based in reflective field work that addresses students' MPEd focus.</p>	<p>9497B The Pedagogist in Early Childhood Education</p> <p>Focus on pedagogists leading the development and enactment of pedagogical projects. Emphasis on pedagogical leadership to promote livable worlds for all. Gives students opportunities to engage in the transformation of early childhood programs.</p> <p>9495-650 Pedagogist Internship The completion of an internship in an early childhood education organization that allows students to lead a pedagogical project.</p>
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Students entering year 2 of the MPEd in this field in September 2022 will be offered the new and revised courses.

ITEM 11.2(c)(v) – School of Graduate and Postdoctoral Studies: Withdrawal of the Graduate Diploma (GDip) in Professional Education

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the Graduate Diploma (GDip) in Professional Education be withdrawn.

EXECUTIVE SUMMARY:

The Graduate Diploma (GDip) in Professional Education was approved by Senate in 2013, but no students were ever admitted to it. The Faculty of Education wishes to officially withdraw the program.

ITEM 11.2(d) – Revisions to the Articulation Agreement for the Admission of Graduates of the Food Nutrition Management Program at Fanshawe College into the Bachelor of Science (Foods and Nutrition) Program at Brescia University College

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That Senate approve and recommend to the Board of Governors, that effective April 22, 2022, the articulation agreement for the admission of graduates of the Food and Nutrition Management Program at Fanshawe College into the Bachelor of Science (Foods and Nutrition) Program at Brescia University College be revised as shown in Item 11.2(d).

EXECUTIVE SUMMARY:

At its meeting on September 21, 2021, the Board of Governors approved the renewal of an articulation agreement for the admission of graduates of the Food Nutrition Management Program at Fanshawe College into the Bachelor of Science (Foods and Nutrition) Program at Brescia University College (Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, Specialization in Foods and Nutrition).

Revisions to the articulation agreement are now required due to recent changes to the Food Nutrition Management Program at Fanshawe College in terms of program name and courses. The program name has been changed to Nutrition and Food Services Management. The list of Fanshawe courses listed in Appendix 1 has been updated to reflect the new curriculum.

ATTACHMENT(S):

[Revised Articulation Agreement](#)

AGREEMENT FOR OUTBOUND ARTICULATION

B E T W E E N:

FANSHAWE COLLEGE

1001 Fanshawe College Blvd, London ON N5Y 5R6

hereinafter referred to as "**Fanshawe**" of the first part.

-and-

BRESCIA UNIVERSITY COLLEGE

1285 Western Rd, London, ON N6G 1H2

hereinafter referred to as "**Brescia**" of the second part;

THIS AGREEMENT made this **June 2021**

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called “Western”)
and

BRESCIA UNIVERSITY COLLEGE
(hereinafter called “Brescia”)
and

FANSHAWE COLLEGE
(hereinafter called “Fanshawe”)

WHEREAS Brescia, Western and Fanshawe wish to increase student mobility between Brescia, Western and Fanshawe, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the **Nutrition and Food Services Management** ~~Food and Nutrition Management~~ program at Fanshawe to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program at Western/Brescia by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Fanshawe and Western and Fanshawe and Brescia;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Western and Brescia agree to consider for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program graduates of the **Nutrition and Food Services Management** ~~Food and Nutrition Management~~ diploma program from Fanshawe who meet the following requirements:
 - a. Successful completion of the **Nutrition and Food Services Management** ~~Food and Nutrition Management~~ diploma with a competitive overall admission average for the year in which they apply as calculated by Western and Brescia;
 - b. Completion of the prescribed set of courses within the **Nutrition and Food Services Management** ~~Food and Nutrition Management~~ diploma with a minimum grade of “C” or 2.00 GPA in each college course as outlined in Appendix 1; and
 - c. Successful completion of Ontario Secondary School Biology (SBI4U) and Chemistry (SCH4U); or equivalents.
2. To be considered for admission, Fanshawe students must apply to Western or Brescia by June 1st of the year in which they are seeking admission.

3. Admissions decisions are within the sole discretion of Western and Brescia and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions under this agreement rests with the Registrars at Western and Brescia in accordance with the provisions of the affiliation agreement between Western and Brescia.

TRANSFER CREDIT

4. Western and Brescia shall grant transfer credit to successful applicants for Fanshawe courses in accordance with **Appendix 1**.
5. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western and Brescia of changes to Fanshawe's course names or numbers may result in denial of admission and transfer credit to qualified applicants.
6. The parties acknowledge that the granting of transfer credit is based on an assessment of the **Nutrition and Food Services Management** ~~Food and Nutrition Management~~ diploma program curriculum and the courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify Western and Brescia of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western and Brescia to decide whether transfer credit will continue to be granted for these courses.

GENERAL

7. Students accepted under this Agreement must complete the courses set out in **Appendices 2A, 2B or 2C** and meet the progression and graduation requirements for a Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics (Appendix 2A), or Honours Specialization in Foods and Nutrition (Appendix 2B), or Specialization in Foods and Nutrition Program (Appendix 2C). These progression and degree requirements are subject to change during the term of this Agreement, and Western and Brescia will give Fanshawe written notice of any changes.
8. Students who subsequently fail to meet progression or degree requirements for the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition Program but who do meet requirements for another program at Brescia or Western may be permitted to transfer to another program at the discretion of the relevant Faculty. Students who transfer to another program or campus may have the transfer credits removed from their academic record and credit for college courses may be re-assessed by the relevant Faculty.
9. Western and Brescia agree to provide Fanshawe students with information about the transfer credits and encourage qualified students to apply.
10. The parties shall each designate a program representative to assist with the operation of this Agreement. The program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

11.(a) This Agreement is effective May 2021 and shall continue in force unless terminated by a party as set out herein.

(b) Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.

(c) Notwithstanding paragraph (b), if Western or Brescia decide to terminate this Agreement due to changes to the Fanshawe's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.

(d) Students accepted for admission under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAWE COLLEGE

*

Mr. Peter Devlin
President

Date

BRESCIA UNIVERSITY COLLEGE

*

Dr. Laretta Frederking
President

Date

THE UNIVERSITY OF WESTERN ONTARIO

*

Dr. John Doerksen
Vice-Provost (Academic Programs)

Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honours Specialization in Nutrition and Dietetics, Honours
Specialization in Foods and Nutrition or Specialization in Foods **and in** Nutrition
and
Fanshawe College (**Nutrition and Food Services Management** ~~Food and Nutrition Management~~
diploma),
May 2021

Western/Brescia Course	Western/Brescia Credit Weight	Fanshawe Course	Fanshawe Course Title	Fanshawe Credit Weight
Foods and Nutrition 1070A/B	0.5	NUTR-1011	The Science of Food & Nutrition	3.0
		NUTR-1012	Physiology & Normal Nutrition	2.0
		NUTR-1018	Nutrition - Intro	2.0
Foods and Nutrition 2249A/B	0.5	ACCT-1104 ACCT-1004	Accounting Fundamentals Principles of Accounting I	3.0 4.0
		HOSP-1013	Employee Relations	3.0
		FINA-3038	Finance for Food & Nutrition Management	3.0
		MKTG-3041 MGMT-3041	Marketing Nutrition	3.0
Writing 1020F/G	0.5	WRIT-1042	Reason & Writing I – Tourism & Hospitality	3.0
Foods and Nutrition 2100TRN	0.5	FDMG-1104 FDMG-1104	Basic Culinary Knowledge	3.0
Foods and Nutrition 2100TRN	1.0	NUTR-3004	Clinical Placement	4.8
		NUTR-1013	Clinical Documentation	2.0
		NUTR-1014	Therapeutic Nutrition	2.0
Foods and Nutrition 2130	1.0	FDMG-1113	Food Preparation 1	4.0
		FDMG-3043	Food Preparation 2	4.0
Foods and Nutrition 3348A/B and Foods and Nutrition 2100TRN	0.5 and 0.5	FDMG-5018	Auditing & Compliance	3.0
		FDMG-1064	Purchasing & Menu Planning	2.0
		SFTY-1067	Food Safety, Smart Serve, First Aid and WSA online	1.0
		MGM-3099 FDMG-1060	Facilities Management Institutional Facility Design	3.0
Foods and Nutrition 3400A/B	0.5	NUTR-3006	Nutrition Screening	3.0
		ANTH-1002	The Anthropology of Modern Gastronomy	3.0

Total: 5.5 credits

APPENDIX 2A

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honours Specialization in Nutrition and Dietetics,
and
Fanshawe College (**Nutrition and Food Services Management** ~~Food and Nutrition Management~~
diploma),
May 2021

Course Requirements for Degree Completion		
Brescia Bachelor of Science (Foods and Nutrition) Honours Degree Program		
Honours Specialization in Nutrition and Dietetics		
To graduate from the BSc Honours Specialization in Nutrition and Dietetics degree program at Brescia, students admitted under this articulation agreement must successfully complete the 14.0 courses listed below. Brescia will provide Fanshawe with written notice of any changes to these course requirements. A final average of 75%, with no grade less than 60% must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
1.0	Physiology 1021	Introduction to Human Physiology
0.5	Human Ecology 2222A/B	Professional Perspectives
0.5	Foods and Nutrition 1241 A/B	Lifecycle Nutrition
0.5	Foods and Nutrition 2266F/G	Nutrition Education and Communication
0.5	Foods and Nutrition 3355A/B	Agriculture and Food Systems: Critical Conversations
0.5	Elective	Breadth Requirement: Category "B" Arts and Humanities, or Languages
Year 3 Requirements (Fall/Winter Term)		
0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Chemistry 2003A/B	Organic and Biological Chemistry for Food Science
0.5	Foods and Nutrition 2230A/B	Integrated Human Nutrition
1.0	Foods and Nutrition 2232	Principles of Food Science
0.5	Foods and Nutrition 3344A/B	Diet and Nutritional Assessment
0.5	Foods and Nutrition 3351A/B	Clinical Nutrition I
0.5	Foods and Nutrition 3361A/B	Fundamentals of Community Nutrition
1.0	Elective	(Consider choosing essay designated course to fulfill essay course requirements for graduation)
Year 4 Requirements (Fall/Winter Term – only 4.0 credits required for final year)		
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
1.0	Foods and Nutrition 3390W/X	Research Methods and Statistics for Food and Nutrition
0.5	Foods and Nutrition 4429A/B	Advanced Management for Foods and Nutrition
0.5	Foods and Nutrition 4453A/B	Clinical Nutrition II
0.5	Foods and Nutrition 4460A/B	Nutrition Counselling
0.5	Foods and Nutrition 4471A/B	Nutrition and Metabolic Processes
0.5	Elective	

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APPENDIX 2B

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Honours Specialization in Foods and Nutrition,
and
Fanshawe College (**Nutrition and Food Services Management** ~~Food and Nutrition Management~~
diploma),
May 2021

Course Requirements for Degree Completion		
Brescia Bachelor of Science (Foods and Nutrition) Honours Degree Program		
Honours Specialization in Foods and Nutrition		
To graduate from the BSc Honours Specialization in Foods and Nutrition degree program at Brescia, students admitted under this articulation agreement must successfully complete the 14.0 credits listed below. Brescia will provide Fanshawe with written notice of any changes to these course requirements. A final average of 75%, with no grade less than 60% must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
1.0	Physiology 1021	Introduction to Human Physiology
0.5	Human Ecology 2222A/B	Professional Perspectives
0.5	Foods and Nutrition 1241 A/B	Lifecycle Nutrition
0.5	Foods and Nutrition 2266F/G	Nutrition Education and Communication
1.0	Elective	Breadth Requirement: Category "B" Arts and Humanities, or Languages
Year 3 Requirements (Fall/Winter Term)		
0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Chemistry 2003A/B	Organic and Biological Chemistry for Food Science
0.5	Foods and Nutrition 2230A/B	Integrated Human Nutrition
1.0	Foods and Nutrition 2232	Principles of Food Science
0.5	Foods and Nutrition 3361A/B	Fundamentals of Community Nutrition
2.0	Electives	(Consider choosing essay designated course to fulfill essay course requirements for graduation)
Year 4 Requirements (Fall/Winter Term – only 4.0 credits required for final year)		
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
1.0	Foods and Nutrition 3390W/X	Research Methods and Statistics for Food and Nutrition
0.5	Foods and Nutrition 3380A/B, or	Policy Development and Advocacy
2.0	Food and Nutrition or Human Ecology 3000 or 4000 level	

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APPENDIX 2C

Articulation Agreement between
The University of Western Ontario and Brescia University College's
Bachelor of Science (Foods and Nutrition), Specialization in Foods and Nutrition,
and
Fanshawe College (**Nutrition and Food Services Management** Food and Nutrition Management
diploma),
May 2021

Course Requirements for Degree Completion Brescia Bachelor of Science (Foods and Nutrition) Honours Degree Program		
Specialization in Foods and Nutrition		
To graduate from the BSc Honours Specialization in Foods and Nutrition Nutrition and Dietetics degree program at Brescia, students admitted under this articulation agreement must successfully complete the 14.0 courses listed below. Brescia will provide Fanshawe with written notice of any changes to these course requirements. A final average of 75%, with no grade less than 60% must be achieved to graduate from the BSc (F&N) degree program.		
Credit Weight	Brescia/Western Course Number	Brescia/Western Course Name
Year 2 Requirements (Fall/Winter Term)		
0.5	Chemistry 1301A/B	Discovering Chemical Structure
0.5	Chemistry 1302A/B	Discovering Chemical Energetics
0.5	Biology 1290B	Biology and Microorganisms
1.0	Physiology 1021	Introduction to Human Physiology
0.5	Human Ecology 2222A/B	Professional Perspectives
0.5	Foods and Nutrition 1241 A/B	Lifecycle Nutrition
0.5	Foods and Nutrition 2266F/G	Nutrition Education and Communication
1.0	Elective	Breadth Requirement: Category "B" Arts and Humanities, or Languages
Year 3 Requirements (Fall/Winter Term)		
0.5	Biochemistry 2288A	Biochemistry and Molecular Biology for Foods and Nutrition
0.5	Chemistry 2003A/B	Organic and Biological Chemistry for Food Science
0.5	Foods and Nutrition 2230A/B	Integrated Human Nutrition
1.0	Foods and Nutrition 2232	Principles of Food Science
1.0	Foods and Nutrition or Human Ecology at the 3000 or 4000-level	
1.5	Electives	(Consider choosing essay designated course to fulfill essay course requirements for graduation)
Year 4 Requirements (Fall/Winter Term – only 4.0 credits required for final year)		
0.5	Foods and Nutrition 3342A/B	Advanced Food Science
3.5	Foods and Nutrition or Human Ecology at the 3000 or 4000-level	

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ITEM 11.2(e) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Review of the Undergraduate Programs in Food and Nutritional Sciences at Brescia University College

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on February 9, 2022, SCAPA approved, on behalf of the Senate, the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the undergraduate programs in Food and Nutritional Sciences at Brescia University College.

Faculty/Affiliate	Program	Date of Review	SUPR-U recommendation
Brescia University College	Food and Nutritional Sciences	March 31 – April 1, 2021	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Food and Nutritional Sciences, Brescia University College](#)



Food and Nutritional Sciences Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Brescia University College
Degrees Offered	BScFN
Modules Reviewed	Honours Specialization in Foods and Nutrition Honours Specialization in Nutrition and Dietetics Specialization in Foods and Nutrition
External Consultants	Dr. Susan Tosh, Associate Professor, School of Nutrition Sciences, Faculty of Health Sciences, University of Ottawa Dr. Gordon Zello, Professor, College of Pharmacy and Nutrition, University of Saskatchewan
Internal Reviewer	Dr. Laura Melnyk Gribble, Associate Academic Dean, King's University College
Date of Site Visit	March 31 – April 1, 2021
Evaluation	Good Quality
Approval Dates	SUPR-U: January 26, 2022 SCAPA: February 9, 2022 Senate (for information only): February 17, 2022
Year of Next Review	2027-2028

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules delivered by the School of Food and Nutritional Sciences, Brescia University College. This report considers the following documents: the program's self-study, the external reviewers' report and the responses from the School and the Academic Dean. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external reviewers and prioritizes those recommendations that are selected for implementation.

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

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made

available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

The School of Food and Nutritional Sciences (FNS) has been providing food and nutrition programming at Brescia since 1936. Food and Nutrition degrees continue to be very attractive to many students and enrolments in the food and nutrition modules have nearly tripled in the last 10-15 years.

Since its last review in 2012, the School has undergone a revision in its name from Division to School, and many module changes have been implemented in the program and in collaboration with other programs (e.g., Family Studies and Human Development and Management and Organizational Studies (MOS)). In addition, the School has added a number of courses to provide more elective options in year three and four of the modules, and modified courses for non-nutrition students. The School collaborated with Biochemistry to make changes to the required biochemistry course, so that there is more content relevant to the program's students.

Following the virtual site visit, the external reviewers noted the "dedication exhibited by all the College administrators, staff, faculty, and instructors to the School's success." They made particular mention of the new Academic Pavilion as featuring state-of-the-art facilities that greatly improve the program. The reviewers offer some considerations and a series of recommendations for further enhancement.

Summary of the Self-Study

Strengths and Innovative Features Identified by the Program

- New Academic Pavilion with state-of-the-art food laboratories, including two food preparation labs, a food science lab, commercial kitchen lab, sensory food evaluation lab, and counselling tutorial room.
- Regular feedback from dietetic preceptors related to student preparedness which helps to identify gaps and opportunities for the curriculum.
- Hon Spec Nutr Diet is a PDEP-accredited program which prepares students for a dietetic practicum program which together enable the graduate to become an RD.
- Strong relationships with Dietitians of Canada (DC), the Canadian Association of Professional Programs in Human Nutrition (CAPPHN), and the Canadian Nutrition Society.
- Annual events onsite in collaboration with DC, for students, alumnae, and preceptors (e.g., Dietitians of Canada Roundtable Networking Event for students, and the Southwestern ON Dietitian Networking Event).
- Many opportunities to get involved in research in a variety of ways (e.g. train undergraduates to critically evaluate the literature, collect data, input data, and conduct statistical analyses).
- High retention rates and the percentage of graduates who go on to achieve dietetic practicum programs.

Challenges

- Maintaining high standards and opportunities for experiential learning.
- Maintaining consistency across course sections.
- Supervisory load of faculty members (e.g. many faculty supervising four to five students at a time).
- Lack of consistent food lab instructors for the two required food science lab courses: FN 2232 and FN 3342A/B

Opportunities for Program Improvement and Enhancement Identified by the Program

- Provide students with more career-focused messaging to enable them to choose elective courses which will help them with their career goals.
- The School will be determining and attempting to fill any gaps in the programming to enable them to ultimately pursue accreditation status from the Canadian Society for Nutrition Managers (CSNM).

Self-Study Process

The School began a thorough curriculum review process in 2017 and since that time has held bi-monthly School meetings and additional strategic planning sessions with faculty and staff. To assist this work, discussions took place with recent graduates of the program, members of the Educational Policy Committee (EPC), and employer/professional groups. Similarly, job postings were reviewed, and surveys were conducted with current students and alumnae.

Review Process

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

- Vice-Principal and Academic Dean, Dr. Laurretta Frederking
- Chair, School of Food and Nutritional Sciences, Dr. Colleen O'Connor
- Vice-Provost of Academic Programs, Dr. John Doerksen
- Interim Principal, Cheryl Jensen
- Research Officer, Dr. Jen Pecoskie
- Director of Library Services, Caroline Whippey
- Acting Registrar, Dr. Melanie Molnar
- Director, Advanced Learning and Teaching (ALT) Centre, Associate Academic Dean, Dr. John Mitchell
- Food and Nutritional Sciences Faculty
- Food and Nutritional Sciences Administrative Staff and Dietetic Education Coordinators
- Food and Nutritional Sciences Students

Following the formal review, the external reviewers submitted a comprehensive report of their findings which was sent to the Program Chair and Vice-Principal and Academic Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External

Report, and the School and Decanal responses form the basis of this final assessment report of Brescia's Food and Nutritional Sciences programs.

Summative Assessment – External Reviewers' Report

Reviewers commented on the dedication exhibited by staff and faculty, and that “students acknowledged that they were receiving a quality education at the School and College”

Strengths of the Program

- The complementary structure of the two specializations allow students to attend courses which address expected learning outcomes that are common to both together and then learn focused knowledge in courses that are specific to each module in smaller classes. This approach was noted to be both practical from a teaching workload standpoint and gives students a broader knowledge base.
- The state-of-the-art facilities have greatly improved the program.
- The co-curricular activities, led by professors, offer students a framework to practice skills and interact with clients in a supervised environment.
- The strong emphasis on co-curricular and extracurricular learning allows students hands-on experience to apply knowledge gained in class.

Areas of Concern Identified

- The large workload has taken a toll on the professors' ability to conduct research as indicated by the low numbers of publications by many in the past 3 years.
- The ratio of contract instructors to tenure-track/full-time faculty seems too high.
- Many courses taught were small to very small in student numbers. Understanding both the advantages and disadvantages using this teaching approach, the feasibility of continuing with this model is of concern.
- Students are under a great deal of stress as most are striving to become a registered dietitian upon completion of the degree. This continues to be a concern in non-fully integrated programs.

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

Reviewers’ Recommendations	Academic Unit / Decanal Response
<p>1a. Faculty involved in non-credit activities (above and elsewhere) should be credited for these contributions in tenure and promotion cases (e.g. service contributions).</p> <p>1b. Students noted that, although the clubs were voluntary, they felt pressured to participate in order to have these activities on their CVs when applying to dietetic internship programs or masters programs. The possibility of changing these to optional courses should be explored or not given weight in applications. The metrics of an individual student’s participation (little to lots) is difficult, and students may have other obligations that make club participation difficult.</p>	<p>Program: The program agrees with the assessment that non-credit activities should be considered in tenure and promotion cases with respect to service contributions.</p> <p>There is an understanding of why some students may feel pressured to participate in clubs given the competitive nature of the program, and how that puts undue stress on them. Students could also choose to participate in non-Brescia opportunities as well.</p> <p>Faculty: Such service is already noted in Brescia’s yearly self-reports as part of the Annual Reviews for faculty. In those reviews, service activity is noted and appreciated by the College administration.</p> <p>The comment regarding students feeling pressure to participate in such activities, “... in order to have these activities on their CVs” (p.4) is a valid one. This is a problem for any professional program’s students, however: to be seen to be “engaged”. Students from Brescia apply to many post-graduate opportunities, not simply Brescia’s MSc, and all such programs look for this sort of engagement on students’ CVs.</p>
<p>2. Some courses are taught in multiple sections (i.e. repetition of classes); consideration for decreasing the number of sections would reduce faculty teaching workload (deemed high) and allow faculty to spend more time on other scholarly activities (i.e. research). Faculty expressed more time for conducting research would be beneficial in reaching tenure and promotion requirements. There is also a push to increase undergraduate research activities which in the current teaching environment (e.g. multiple sections, teaching load) would be difficult.</p>	<p>Program: The program is currently using the larger classrooms for courses that do not have a significant hands-on component. However, the reason why the program has multiple sections of courses is so it can have small class sizes and provide students with experiential learning.</p> <p>Faculty: Small class sizes align with Brescia’s approach to education and are appreciated by students (as noted by the Consultants), however, and are often necessary for proper delivery of course content in Food and Nutritional Sciences. The issue of increasing student involvement in research was noted, also, and it is hoped that the new faculty hire in the School of Food and Nutritional Sciences, in increasing the faculty complement, will aid in improving this aspect of the programs offered.</p>
<p>3. Continue to work on improvements identified in the survey, however, be mindful that students always want more (e.g. training in TPN etc.) and resources and time in program limits its feasibility. Overall, the</p>	<p>Program: Two areas for improvement that were suggested in the review were obtaining Canadian Society of Nutrition Management (CSNM) accreditation and more training in areas such as research methods and epidemiology. The program is in the process of obtaining CSNM accreditation, which will ensure that all aspects of the 8 competencies</p>

<p>dietetics stream is meant to meet entry level requirements and some of the wishes go beyond this (e.g. post-grad Certification as TPN expert, Diabetic Educator, etc.).</p>	<p>are met in the program’s curriculum. Student training in research methods, statistics, and epidemiology has also been improved. Whereas previously the program offered a statistics course in year 2 for foods and nutrition students and then a research methods course for year 4 students (both 0.5 courses), a year 3 course is now offered – Research Methods and Statistics, which is a 1.0 course in each term. The advantage of this new course offering is that students get to learn how study design, research methods, study objectives, and research hypotheses fit and correspond with the appropriate statistical tests used.</p> <p>Faculty: The School of Food and Nutritional Sciences is addressing this issue already, currently working on gaining Canadian Society of Nutrition Management (CSNM) accreditation.</p>
<p>4. The School/College should consider increasing a part-time administrative assistant position to full-time and preferably permanent.</p>	<p>Program: The program is in agreement that it would be very advantageous for the School to have two full-time administrative assistants commencing in the next academic year.</p> <p>Faculty: This is being considered in the current budget planning (for 2022-2023).</p>
<p>5. The College/University hire at least two more full-time faculty members to increase teaching capacity.</p>	<p>Program: Full-time faculty workload is very high, as the program has a much higher teaching load than at research-intensive universities, including main campus at Western University. In terms of metrics, it would be interesting to note what the faculty publication output is being compared to. If it is to larger, research-intensive universities, perhaps it is an unrealistic expectation given that Brescia is a smaller institution with a very high comparative teaching load. There is agreement, however, that the School does not have enough courses being taught by full-time faculty (only 35% of courses). To get more courses taught by full-time faculty, there is a need for more full-time faculty members. There is currently a posting for one full-time faculty member whose position would commence in July 2022. I will continue to advocate for another faculty member moving forward.</p> <p>Faculty: This is partially achieved, with one new full-time faculty member coming in the 2022-2023 Academic Year. (There is also the issue of the confusion regarding Dr. Dworatzek retiring, which might have skewed perception of apparent full-time faculty numbers; Dr. Dworatzek returns January 1, 2022.)</p>

<p>6. The School/College should consider purchasing or licensing software packages that partners and preceptors use and teach students how to use them so that they are better prepared for internships and dietetic practice.</p>	<p>Program: In the new FN 3390 course, Research Methods and Statistics, students learn how to enter and analyze their own foods and nutrition data using appropriate statistical techniques in SPSS. They also have SPSS assignments where they must write up the interpretation of their statistical output. Students are also using ESHA in at least two courses every year. Beyond that, the program is now in the process of getting CBORD software for FN 3348, Food Production Management course for the 2022-2023 academic year.</p> <p>Faculty: Regarding other resources to support undergraduate scholarship and research, the program now has an IT specialist for learning, whose contract was recently extended, and there is a proposal to make this position full-time, continuing, in the next budget. The department also is in process of acquiring additional statistical programs for student use.</p>
<p>7. The College/University should hire at least two more full-time faculty members to increase teaching capacity (see also above) and provide time for faculty to fulfill their other scholarly requirements. Consideration should also be given to hiring instructors on limited contracts (e.g. 3 to 5-years) which improve both job security and program continuity.</p>	<p>Program: The program appreciates the recommendation of hiring at least two more full-time faculty members to increase teaching capacity and to provide time for faculty to fulfill other scholarly requirements. As noted above, the School has now posted a position for a full-time professor at the Assistant or Associate level that we hope to hire and start in the School come July 2022. It is hoped that this will lead to another faculty hire soon thereafter.</p> <p>Faculty: The situation is being dealt with to some extent by the faculty hire now “in process”. The Consultants do make a good point regarding more long-term contracts.</p>
<p>8. Utilize the newly available larger classrooms to increase student numbers in courses that can be and are best suited to be taught with larger class sizes.</p>	<p>Program: The program is currently using the larger classrooms for courses that do not have a significant hands-on component.</p> <p>Faculty: Having fewer sections combined into larger lecture classes are feasible and can be done now that there are larger classrooms in the Academic Pavilion. However, that there is also the necessity for some small classes,</p>
<p>9. The College/University hire at least two more full-time faculty members to increase teaching capacity and maintain positive experiential learning activities, as well as provide time for faculty to fulfill their other scholarly requirements.</p>	<p>Program: The program certainly appreciates this recommendation as a way to maintain positive experiential learning opportunities for students and to allow more time to focus on research. It is hoped that the new faculty hire (July 2022) will provide the program with more time to focus on experiential learning and research until it is able to hire a second additional full-time faculty member.</p>

<p>10. Investigate opportunities for collaborative research outside of the School, establish graduate programs and/or joint graduate programs (e.g. this has been recognized and establishing joint graduate programs with Western underway).</p>	<p>Program: There is uncertainty as to how research output is being compared across food and nutrition programs in Canada. Many of the graduate students in the School’s internship stream get a peer-reviewed publication out of their research work, despite only 8 full weeks dedicated to research and a full year of being away on placements. Moreover, many of the MScFN graduates have gone on to pursue and complete a PhD in another program, which speaks to the success of the program. This is evidence of the success of the well-established graduate program. Many faculty are already involved in collaborative research outside the School and Brescia. Admittedly, most faculty members have limited time to apply to Tri-Council grants given their heavy teaching load, service work, and time commitment in supervising graduate students.</p> <p>Faculty: The faculty perspective is quite different and in fact could be argued that the faculty members in the undergraduate program of the School of Food and Nutritional Sciences are doing very well in research and scholarly publication, especially for a teaching intensive institution. Furthermore, while this review is of the undergraduate program, not the Academic Unit itself, the faculty notes that several faculty members hold/have held Tri-Council research grants (CIHR, SSHRC) as well as other major grants (e.g., Lawson Foundation, Ontario Ministry of Education). In addition, the Chair, Dr. Seabrook, has recently been nominated for the Children’s Health Research Institute (CIHR) Scientist of the Year Award for 2021. Having read this past year’s Faculty Annual review reports the senior administrators have been impressed with the level of research and scholarship of the full-time faculty in this program.</p>
<p>11. The feasibility for improvement is not possible in the current environment. Investigate opportunities for collaborative research outside of the School, establish graduate programs and/or joint graduate programs (e.g. this has been recognized and establishing joint graduate programs with Western underway).</p>	<p>Program: It would be useful for the School to know the metrics for which it is being compared to. Again, if the comparison is to other large, research-intensive universities where the teaching load is much lower than Brescia’s, it is felt that this is an unequal comparison. Many of the faculty members collaborate with researchers at other institutions and continue to seek more collaborations.</p>
<p>12. Development of an integrated or working hybrid dietetic program is/has been a struggle for most dietetic programs across Canada. Some have been more successful than others in mitigating the stressors on both instructors and students. There is no easy fix. However, a thorough investigation on</p>	<p>Program: The program contends that the majority of students have a reasonable time to completion. It is unclear to what alternative approaches are being referred to by the reviewers. Students are clearly aware of progression requirements to remain in the dietetic stream. As noted earlier, the program is in the process of obtaining CSNM accreditation, which will ensure that all aspects of the 8 competencies are met in the</p>

<p>alternative approaches would be prudent. Although, we as reviewers were not carrying out an accreditation assessment, it was clear from both discussions with faculty and students as well as the survey results of a high level of anxiety. More work needs to be carried out to promote the Foods & Nutrition module as a valuable and desirable option.</p>	<p>program's curriculum. The School is in the process of prioritizing strategies to promote the Foods & Nutrition module as a desirable option to students.</p> <p>Faculty: The Consultants affirm that student anxiety affects most such programs in Canada. The suggestion for promotion of the Foods and Nutrition module more, as a viable alternative to the dietetic stream, is a good one, and can be done easily.</p>
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Reviewers' recommendations related to staffing and research are not typically prioritized in the implementation plan as they are outside the scope of the IQAP driven review. The number of recommendations prioritized for implementation has been reduced given that several are already underway or are outside the scope of the review, as explained in the program and faculty responses.

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1b: The possibility of changing non-credit activities to optional courses should be explored.</p>	<p>The chair is currently in the process of inquiring about making extra-curricular opportunities available as an elective course (e.g., Research Ready) in the program, as this course would provide students with the skills to appraise the methodological and statistical quality of peer-reviewed nutrition research.</p> <p>Next steps include preparing a draft course outline and calendar copy for review by the Brescia Educational Policy Committee, and pending approval, progressing this through the normal approval processes at Western.</p>	<p>Program Chair</p>	<p>By December 2022</p>
<p>Recommendation #4: The School/College should consider increasing a part-time administrative assistant position to full-time and preferably permanent.</p>	<p>Increasing the part-time administrative staff member position to a permanent full-time position has been included for consideration in the current budget planning process for 2022-2023.</p> <p>The results of the planning process should be known by Winter 2022. Next steps would include posting the position, interviewing, and hiring.</p>	<p>Program Chair Academic Dean</p>	<p>By September 2022</p>
<p>Recommendations #5, 7 and 9: Increase teaching capacity to reduce overwhelmed faculty, maintain positive experiential</p>	<p>Given the comments about faculty feeling overwhelmed and its correlation with work satisfaction and quality of life, the program chair will</p>	<p>Program Chair Academic Chair</p>	<p>By December 2022</p>

<p>learning activities, and provide further time for faculty to fulfil their other scholarly requirements.</p>	<p>be opening a discussion about work/family balance strategies with program colleagues and Academic Dean to prevent burnout and to manage stress.</p> <p>The School and Academic Dean's Office will assess the feasibility of hiring additional instructors on limited term contracts.</p>		
<p>Recommendation #12: More work needs to be carried out to promote the Foods & Nutrition module as a valuable and desirable option.</p>	<p>The School shall prioritize strategies to better promote the Foods and Nutrition module as a viable alternative to the dietetic stream.</p>	<p>Program Chair</p>	<p>By December 2022</p>

ITEM 11.2(f) – New Scholarships and Awards

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on February 9, 2022, SCAPA approved, on behalf of the Senate, the terms of reference for the new scholarships and awards shown in Item 11.2(f), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Scholarships and Awards](#)

New Scholarships and Awards

Bill Pollard Football Award (Athletics)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Football Team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). This award was established by Glenn Hadden (BA 1996) in honour of Bill Pollard (BA 1967).

Value: 1 at \$1,000

Effective Date: 2022-2023 academic year

Bill Pollard was the Defensive Line Coach from 1983-1993, during Glenn Hadden's time in the Western Football program from 1990-1992. He was an exceptional teacher and leader as well as being a very kind and inspirational coach to his players, and was a true emblem of the excellence that is Mustang Football.

Bradley Family Leadership Award in Nursing (Health Sciences)

Awarded annually to an undergraduate Nursing student in any program and any year who is a Canadian citizen or Permanent Resident based on academic achievement, leadership skills and/or a strong work ethic. Nursing students in the Western-Fanshawe program are eligible for consideration. Preference will be given to a student who is making a career change and/or has family commitments. To be considered, students must submit an application to the Nursing Office by October 15. The recipient will be selected by the Nursing Scholarship and Awards Committee. This award was made possible by a generous donation from Paul Bradley (BA 1977) and his family.

Value: 1 at \$1,500

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

Angeliki Tataridou Memorial Graduate Award (Education)

Awarded annually to a full-time graduate student in the PhD or MA program in the Faculty of Education based on academic achievement with a preference for a student with a research focus on mathematics education. The graduate scholarship committee, within the Faculty of Education, will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral studies. This scholarship was established through a generous gift from George Gadanidis.

Value: 1 at \$2,000

Effective Date: May 2022 to April 2029 inclusive

Carol Johnston Scholarship in Early Childhood Education (Education)

Awarded to a full-time first-year student in the Primary/Junior program of the Bachelor of Education based on academic achievement. Preference will be given to students demonstrating leadership through community service and facing life challenges. Final selection of the recipient will be made by the Teacher Education Office in the Faculty of Education from information provided in the Bachelor of Education admission application. The scholarship will continue provided the recipient progresses to year two. If a recipient fails to retain the scholarship, a new student in first year will be selected. Only one student may hold this scholarship at any given time. This scholarship was established by The Ralph M. Barford Foundation in honour of Carol Johnston.

Value: 1 at \$9,300, continuing for two years

Effective Date: 2022-2023 academic year

Ralph Aldrich String Award (Music)

Awarded annually to a full-time undergraduate student in the Don Wright Faculty of Music based on academic achievement. Preference will be given to students who demonstrate performance excellence in viola, or another string instrument if a viola student is not eligible. The Scholarship and Awards Committee in the Don Wright Faculty of Music will select the recipient. This award was established by the Gordon Jeffery Music Foundation Board in appreciation for the years of service to the organization by Ralph Aldrich, accomplished violist and Professor Emeritus, Western University.

Value: 1 at \$2,000

Effective Date: 2022-2023 academic year

The O'Donnell Family Men's Hockey Award (Athletics)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a 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. The

Western Athletic Financial Awards Committee will select the recipients. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). This award was established by Cam O'Donnell (BA '82, MA '85) and Paula O'Donnell (BA '83, MA '86).

Value: 1 at \$4,000
Effective Date: 2022-2023 academic year

Paul and Kathryn Lycett Graduate Scholarship (Science)

Awarded annually to a full-time graduate student, based on academic achievement. Preference will be given to students in the Department of Physics and Astronomy who are conducting research in astronomy or planetary science. The Graduate Scholarship Committee in the Department of Physics and Astronomy will select the recipient. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was established by Paul Lycett and Kathryn Lycett (BA '74, DipEd '75).

Value: 1 at \$1,000
Effective Date: May 2022

Professor W.E. Collin Scholarship in Canadian Literature (Arts and Humanities)

Awarded to a full-time graduate student in a Master's or Doctoral program within the Faculty of Arts and Humanities studying Canadian Literature in French OR English, based on academic achievement. Preference will be given to a student studying French-Canadian Literature. A committee in the Faculty of Arts and Humanities, with representation by a current member of the School of Graduate and Postdoctoral Studies, will select the recipient.

Value: 1 at \$4,000
Effective Date: May 2022

This graduate scholarship was established by Dr. Arthur E. Collin (B.Sc '53; M.Sc '57) in honour of his father, W.E Collin (MA '25; Honorary DLitt '75). Dr. Collin began his 40-year teaching career at Western in 1923 and was a pioneer in both Canadian and French Canadian Literature. As one of Western's most distinguished Professors, Dr. Collin was known for his tireless dedication to his students which was particularly noted when he was granted an honorary Doctor of Letters degree in 1975. This scholarship honors his legacy at Western and commitment to students in the Faculty of Arts and Humanities.

Dr. Dan Belliveau Memorial Bursary (Health Sciences)

Awarded to a full-time undergraduate student in any year of the Bachelor of Health Sciences program in the Faculty of Health Sciences who demonstrates financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipient. This bursary was established by a generous gift from Margaret Belliveau and friends and family in memory of Dr. Dan Belliveau.

Value: 1 at \$1,900

Effective Date: 2022-2023 academic year

Dr. Dan Belliveau served Western in a variety of roles, including as Undergraduate Chair and Director of the School of Health Studies. As a leader, Dan brought people together and possessed a unique way of uniting colleagues. He was the recipient of numerous teaching awards and shared a passion for teaching and learning that inspired others. A neuroscientist and gross anatomist by training, his research focused on three-dimensional representations of anatomy and their enhancement of the learning environment, and the factors that influence the successful transition into higher education.

Enbridge Award (Engineering)

Awarded to a full-time undergraduate student in any year of the Faculty of Engineering based on academic achievement. Preference will be given to self-identified women who also self-identify as Indigenous, Black, or racialized person of colour. An award application must be completed online through the Engineering Undergraduate Services Web site (<http://www.eng.uwo.ca/undergraduate>) by September 30. The recipient will be selected by the Scholarship and Awards Committee in the Faculty of Engineering. This award is made possible by Enbridge Inc.

Value: 1 at \$2,000

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

Sigma Nursing - Iota Omicron Chapter 35th Anniversary Graduate Student Scholarship (Health Sciences)

Awarded annually to a full-time or part-time graduate student entering the School of Nursing, based on academic achievement. The recipient will be selected by the Scholarship Committee in the Arthur Labatt Family School of Nursing, Faculty of Health Sciences, of which at least one representative is a member of the School of Graduate and Postdoctoral Studies.

Value: 1 at \$1,500

Effective Date: May 2022

Professor Jane Howell Memorial MBA Scholarship (Ivey)

Awarded annually to a full-time student entering the Master of Business Administration program at the Ivey Business School, based on financial need, academic achievement, and outstanding leadership qualities. Selection of the recipient will be made by the MBA Scholarship Review Committee. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$4,600

Effective Date: May 2022

This award was generously established in memory of the late Jane Howell, by her family, friends and colleagues in recognition of Jane's commitment to the development of future leaders and business executives as a professor at the Ivey Business School for more than 30 years. Jane was a trailblazer in her teaching, research and in her service to Ivey. She won many awards and accomplished many firsts during her remarkable career, including the distinction of being the first woman full professor at Ivey and the first woman Associate Dean.

Jal Tata Award in Physiotherapy (Social Science)

Awarded annually to a graduate student in the Faculty of Health Sciences, Health and Rehabilitation Sciences program, in the field of Physical Therapy, based on academic achievement. Recipients will be selected by the Awards Committee of which at least one representative will hold current membership in the School of Graduate and Postdoctoral Studies. This award was established through a generous donation from Liz Tata and the Ontario Physiotherapy Association in memory of Jal Tata and to recognize students who are working on impactful and significant research.

Value: 1 at \$1,000

Effective Date: May 2022

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

ACTION: APPROVAL INFORMATION DISCUSSION

At its meeting on February 9, 2022, SCAPA approved, on behalf of the Senate the terms of reference for the new scholarships and awards funded by operating as shown in Item 11.2(g).

ATTACHMENT(S):

[New Scholarships and Awards Funded by Operating](#)

New Scholarships and Awards Funded by Operating

President's Entrance Scholarship for Black Students (Any undergraduate program)
Awarded annually to an outstanding international or domestic secondary school student who self-identifies as Black entering the first year of any first-entry undergraduate program at Western University. Eligibility is based on outstanding academic performance (minimum 90%), a passion for the pursuit of learning, creative and innovative thought, engagement in extra-curricular activities such as the arts and athletics, as well as community service through contributions to school and community life. To be considered, students must be nominated by their school and submit an online National Scholarship application including an essay by February 14th. Selected candidates will be invited for a National Scholarship Interview in early April. Scholarship offers will be communicated to selected recipients by the end of April. This scholarship will continue for a maximum of four years provided the recipient maintains an 80% average on a full time status (minimum 3.5 course load) every academic year.

Value: 5 at \$50,000 (\$20,000 for year one, \$10,000 annually for years two to four)
Effective Date: 2022-2023 academic year

Western Continuing Admission Scholarship of Excellence for Black Students (Any first-entry undergraduate program)

Awarded to entering, full-time, first-year domestic or international students, applying for admission to a first-entry undergraduate program directly from secondary school (or equivalent), based on a competitive admission average as calculated by Western. Students in receipt of a National Scholarship or a Schulich Leader Scholarship are not eligible. This scholarship will continue for up to 4 years provided the recipient maintains an 80% average on a full time status (minimum 3.5 course load) every academic year.

Value: 30 at \$6,000 continuing for up to 4 years, plus \$2,000 for optional study abroad experience.
Effective Date: 2022-2023 academic year

Western Continuing Admission Scholarship of Distinction for Black Students (Any first-entry undergraduate program)

Awarded to entering, full-time, first-year domestic or international students, applying for admission to a first-entry undergraduate program directly from secondary school (or equivalent), based on a competitive admission average as calculated by Western. Students in receipt of a National Scholarship or a Schulich Leader Scholarship are not eligible. This scholarship will continue for up to 4 years provided the recipient maintains an 80% average on a full time status (minimum 3.5 course load) every academic year.

Value: 10 at \$2,500 continuing for up to 4 years, plus \$2,000 for optional study abroad experience.
Effective Date: 2022-2023 academic year

Western University Bursary for Black Students (Any undergraduate program)

Available to full-time and part-time domestic students in any year of an undergraduate program on Western's main campus who are in financial need and self-identify as Black. An online financial assistance application is available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: number and value will vary

Effective Date: 2022-2023 academic year

Western Continuing Admission Scholarship of Excellence for Indigenous Students (Any first-entry undergraduate program)

Awarded to entering, full-time, first-year students applying for admission to a first-entry undergraduate program directly from secondary school (or equivalent), based on overall academic performance. Students in receipt of a National Scholarship or a Schulich Leader Scholarship are not eligible. This scholarship will continue for up to 4 years provided the recipient maintains a 80% average on a full time status (minimum 3.5 course load) every academic year.

Value: 30 at \$6,000 continuing for up to 4 years, plus \$2,000 for optional study abroad experience.

Effective Date: 2022-2023 academic year

Equity and Diversity Social Science Doctoral Fellowship (EDSSDF) (Social Science)

The Faculty of Social Science is committed to increasing representation of racialized and other historically marginalized groups. It is a Faculty priority to recruit and support students who are Black, Indigenous (First Nations, Inuit and Métis), LGBTQ2s+, and students with a disability. Successful applicants will demonstrate outstanding research potential and dedication to scholarly activity, which come in many forms. We annually offer up to two \$20,000 scholarships (\$5,000 per year for four years) to support successful applicants to any of our PhD programs. Indigenous scholars may also apply to our Indigenous Social Science Doctoral Fellowship (ISSDF).

Value: 2 awards at \$5,000 per year for 4 years (12 terms) for a maximum of \$20,000 per award

Effective Date: May 2021

Indigenous Social Science Doctoral Fellowship (ISSDF) (Social Science)

The Faculty of Social Science prioritizes encouraging, mentoring, and supporting Indigenous scholars. As part of these efforts, we annually offer a \$20,000 scholarship (\$5,000 per year for four years) to support Indigenous (First Nations, Inuit and Métis) applicants to any of our PhD programs. Successful applicants will demonstrate outstanding research potential and dedication to scholarly activity, which come in many forms. Indigenous scholars will also be considered for our Equity and Diversity Social Science Doctoral Fellowship (EDSSDF).

Value: 1 award at \$5000 per year for 4 years (12 terms) for a maximum of \$20,000

Effective Date: May 2021

ITEM 11.3(a) – Vice-Provost’s Annual Report on Faculty Recruitment and Retention

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Annual Report on Faculty Recruitment and Retention prepared by the Office of the Vice-Provost (Academic Planning, Policy and Faculty) is provided to Senate for information.

ATTACHMENT(S):

[Vice-Provost’s Annual Report on Faculty Recruitment and Retention](#)



Western
UNIVERSITY • CANADA

Report on Faculty Recruitment and Retention

**Office of the Vice Provost
(Academic Planning, Policy and
Faculty)**

February 2022

History, Purpose and Format of the Report

- Beginning 2014, the Faculty Collective agreement has required an annual reporting of metrics related to faculty recruitment
- The data in this report fulfill that objective; as well, this report provides additional faculty recruitment & retention data
- Data and analyses are provided with numerical “counts” in order to allow for readers of the report to extract and review these data from a variety of lenses

Organization of the Report

The report is organized by faculty group:

1. Probationary and Tenured Faculty
2. Limited-Term non-Clinical Faculty
3. Part-Time non-Clinical Faculty
4. Full-Time Clinical Faculty

Definitions for each group and descriptions of data sources are provided.

Section 1: Probationary and Tenured Faculty

- Data are cross-sectional counts as of October 1; the most recent data in Western's HRIS system is October 1, 2021; the most recent U15 (comparator) data are from the 2020 data
 - reflected by different timelines where comparator data are used
- This section pertains to all Full-Time Probationary (Tenure-track) and Tenured Faculty
- It includes those in senior academic administrative roles who are exempt from the UWOFA Collective Agreement provisions

Key Observations from slides 9 to 23

Probationary and Tenured Faculty

- The total number of Probationary/Tenured faculty increased from 1998 to 2008, stabilized, then decreased modestly since 2015; in 2019 and 2020 a further decrease was due largely to a retirement incentive window, followed by an increase in hiring in 2021
- In the 2020 data reflected in slides 10-11, women comprised 37.6% of all Western faculty and 46.8% of Assistant Professors, illustrating increasing representation with recent cohorts
- New probationary/tenured faculty hires were approximately 50% women in 2018 and 2019, then dropped slightly in the following years.

Key Observations from slides 9 to 23

continued

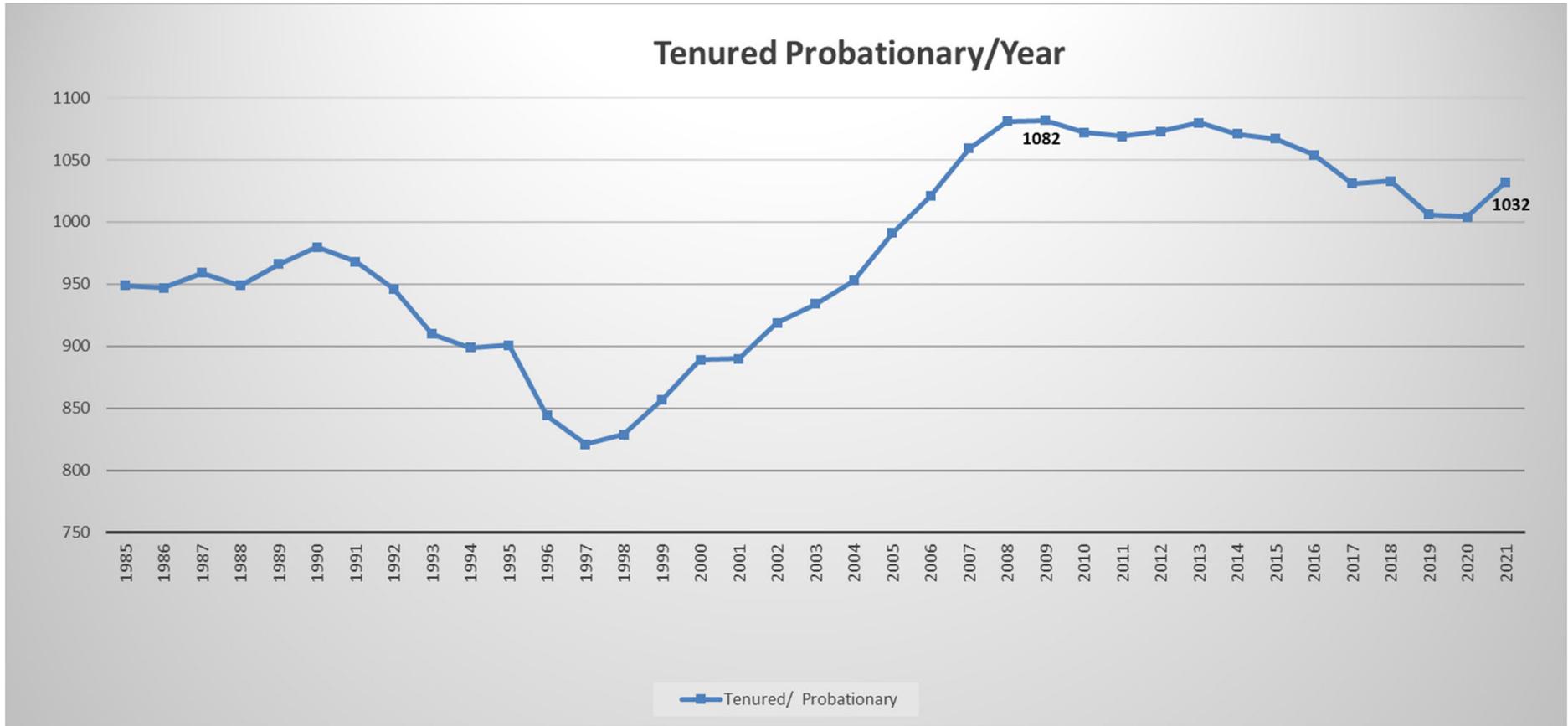
- Representation of women varies by discipline (the data include all faculty thus reflect historic, as well as recent, cohorts)
- Time-to-tenure and time-to-promotion shows little influence of gender but greater influence of discipline (some of this is likely explained by longer post-doctoral training in STEM disciplines)
- Probationary cohort success rates are similar for men and women; data in slide 18-19 reflect the cohorts who would ordinarily have completed their probationary period
- Resignation patterns for tenured and probationary faculty illustrate disciplinary differences in retention with annual attrition rates of 1.65% for women and 1.37 % for men

Key Observations from slides 9 to 23

continued

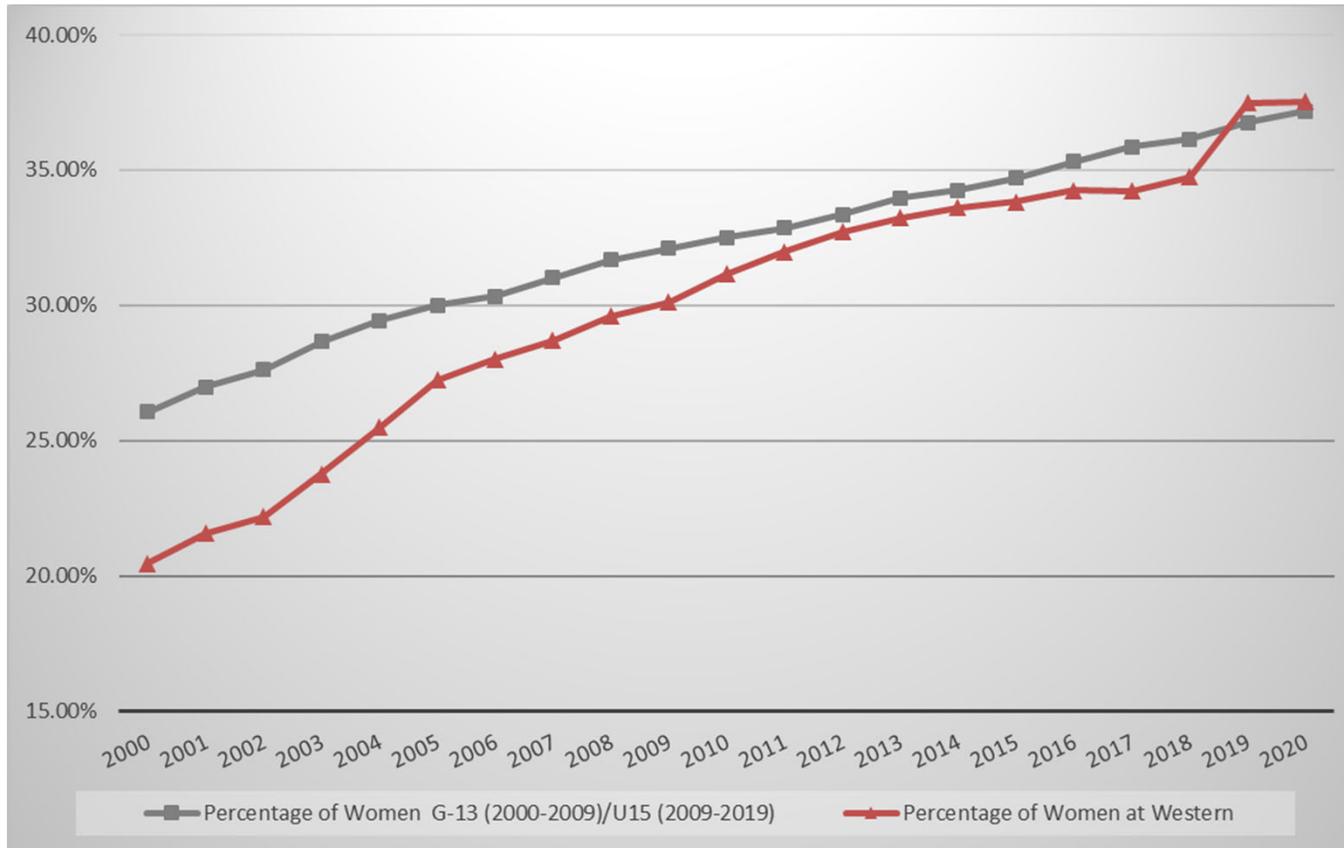
- The count of faculty over the age of 65 increased from 2006, then stabilized in 2016 as the rate of exit due to retirement became similar to the rate of entry of new cohorts into the post-65 age group; it decreased in 2019 and 2020 as a result of an incented retirement window, before continuing it's upward trend again.
- The difference between the black and grey lines in slide 23 reflect individuals with a retirement plan on record

Probationary and Tenured Faculty at Western 1985 - 2021



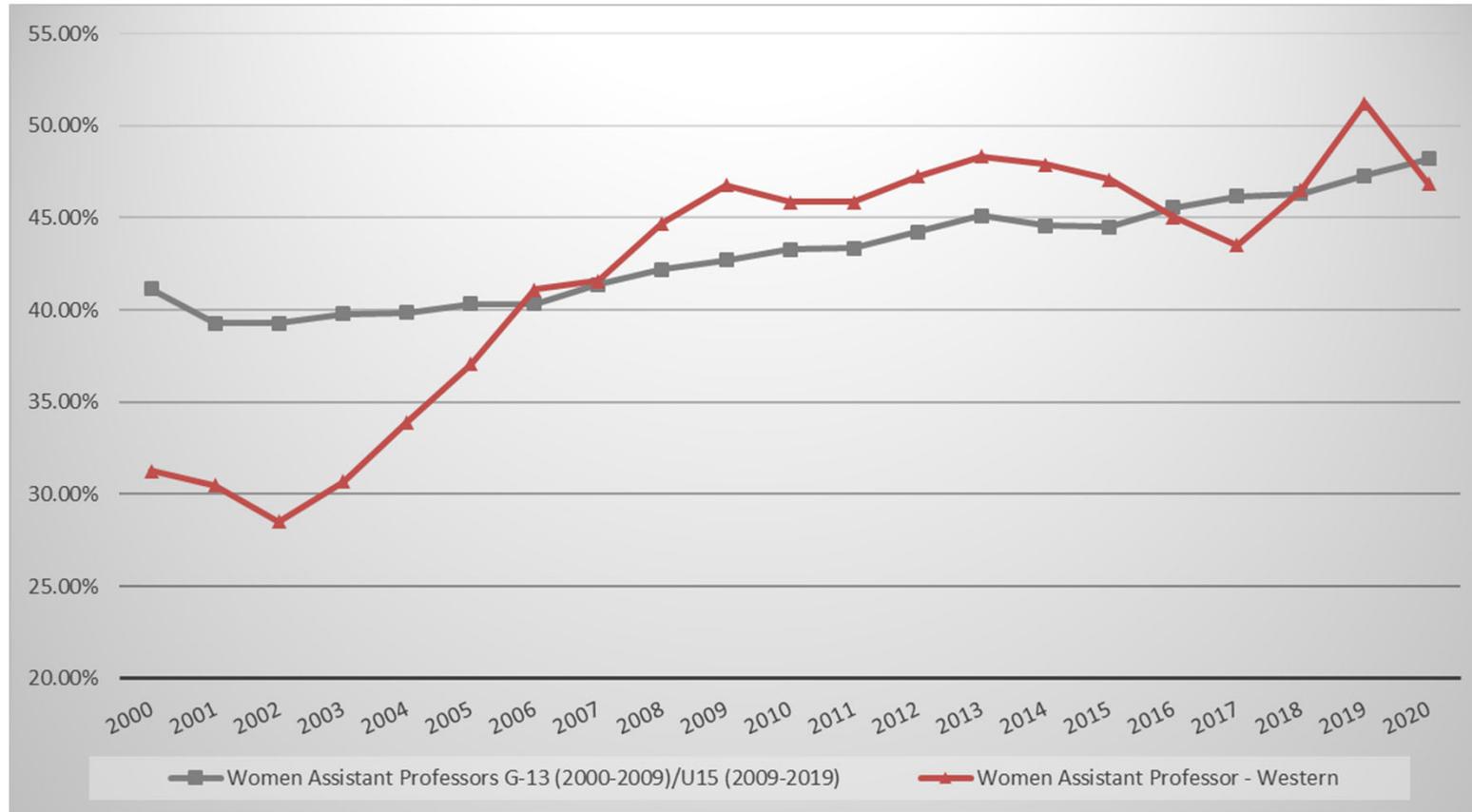
Source: Western Corporate Information 1985 – 1999
UCASS Data 1999 – 2009
U15 Data 2009 – 2019
Human Resources Information System – 2020-2021

Women as a Percentage of Tenured/Probationary Faculty: G-13/U15 excluding Western vs. Western



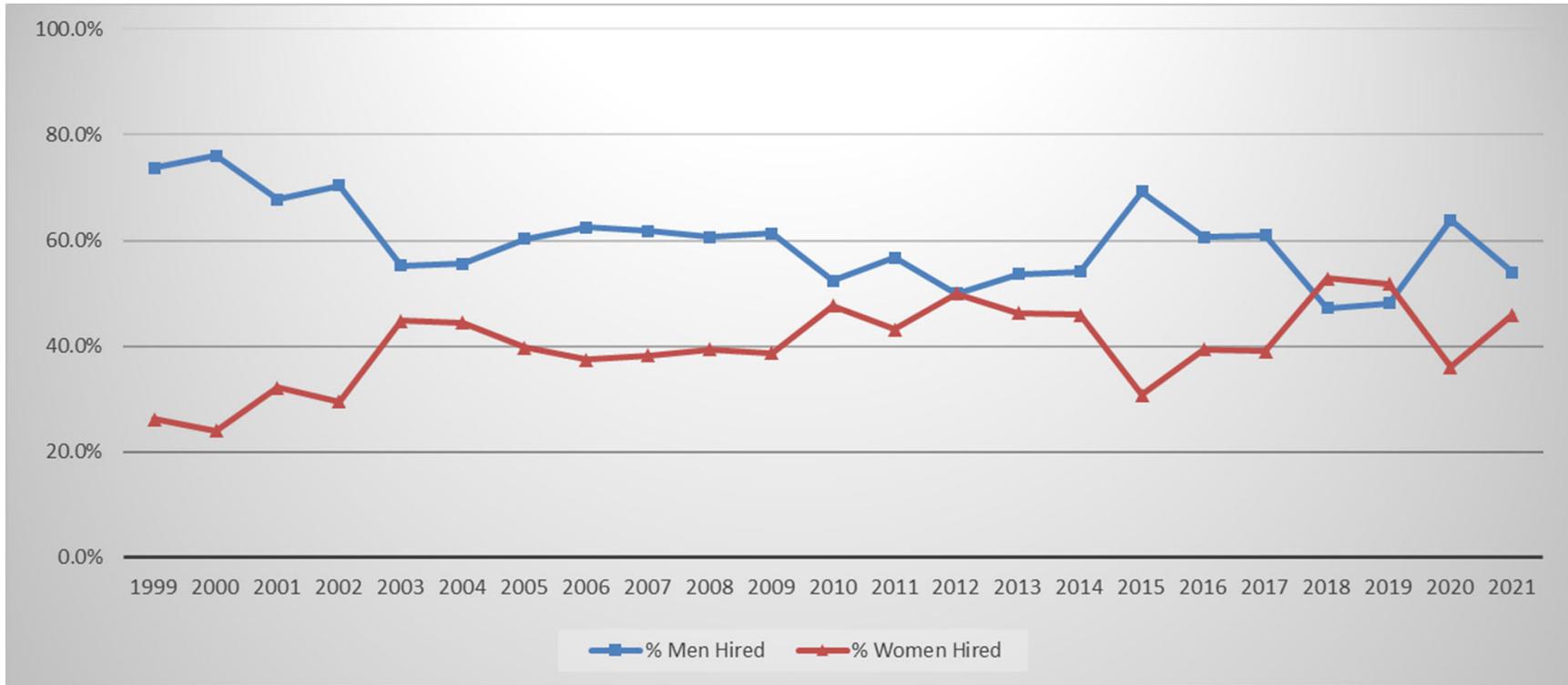
Source: UCASS Data 2000-2009, U15 Data 2009-2020
(Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2013-2016, Saskatchewan, 2015, and Toronto 2020. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commerciales)

Women as a Percentage of Probationary Assistant Professors, G-13 /U15 excluding Western vs. Western



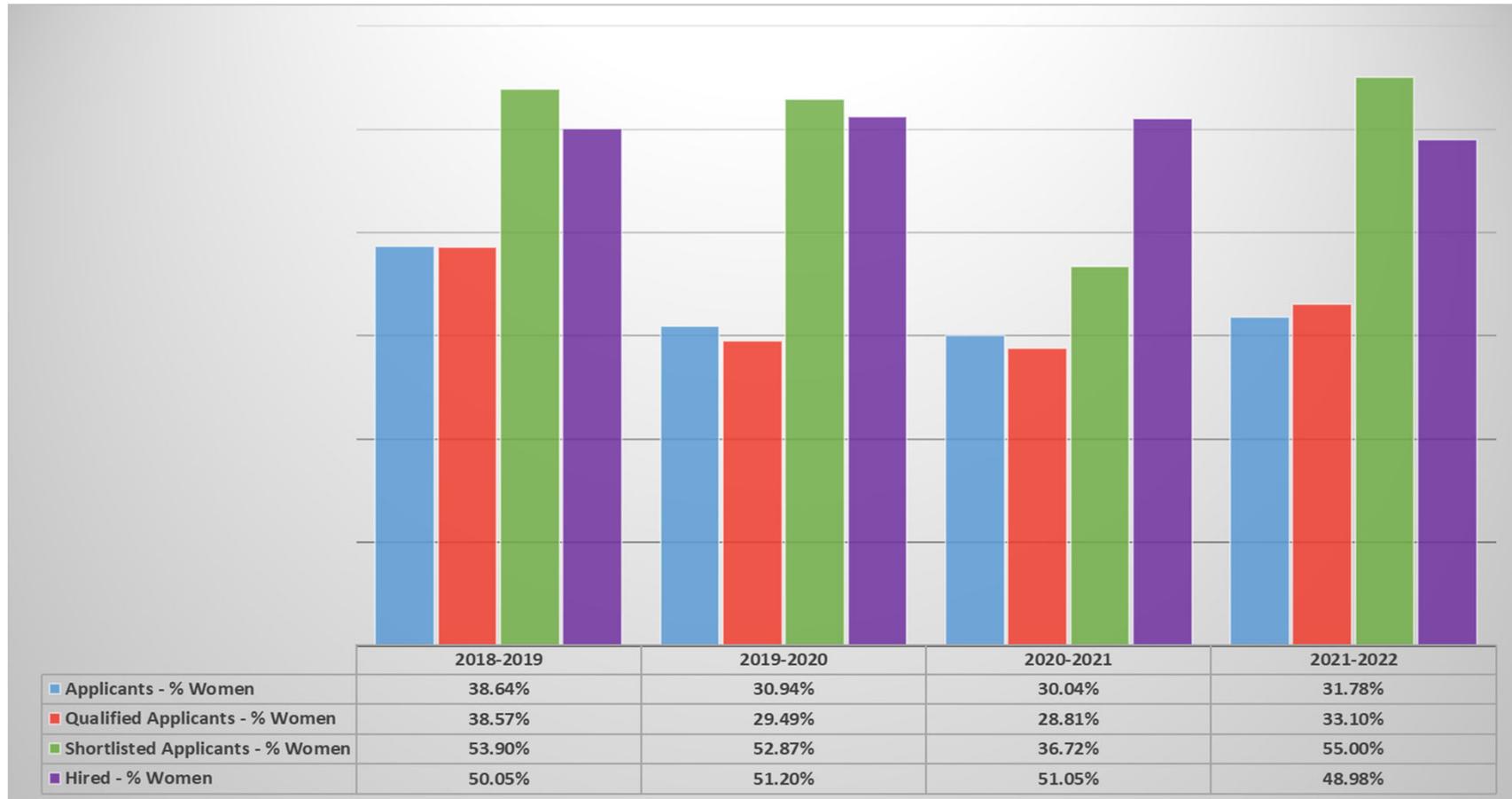
Source: UCASS Data 2000-2009, U15 Data 2009-2020
(Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2013-2016, Saskatchewan, 2015, and Toronto 2020. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commerciales)

Gender distribution, Newly hired Tenured/Probationary Faculty at Western (including those at Western previously in a Limited Term position): 1999 – 2021



Source: UCASS Data for 1999 – 2010
Western Human Resources Information Systems 2011 - 2021 (October)
Data excludes faculty joining from Robarts

Percentage of Women as Applicants, Qualified Applicants, Shortlisted Applicants and New Hires 2018-2019 through 2021-2022 Academic Years



Source: Faculty Relations' Search Reports
 Excludes those hired under the CRC and Indigenous Cluster Search
 Excludes those hired under advertisement waivers and decanal searches

Percentage of Women, Tenured/Probationary Faculty, 2009 to 2021

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Arts and Humanities	42.31%	44.19%	45.45%	47.06%	44.60%	45.00%	45.65%	45.52%	45.31%	42.62%	45.22%	45.54%	46.30%
Business	21.67%	26.09%	24.00%	25.33%	26.92%	25.97%	22.22%	19.74%	18.57%	22.37%	25.00%	25.97%	25.00%
Education	47.62%	48.72%	50.00%	52.94%	54.55%	54.29%	57.14%	61.90%	65.85%	69.05%	68.29%	65.91%	67.39%
Engineering	11.63%	11.63%	11.49%	11.36%	12.36%	12.50%	11.63%	12.64%	15.96%	16.67%	17.35%	17.89%	16.67%
Health Sciences	58.43%	58.70%	59.57%	59.78%	60.22%	60.87%	62.22%	63.33%	60.47%	62.07%	70.00%	70.37%	70.59%
Information & Media Studies	59.46%	58.33%	57.14%	58.82%	58.82%	57.58%	59.38%	57.14%	57.14%	59.26%	60.71%	60.71%	62.07%
Law	23.33%	22.58%	24.14%	27.59%	32.26%	31.03%	34.48%	35.71%	37.50%	39.29%	39.29%	34.62%	31.25%
Medicine & Dentistry	19.65%	20.12%	20.37%	21.34%	22.56%	22.94%	23.84%	24.00%	23.84%	23.39%	27.11%	28.22%	29.09%
Music	32.43%	33.33%	36.11%	35.14%	32.43%	33.33%	34.21%	37.14%	37.14%	36.36%	35.48%	35.48%	34.38%
Science	19.15%	20.65%	21.98%	22.78%	23.89%	23.73%	24.72%	24.43%	23.70%	23.53%	25.75%	25.31%	26.19%
Social Science	31.25%	32.16%	33.50%	32.50%	33.33%	36.13%	35.64%	36.61%	37.78%	40.11%	44.32%	43.02%	43.85%

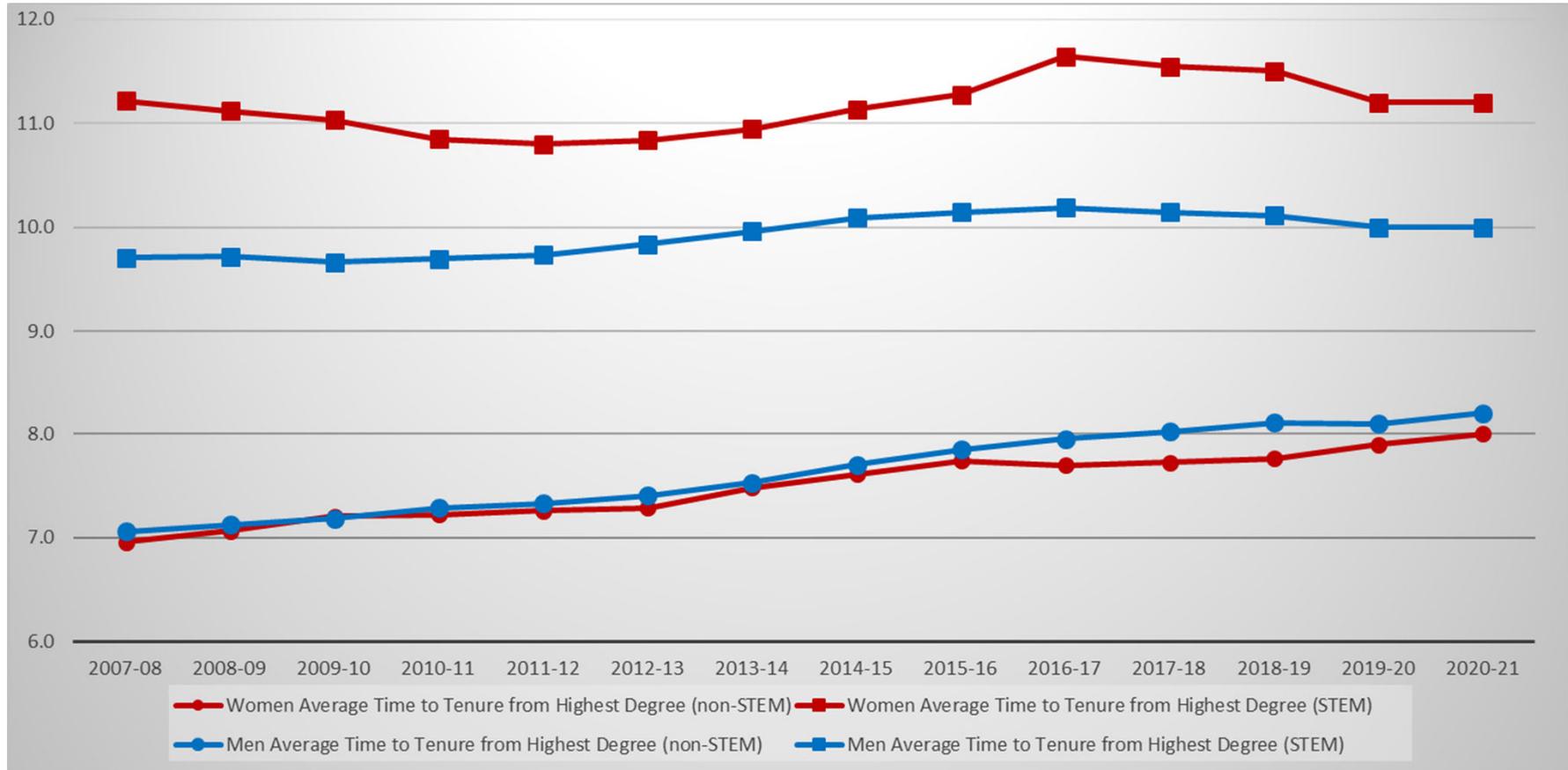
Western Human Resources Information System 2009 – 2021 (October).

Percentage of Women, Probationary Assistant Professor Rank 2009 to 2021

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Arts and Humanities	55.56%	52.63%	55.88%	69.70%	58.06%	50.00%	54.17%	47.37%	53.33%	40.00%	50.00%	100.00%	100.00%
Business	40.00%	39.13%	27.59%	27.59%	32.26%	29.03%	30.30%	26.92%	20.00%	30.43%	33.33%	34.78%	30.77%
Education	80.00%	75.00%	77.78%	71.43%	60.00%	57.14%	50.00%	66.67%	66.67%	81.82%	81.82%	66.67%	76.92%
Engineering	22.22%	18.75%	21.43%	18.18%	23.08%	18.18%	14.29%	12.50%	35.71%	29.41%	29.41%	31.25%	29.41%
Health Sciences	71.43%	61.54%	65.38%	65.22%	68.42%	72.22%	80.00%	90.91%	84.62%	82.35%	90.00%	85.00%	85.71%
Information & Media Studies	84.62%	80.00%	77.78%	75.00%	100.00%	100.00%	100.00%	--	--	--	100.00%	75.00%	83.33%
Law	62.50%	71.43%	80.00%	100.00%	100.00%	100.00%	75.00%	57.14%	60.00%	50.00%	50.00%	37.50%	36.36%
Medicine & Dentistry	29.55%	30.00%	27.27%	32.26%	34.62%	35.71%	36.67%	38.71%	37.50%	37.93%	44.44%	39.13%	47.83%
Music	40.00%	40.00%	30.00%	28.57%	40.00%	50.00%	50.00%	40.00%	33.33%	50.00%	--	--	--
Science	34.09%	38.89%	38.46%	35.00%	43.75%	50.00%	50.00%	50.00%	41.67%	45.45%	46.67%	47.06%	60.00%
Social Science	44.00%	48.72%	52.94%	48.28%	57.14%	66.67%	57.89%	47.83%	37.50%	43.75%	47.06%	36.36%	40.63%

Western Human Resources Information System 2009 - 2021 (October).

Time to Tenure from Highest Degree (STEM and non-STEM Disciplines)

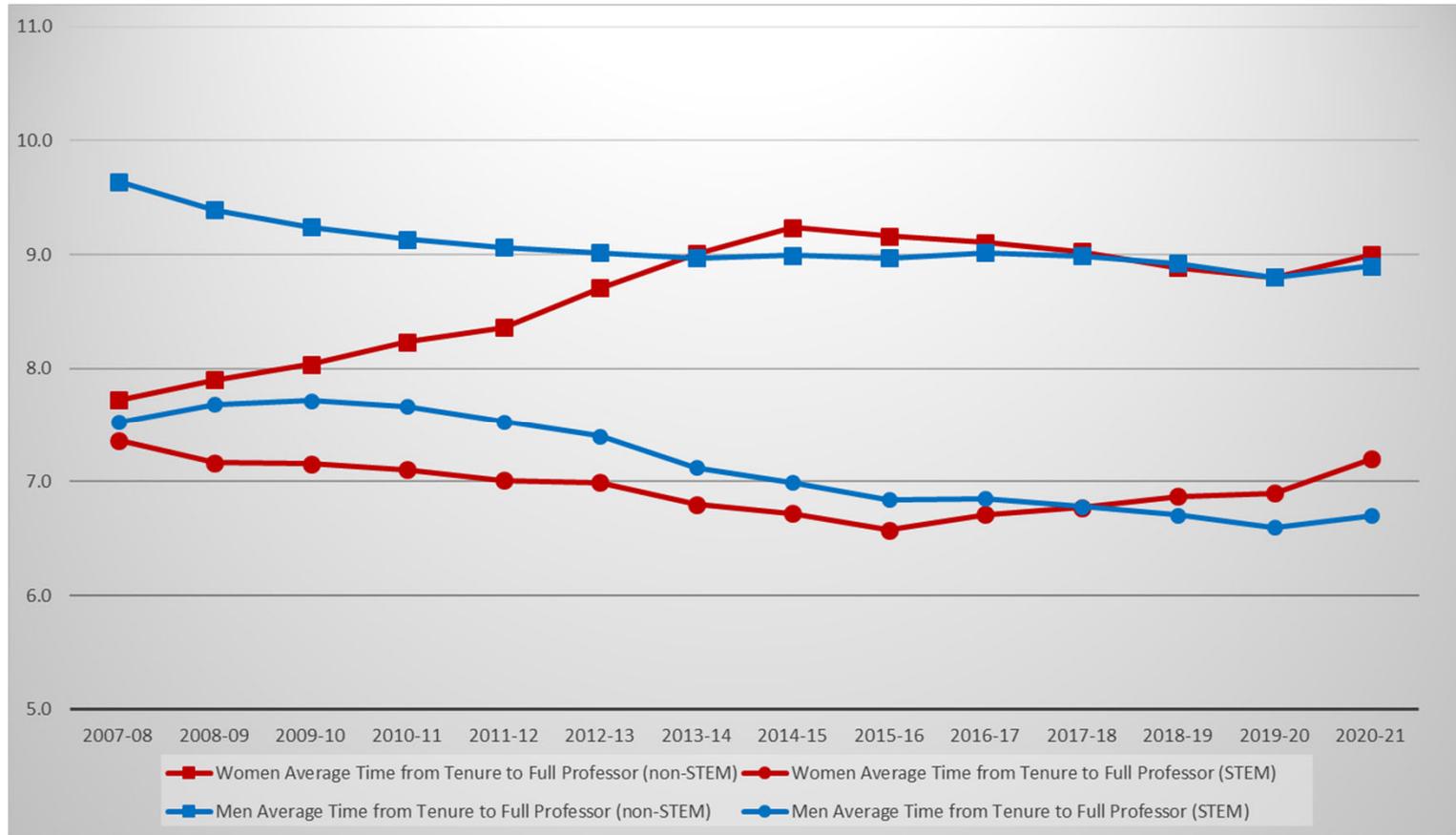


For the purpose of this analysis:

- “STEM” = Faculty of Engineering, Science, Medicine & Dentistry
 - Only those with > 3 years from RF to Tenure are included
 - Three year rolling average

Source: Western HR Information System

Time to Full Professor from Tenure (STEM and non-STEM Disciplines)



For the purpose of this analysis:

- “STEM” = Faculty of Engineering, Science, Medicine & Dentistry
 - Only those with > 3 years from RF to Tenure are included
 - Three year rolling average

Source: Western HR Information System

Probationary Cohort Outcomes for Faculty with Probationary Start dates from 2002-03 through 2015-16

Action	Women (n)	Men (n)	Total (n)
Granted Tenure	212 (78.23%)	287 (77.99%)	499 (78.09%)
Denied P&T	4 (1.48%)	13 (3.53%)	17 (2.66%)
Withdrew from P&T	4 (1.48%)	10 (2.72%)	14 (2.19%)
Moved to Limited Term	3 (1.11%)	1 (0.27%)	4 (0.63%)
Resigned	43 (15.87%)	49 (13.32%)	92 (14.40%)
Other	2 (.74%)	2 (0.54%)	4 (0.63%)
Probationary Extension	3 (1.11%)	3 (0.82%)	6 (0.94%)
Still in Probationary Period	0	3 (.82%)	3 (0.47%)
Grand Total	271 (100%)	368 (100%)	639 (100%)

Outcomes for Probationary faculty who have entered the P&T cycle

Action	Women (n)	Men (n)
Granted Tenure	212 (96.36%)	287 (92.58%)
Denied P&T	4 (1.82%)	13 (4.19%)
Withdrew from P&T	4 (1.82%)	10 (3.23%)
Grand Total	220 (100%)	310 (100%)

- * Withdrew after entering the P&T queue
- ** Hired into a new Limited Term role before entering P&T queue
- *** Those continuing beyond their initial P&T consideration date (due to leaves etc.) or those hired in fall/winter of the 2014-15 academic year considered in 2021

Reasons for Resignation: Probationary Cohort with Start dates from 2002-03 through 2015-16

Reasons for Resignation During Probationary Period (Exit Interviews)

Action	Women (n)	% of Women Total	Men (n)	% of Men Total
Career Development and Salary	11	25.58%	15	30.61%
Family and Geography	26	60.46%	23	46.94%
Other	3	6.98%	5	10.20%
P&T Performance Problem	3	6.98%	6	12.25%
Grand Total	43	100.00%	49	100.00%

Reasons for Resignation: All Probationary and Tenured faculty resigning from 2004-05 through 2020-21

Reasons for Resignation	Women N (%)	Men N (%)	Total N (%)
Performance - Not Tracking to P&T	6.0 (6.5%)	25.5 (15.4%)	31.5 (12.2%)
Family and Geography	37 (40.2%)	45.83 (27.6%)	82.83 (32.1%)
Career Development and Salary	40.0 (43.5%)	74.49 (44.8%)	114.49 (44.4%)
Other	9.0 (9.8%)	20.18 (12.2%)	29.18 (11.3%)
Grand Total	92 (100%)	166 (100%)	258 (100%)

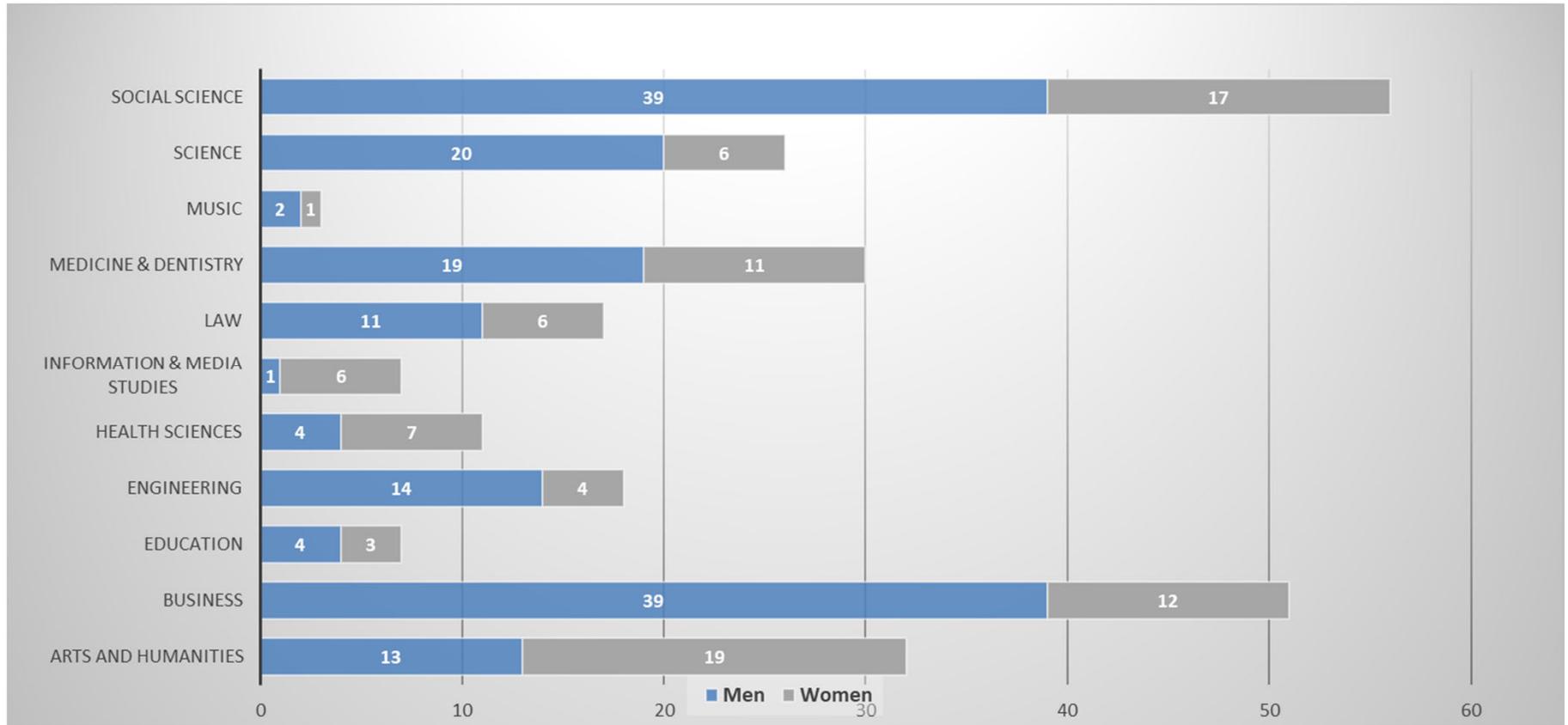
UWO Total Resignations: Women: 92 Men: 166

Women: 1.65% average attrition rate (annual attrition rate = resignations/current year faculty count)

Men: 1.37% average attrition rate (annual attrition rate = resignations/current year faculty count)

Data Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member. Fractional numbers result when multiple reasons are given for resignation; one individual is fractionally attributed across reasons they gave.

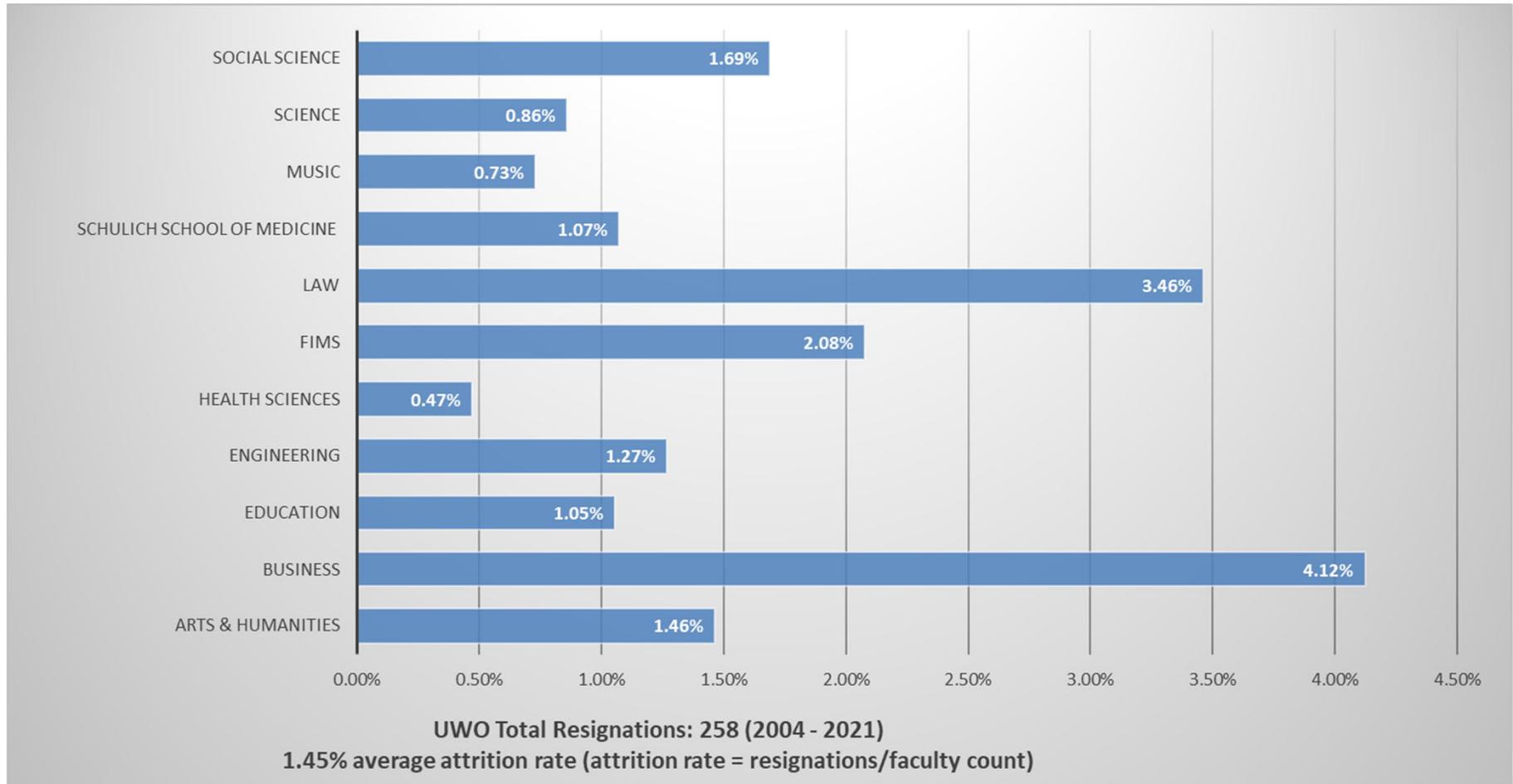
Total Probationary & Tenured Resignations by Faculty: resigning from 2004-05 to 2020-21



Source: Western Information Systems as of January 2022

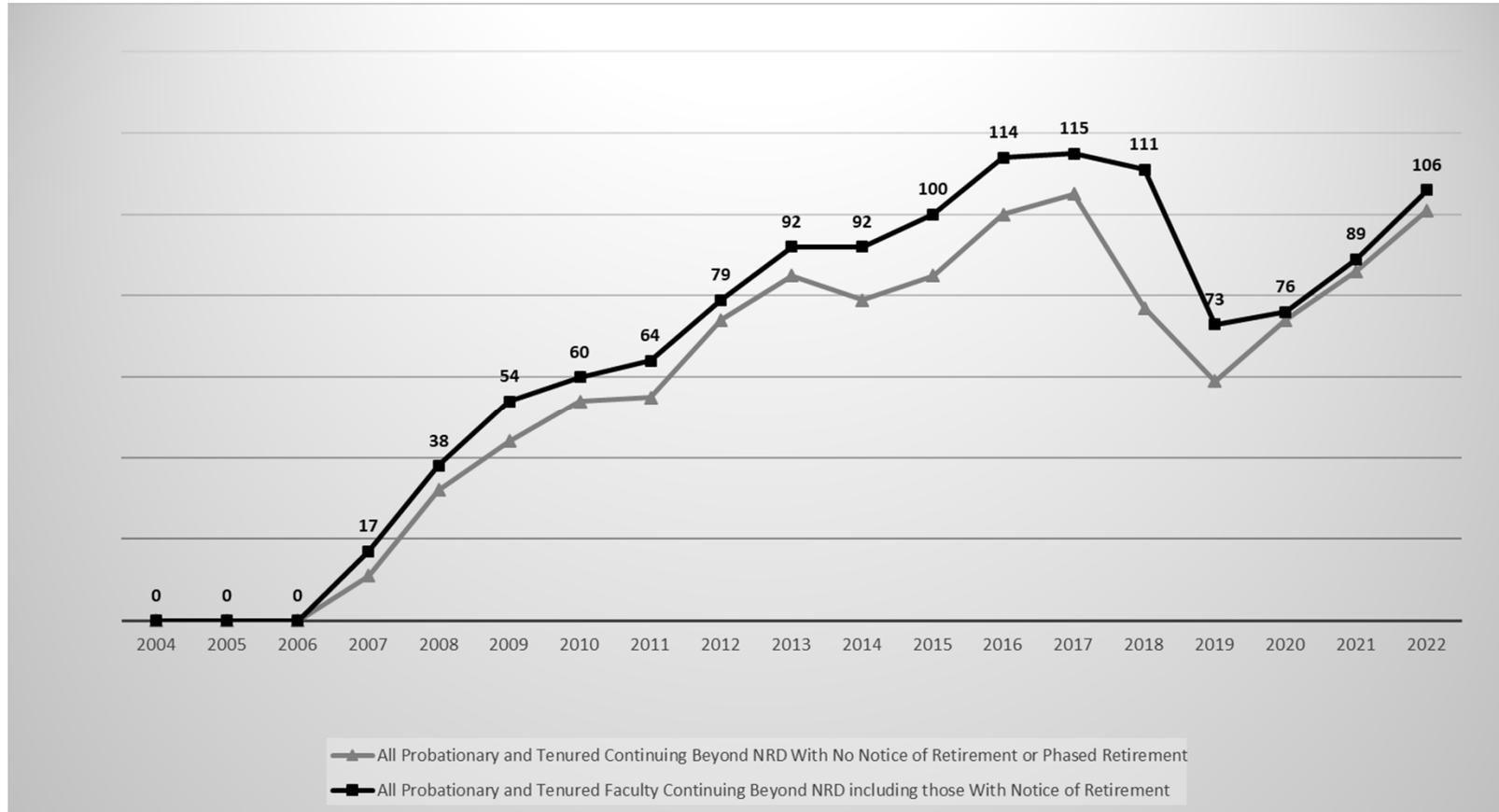
Includes only faculty under age 55 at the time of resignation.

Total Probationary & Tenured Resignations % within each Faculty: exit dates 2004-05 to 2020-21



Includes only faculty under age 55 at the time of resignation.

Probationary and Tenured Faculty at Western: Continuing Beyond Normal Retirement Date (NRD)



Source: Western Human Resources Information System
Cohort continuing with \leq July 1 NRD in each year

Section 2: Limited Term Appointments

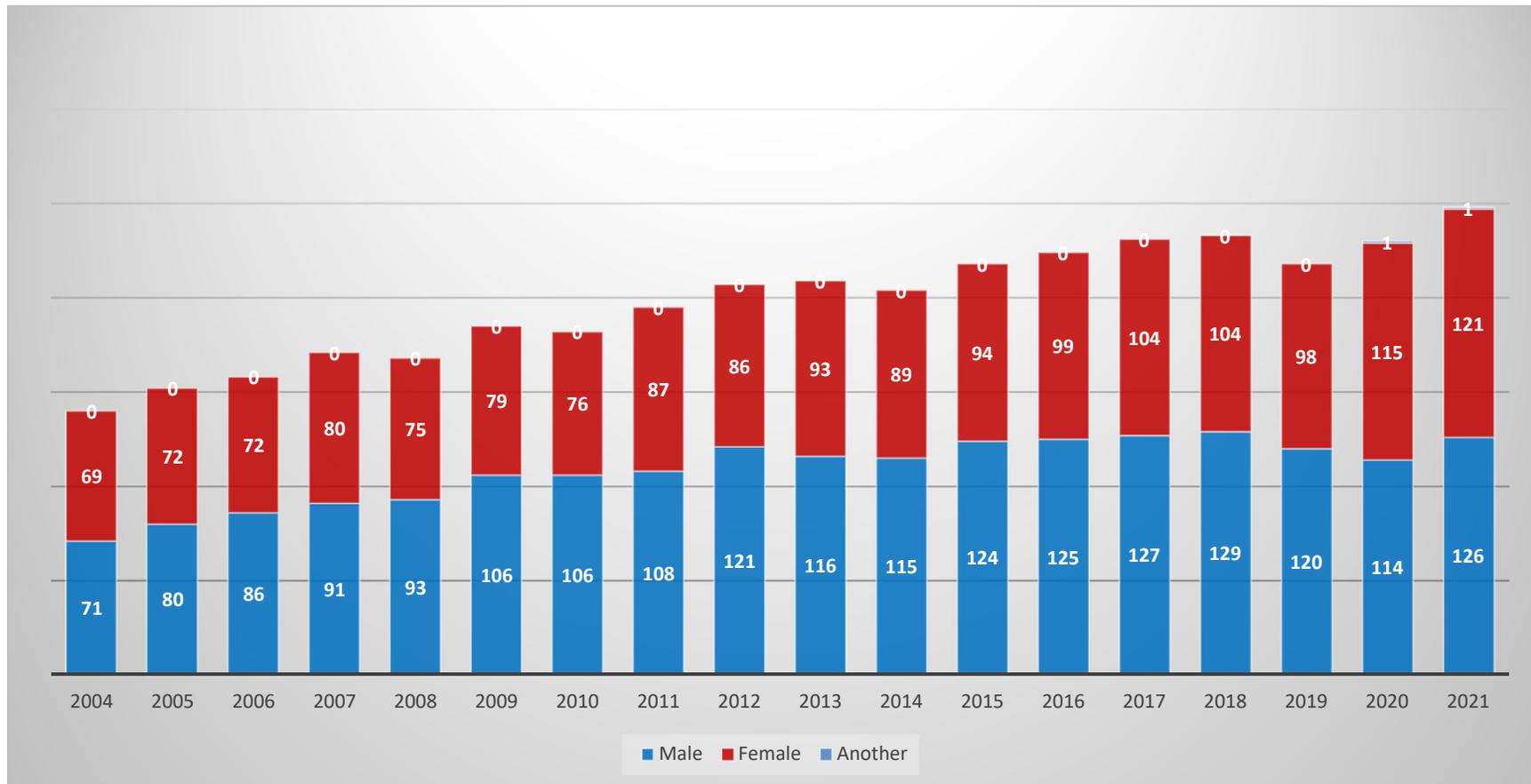
- Data are cross-sectional counts as of October 1, 2021
- Includes Limited Term UWOFA faculty:
 - Those with fixed-term (with end date)
 - Full-time contract faculty “without end date”
 - Full-time contract faculty who are “permanent”
- Does not include:
 - Visiting faculty
 - Externally funded faculty

Key Observations from Slides 26 to 29

Limited Term Faculty

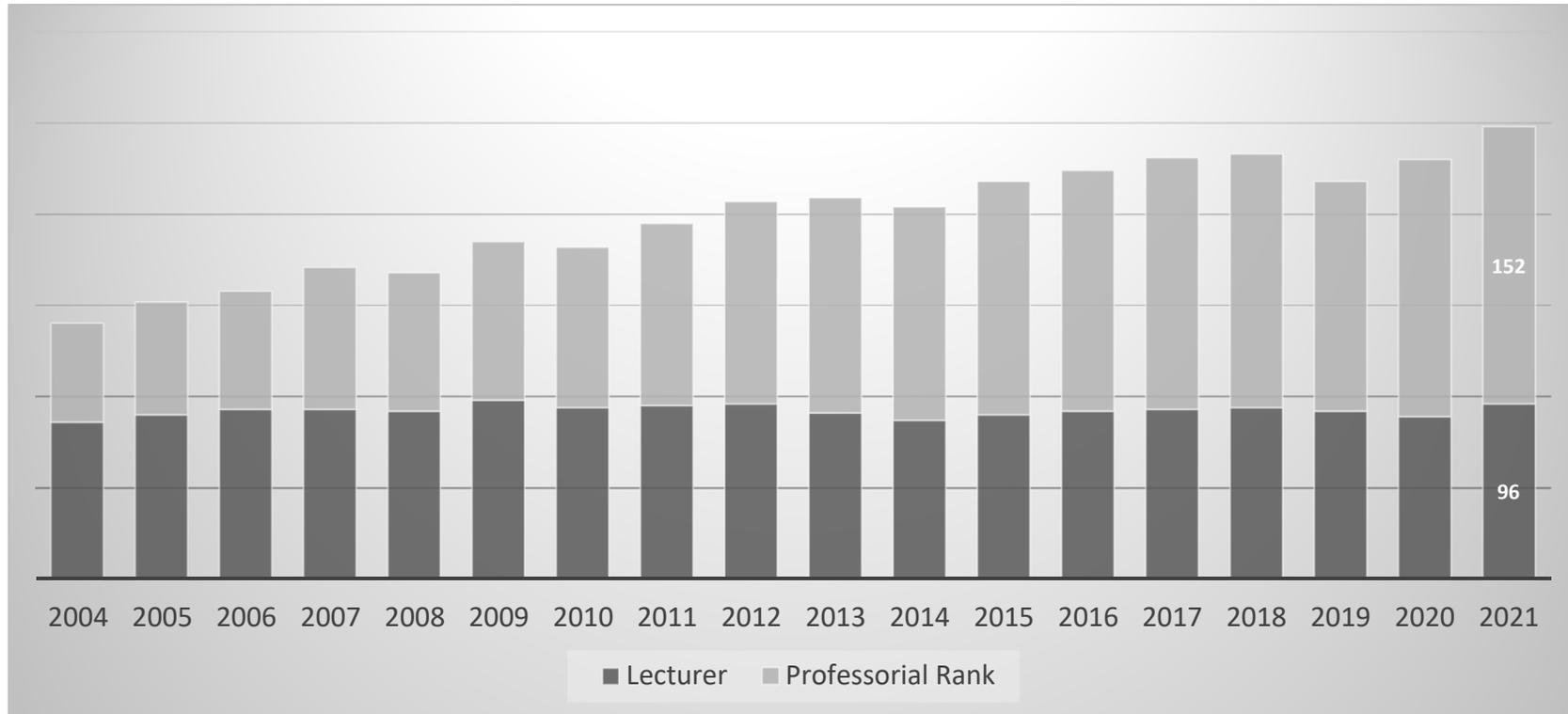
- On October 1, 2021 there were 248 LT faculty with the following characteristics:
 - 121 (48.8%) are women and 126 (50.8%) are men and 1(0.4%) identify as other.
 - 152 (61.3%) were at the Professorial ranks
 - Length of employment at Western
 - 73 (29.4%) had been employed \geq 12 years (therefore are either “without end date” or “permanent” or eligible for “without end date” status at next renewal)
 - 137 (55.2%) have been in LT contract status for <7 years
- Each vertical bar in slide 29 represents the workload of one LT individual; most LT faculty are teaching-intensive; other WLs are seen (e.g. Basic Scientists in a Clinical Department are often research-focused)

Number of Individuals with Limited Term Appointments: Stratified by Gender 2004 to 2021



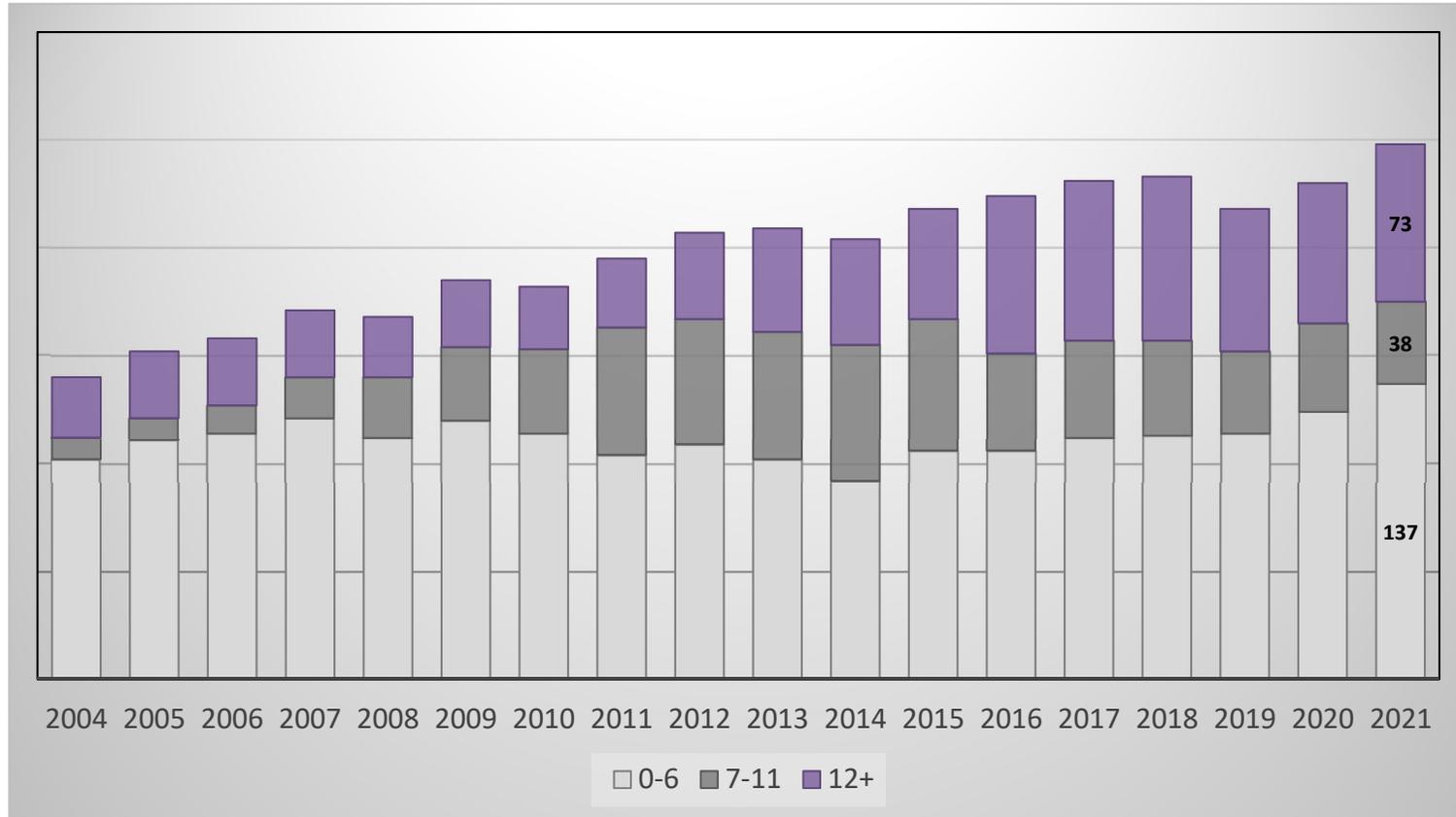
Source: Western's Human Resources Information Systems 2004 – 2021 (October)

Number of Individuals with Limited Term Appointments Stratified by Rank, 2004 - 2021



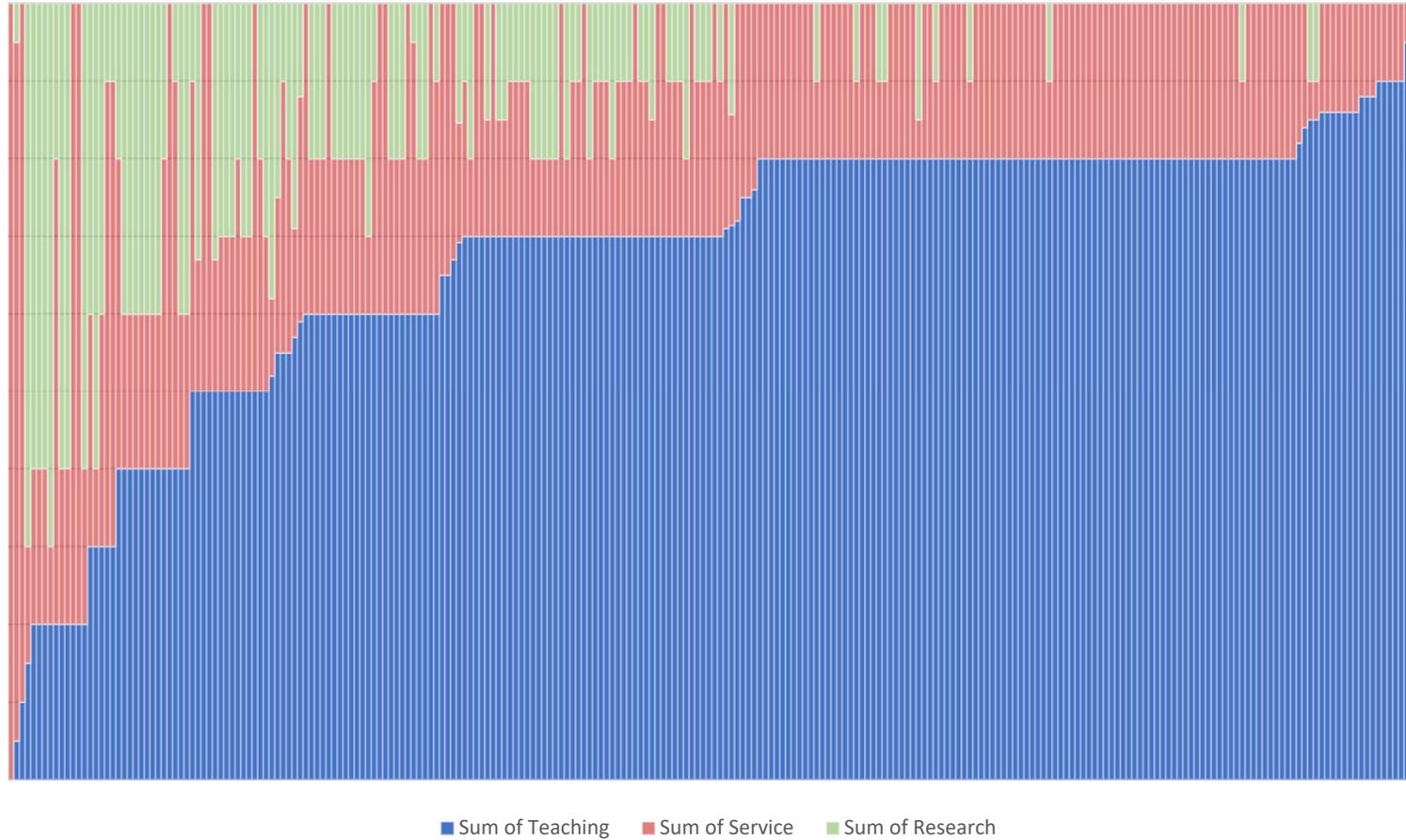
Source: Western's Human Resources Information Systems 2004 - 2021 (October)

Number of Limited Term Appointments by Years of Service 2004 - 2021



Source: Western's Human Resources Information Systems 2003 - 2021 (October)

All Active Limited Term Appointments by Workload Percentages 2021



Source: Western's Human Resources Information Systems 2021 (October)

Section 3: Part-Time Faculty

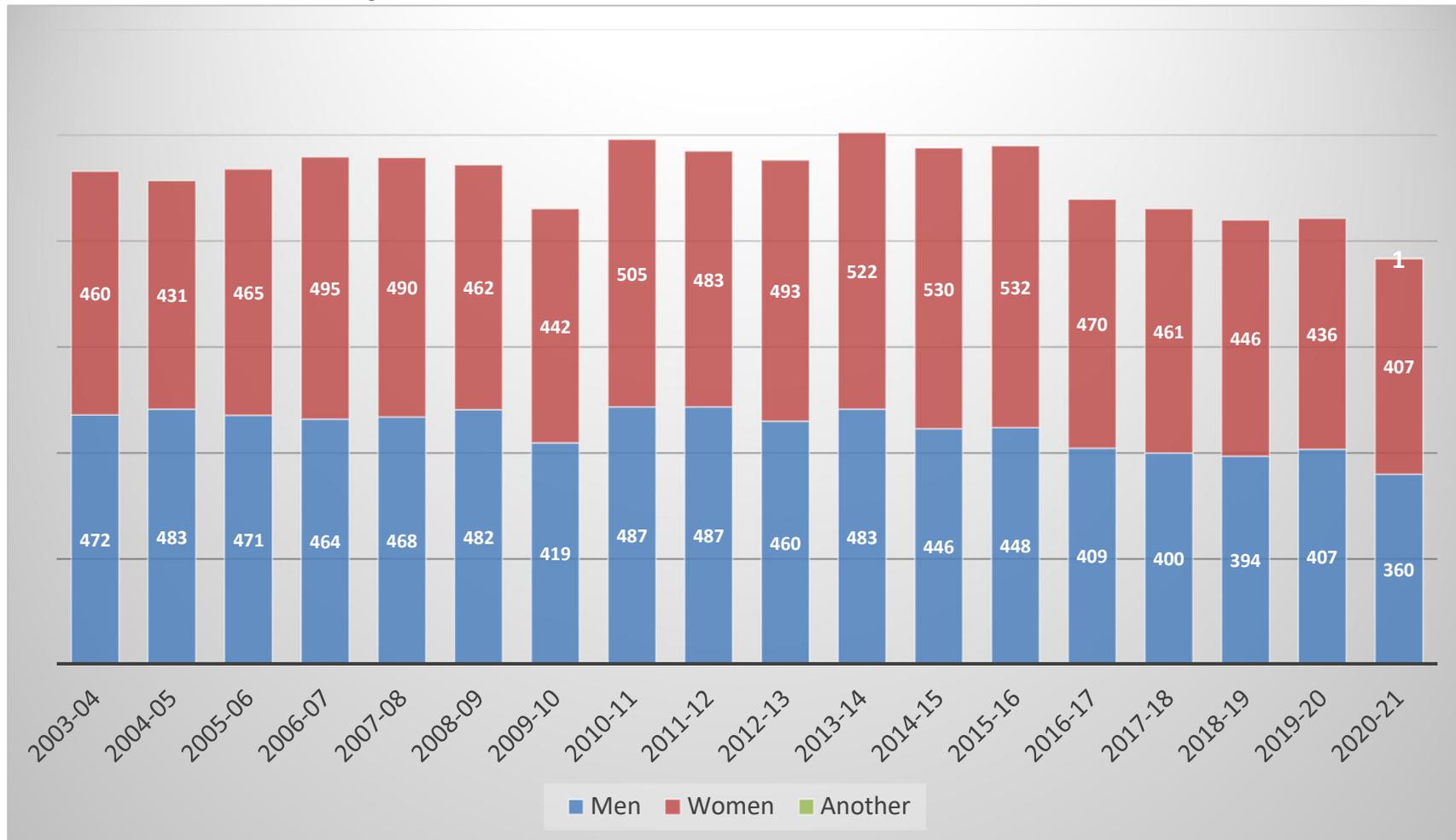
- Count of individuals employed, by fiscal year, as part-time faculty including:
 - Limited Duties Appointments through competitive advertising (includes individuals with no other employment relationship with Western as well as Post-Retirement individuals, Extra-Load, and Graduate Students or Post doctoral trainees who applied to an open Limited Duties competition)
 - Standing Assignments and Course Authoring agreements
 - Post Doctoral and Graduate Student Teaching Assignments hired under Appointments Article, Clause 3. d) of the UWOFA Collective Agreement
 - Excludes Limited Duties Appointments at Trois Pistoles
- In fiscal 2020-21, there were 768 Part-time faculty; of these, 371 were UWOFA members (taught \geq a half-course in each of 2 of the last 3 fiscal years)

Key Observations from Slides 32 to 37

Part-Time Non-Clinical Faculty

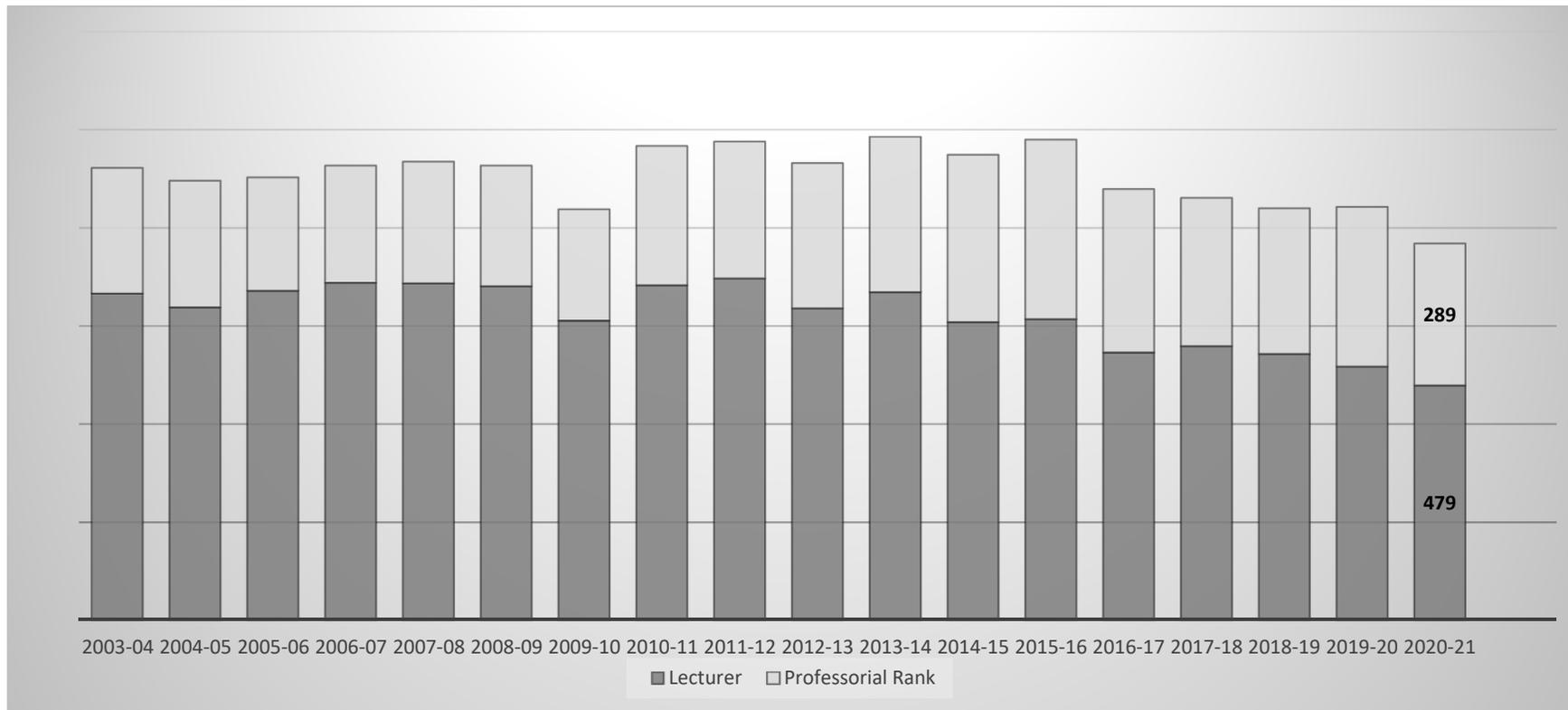
- In fiscal 2020-21, of the 768 part-time non-clinical faculty
 - 407 (53.0%) were women
 - 289 (37.6%) were at a Professorial rank
- The number of part-time faculty varied by discipline (in Professional programs, this can reflect the part-time employment at Western of professionals employed elsewhere in the community)
- Most part-time faculty are employed for low teaching loads and short duration

Number of Individuals with Part-Time Faculty Appointments, Stratified by Gender, Fiscal Years 2002-03 to 2019-20



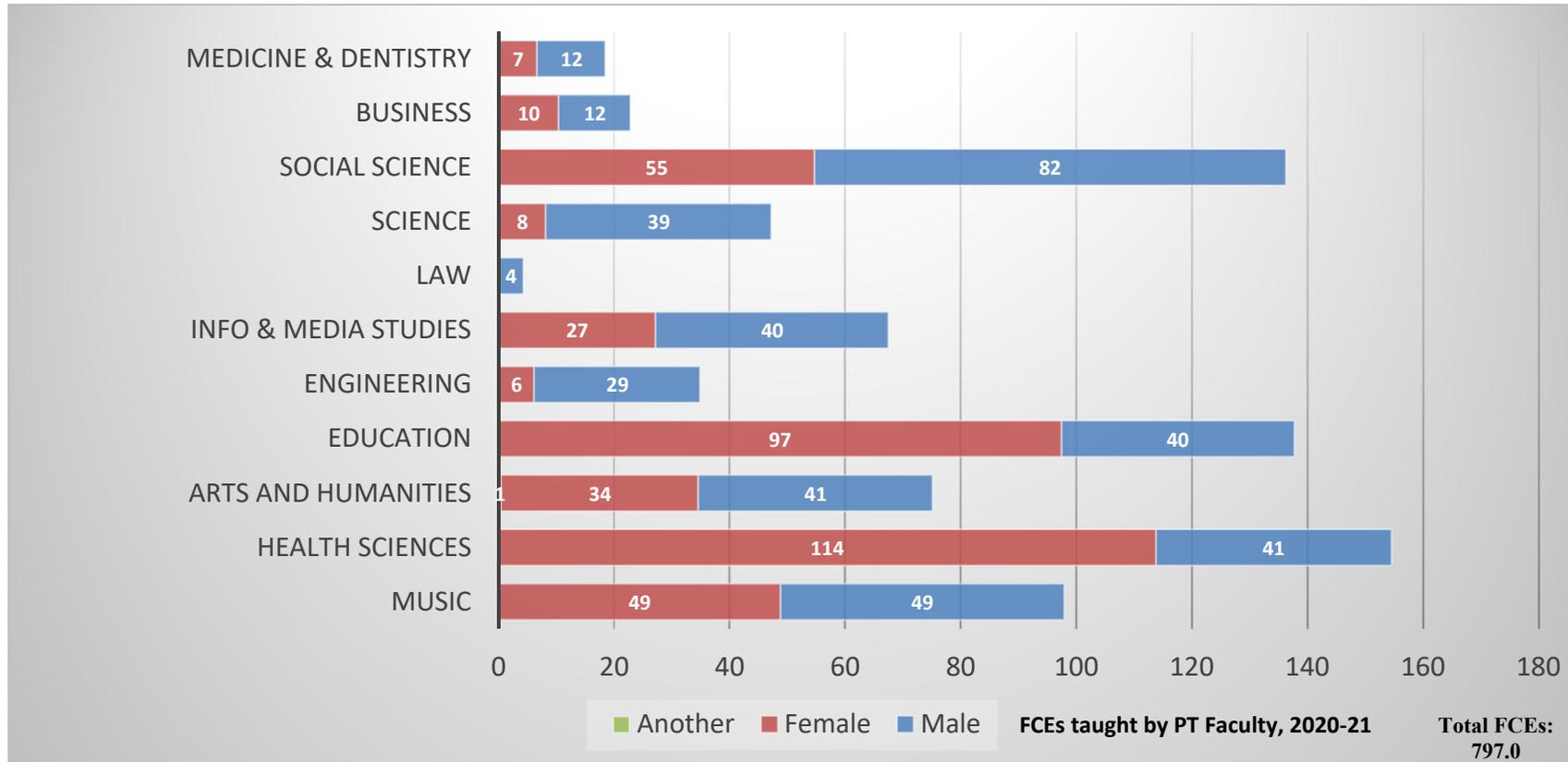
Source: Western Human Resources Information Systems

Number of Individuals with Part-Time Faculty Appointments Stratified by Rank, Fiscal Years 2003-04 to 2020-2021



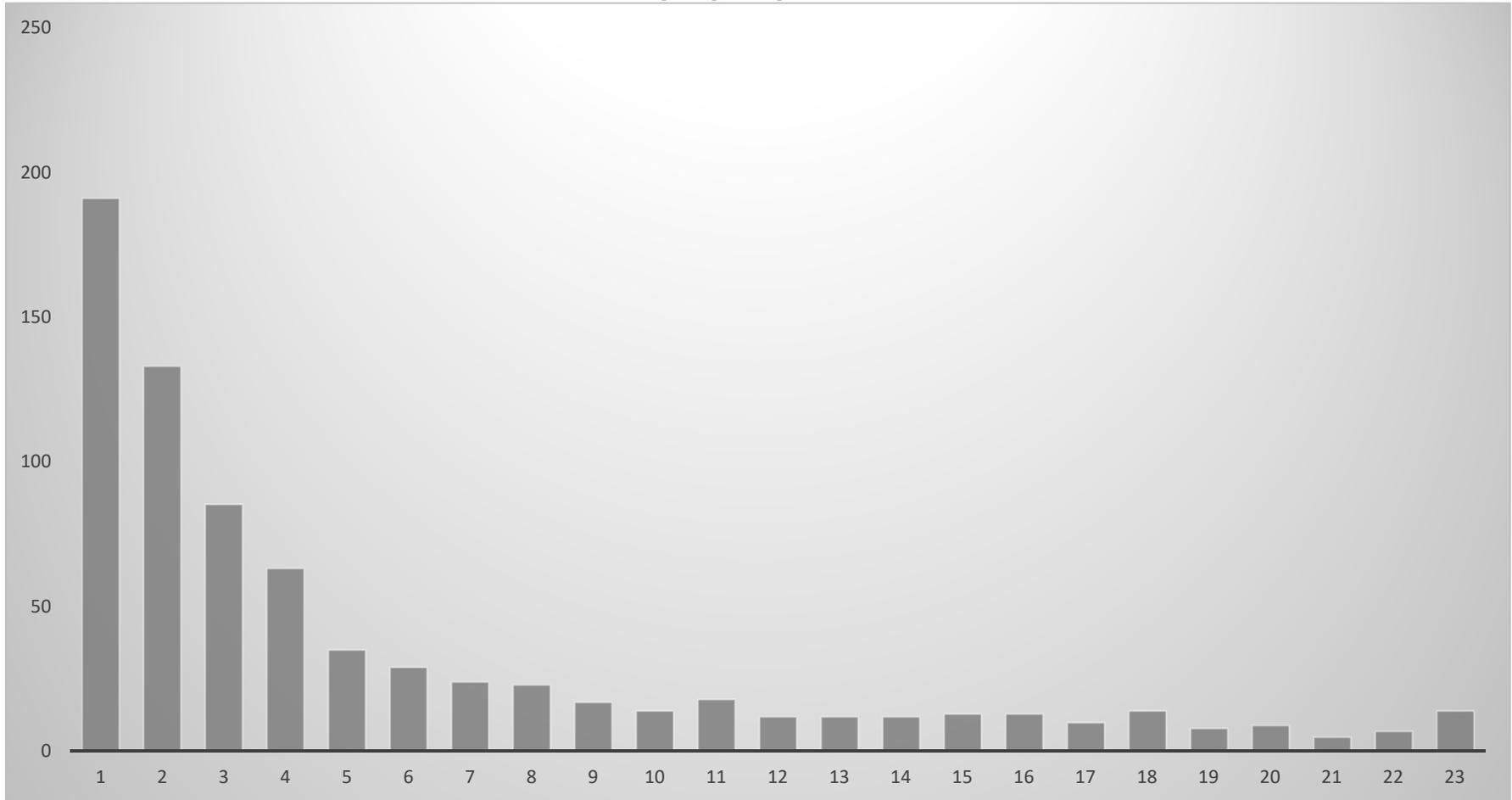
Source: Western Human Resources Information Systems

Degree Credit Courses taught by Part-Time Faculty by Faculty and Gender: 2020-21 (Fiscal Year)



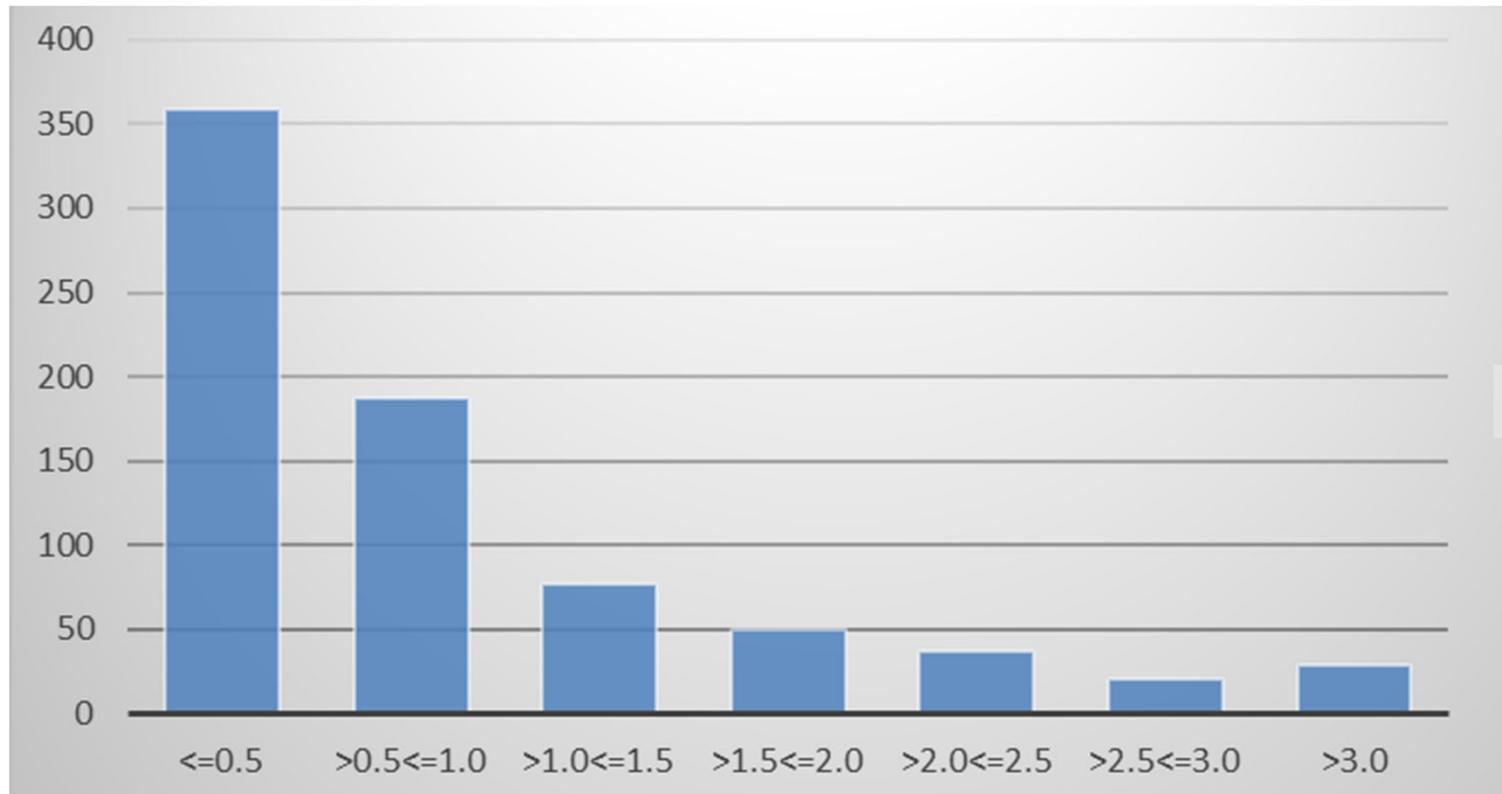
Source: Western Information Systems

Number of Individuals with Part-Time Faculty Appointments by Years of Service 2020-2021



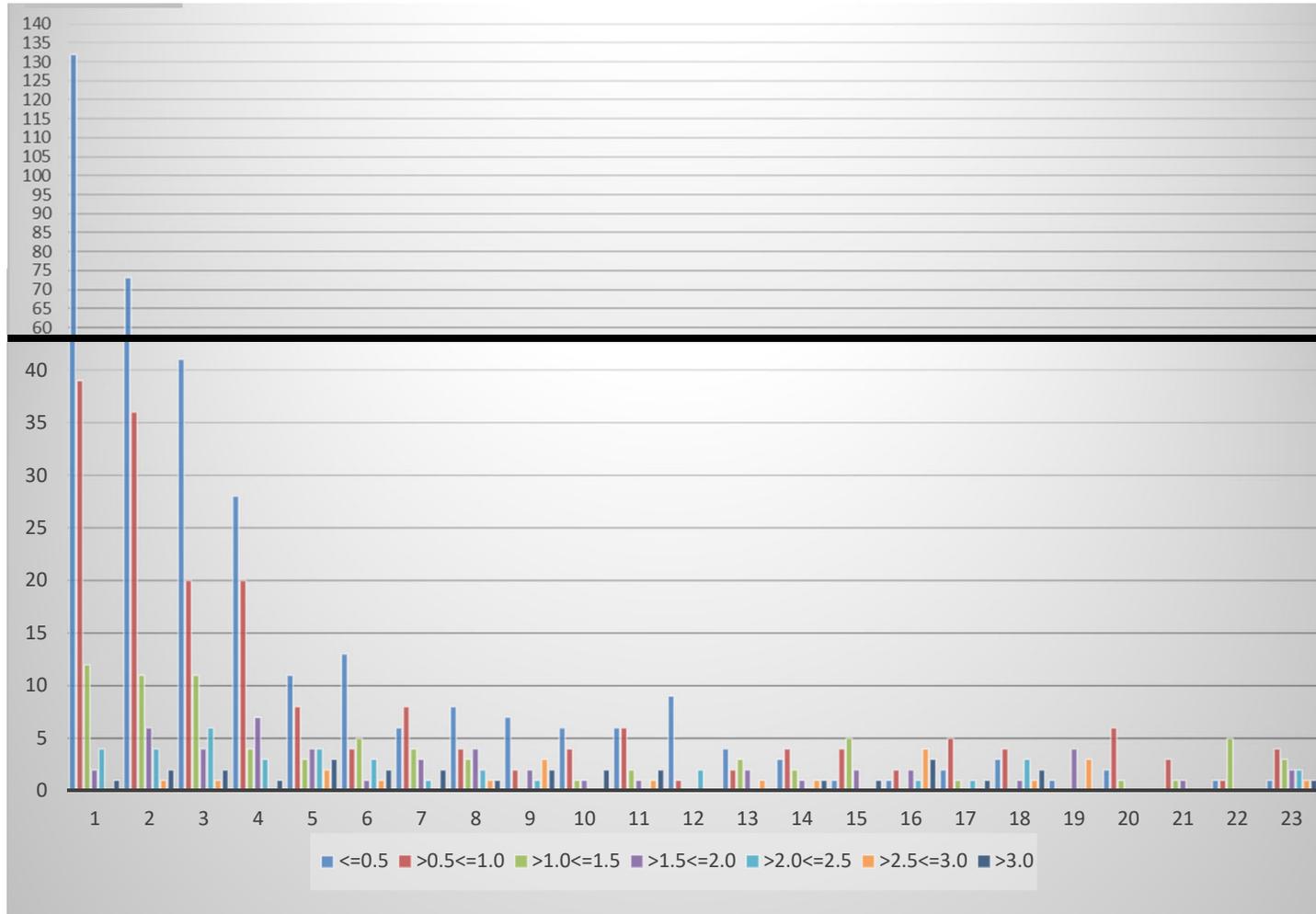
Source: Western Human Resources Information Systems
Includes Consecutive Years of Service, allowing for one single year gap
Excludes Extra Load Teaching and Course Authoring Appointments

Number of Individuals with Part-Time Faculty Appointments by Range of Full Course Equivalents (FCE), 2020-21



Source: Western Human Resources Information Systems
Excludes Extra Load Teaching and Course Authoring Appointments

Number of Individuals with Part-Time Faculty Appointments by Average Range of FCEs Taught by Years of Service 2020-2021



Source: Western Human Resources Information Systems
Excludes Extra Load Teaching and Course Authoring Appointments

Section 4: Clinical Full-Time Faculty

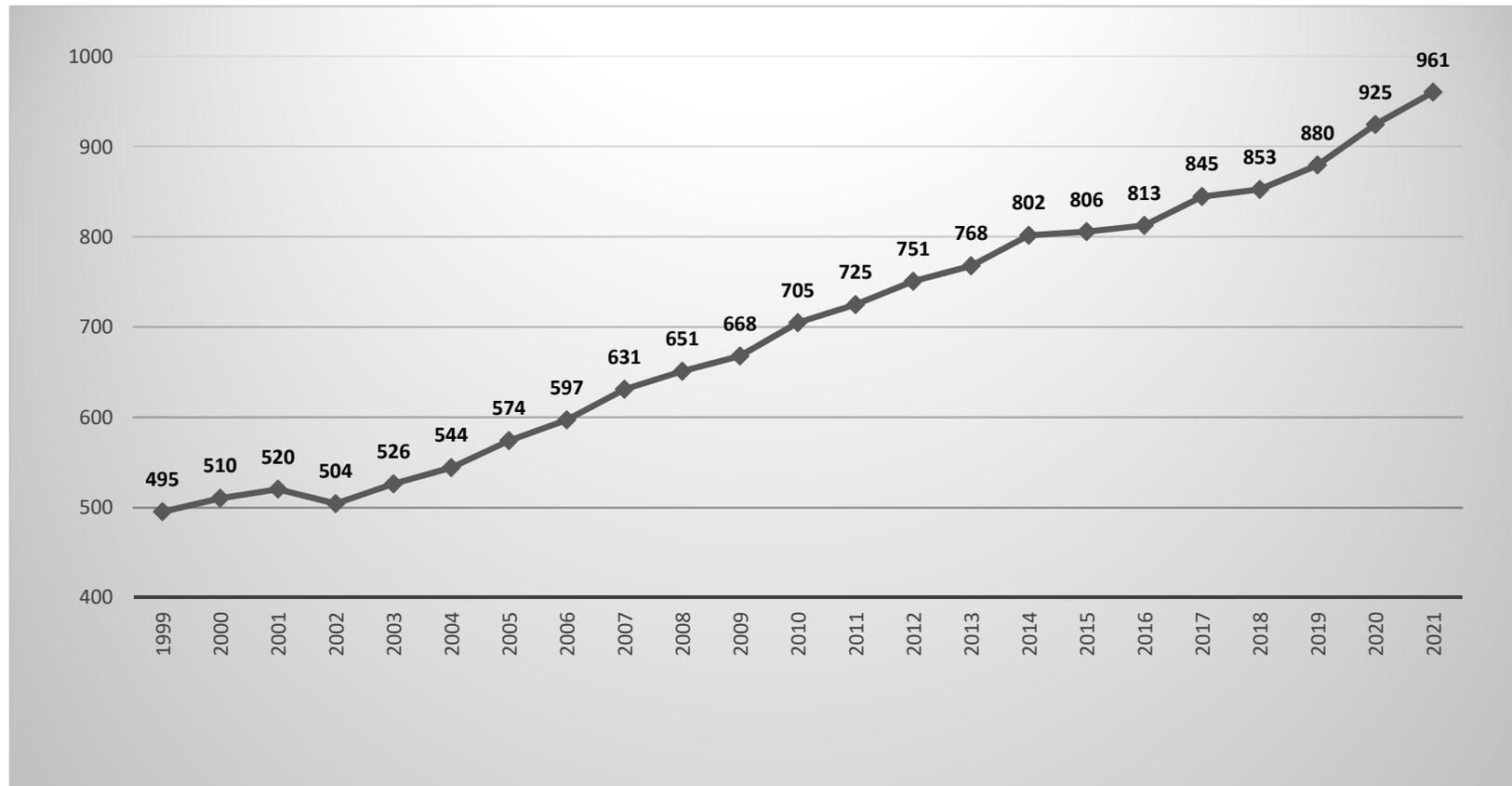
- Cross-sectional counts on October 1
- Includes Physicians in Schulich hired under the “Conditions of Appointment for Physicians” under the following appointment types:
 - Continuing Clinical Appointment
 - Clinical Limited Term Appointment (some of these will go on to become Continuing Clinical Appointments since “Continuing Track” hires are initially Clinical LT)

Key Observations from Slides 40 to 44

Clinical Full-Time Faculty

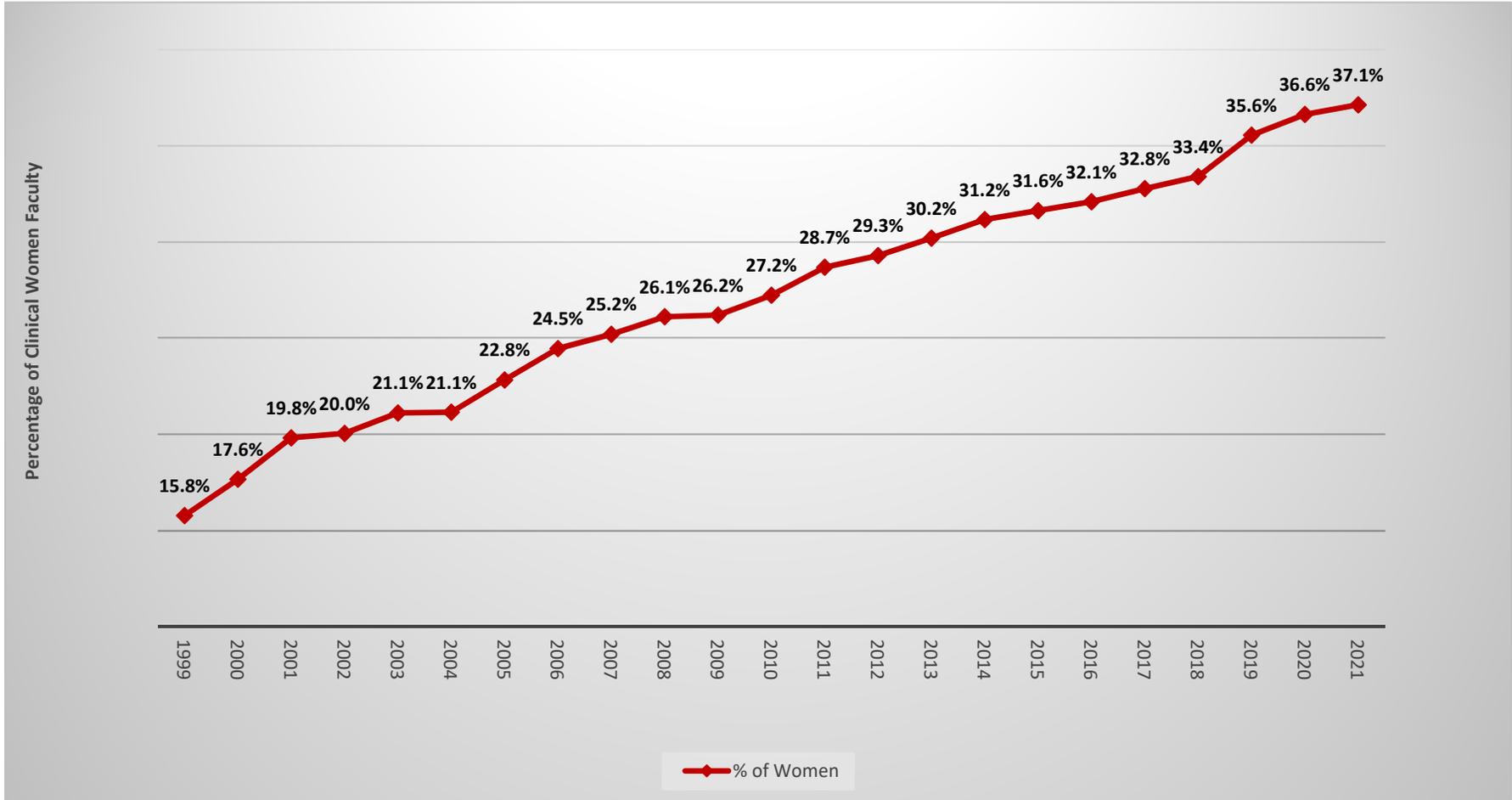
- The number of Clinical full-time faculty has been steadily increasing and is currently 961
- The percentage of women overall, inclusive of all career stages, is increasing and is currently 37.1%
- The representation of women was 45.6% among those hired in 2020-2021
- Annual resignation rates fluctuate due to small numbers

Full Time Clinical Faculty (Physicians in Schulich) at Western, 1999 – 2021



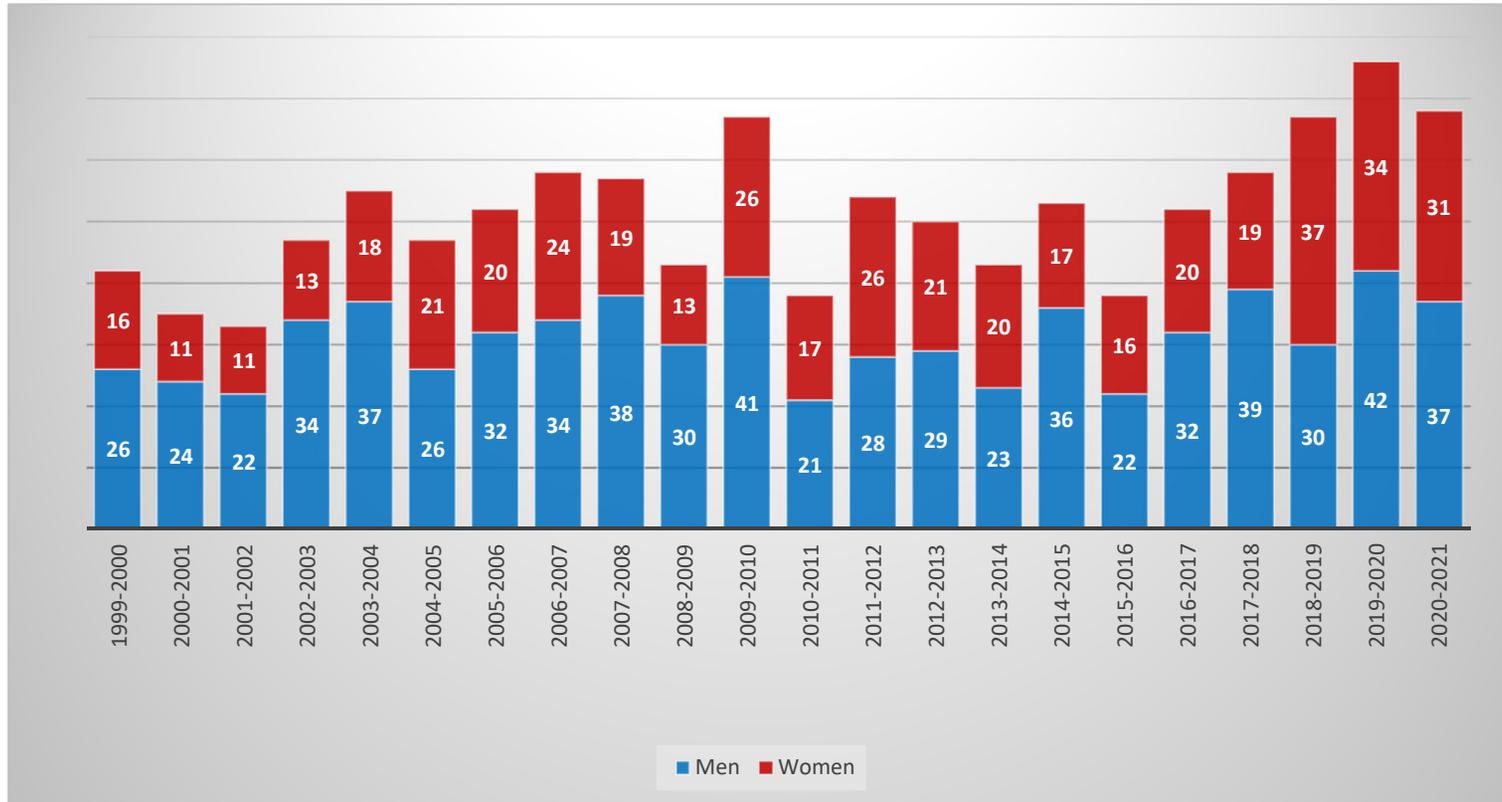
Source: Western Human Resources Information Systems

Women as a Percentage of Full-Time Clinical Faculty at Western, 1999 – 2021



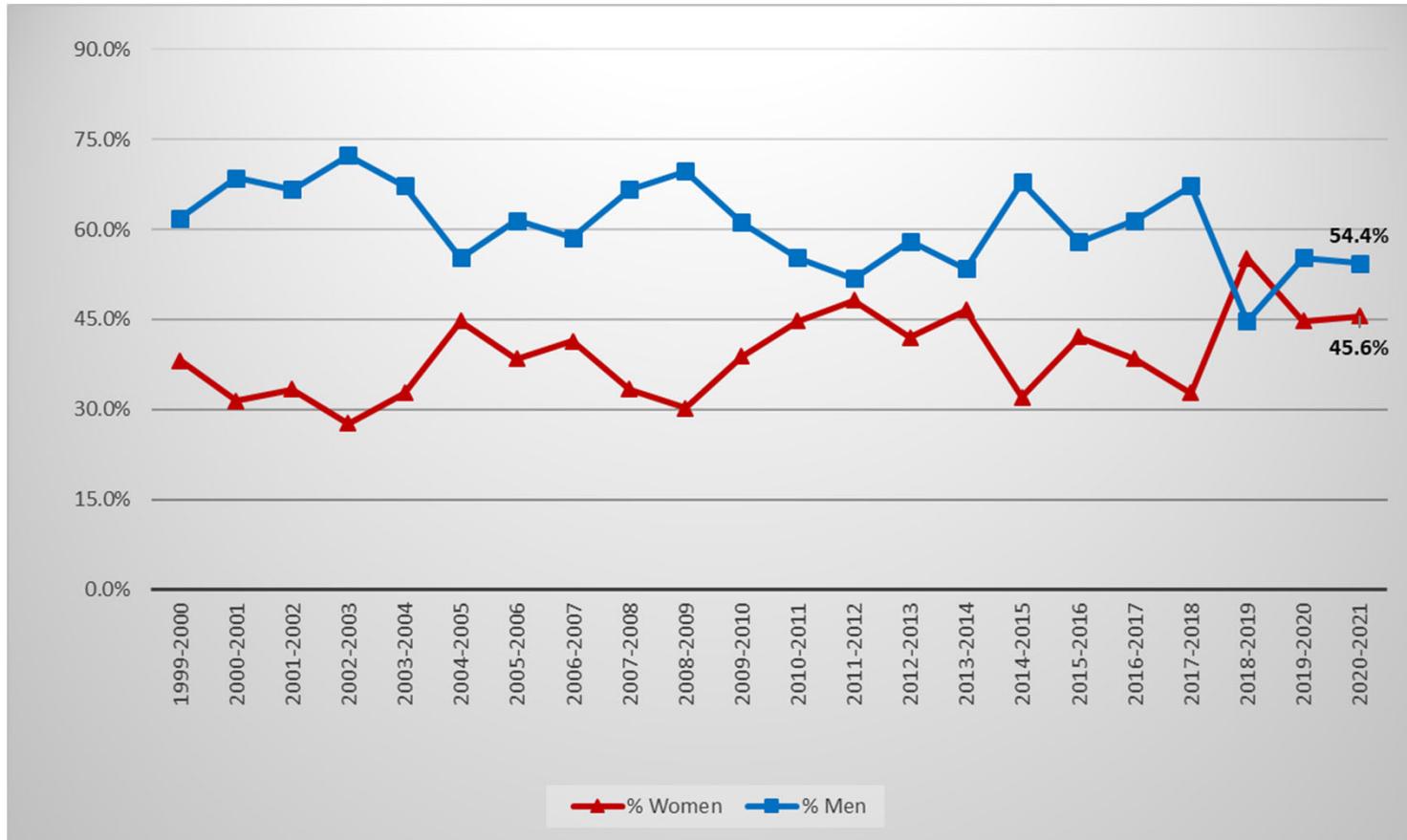
Source: Western Human Resources Information Systems

Newly Hired Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 2000 – 2021



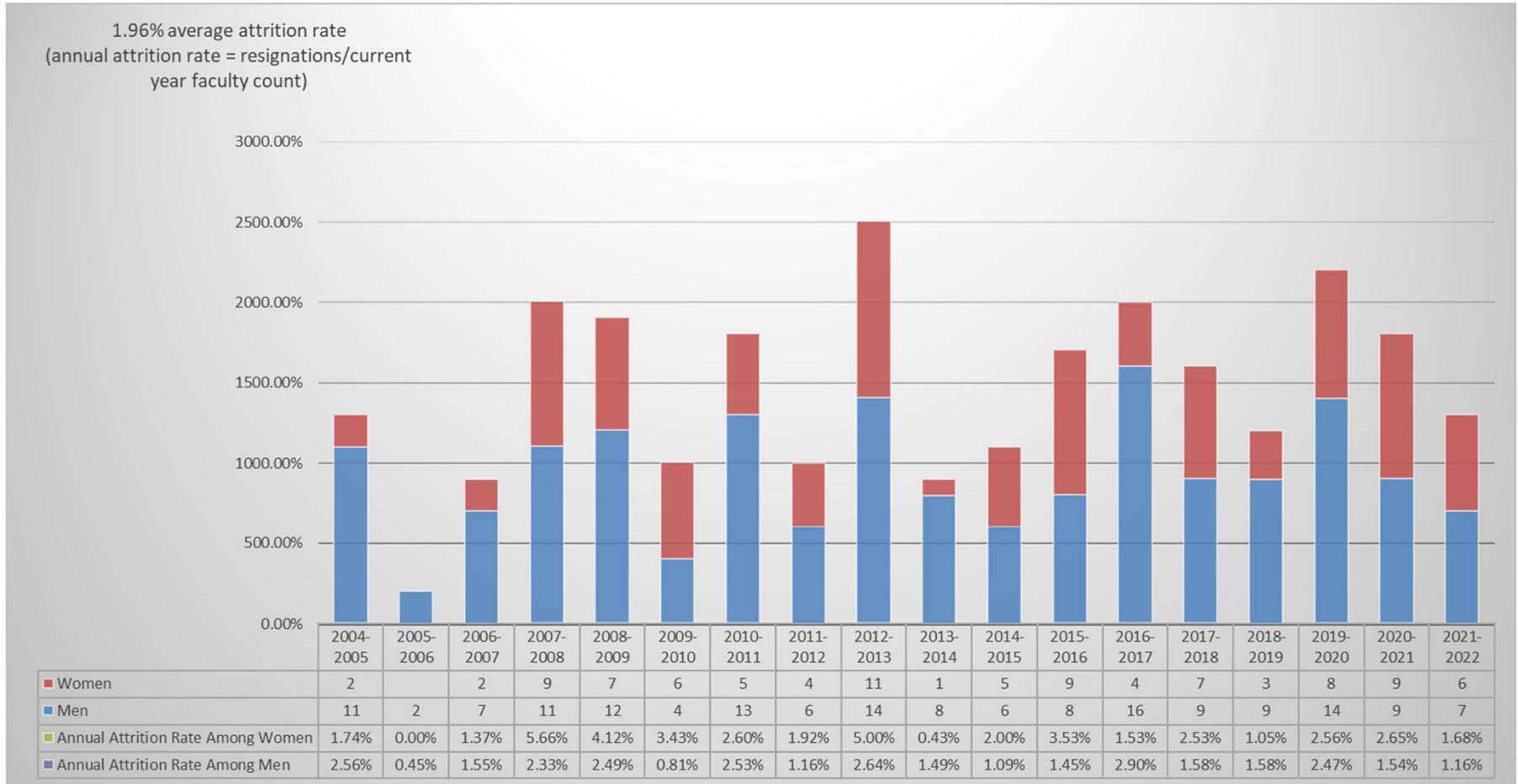
Source: Western Human Resources Information Systems

Percentage of New Full Time Clinical Faculty at Western by Gender: 1999-00 – 2020-21



Source: Western Human Resources Information Systems

Full Time Clinical Faculty Resignations by Gender 2004-05 – 2020-2021



Source: Western Human Resources Information System

For further information

- After presentation at SCUP, this report can be found at:
http://uwo.ca/facultyrelations/academic_planning
Reports: Recruitment and Retention Report 2022
- The report on Promotion and Tenure of UWOFA faculty, librarians and archivists, which is presented at the end of each promotion cycle, can be found at:
<https://www.uwo.ca/facultyrelations/pdf/Promotion-and-Tenured-Report-2021.pdf>
- For additional information on academic staff, Institutional Planning and Budgeting's website contains additional data:
<https://www.ipb.uwo.ca/>

(Note: definitions, inclusion criteria and the dates at which data are collected will influence counts. Therefore, counts may differ slightly among reports prepared from different data sources and for different purposes.)

ITEM 11.3(b) - Fourth Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That Senate approve the establishment of a fourth Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars at Western University.

EXECUTIVE SUMMARY:

Approval Process:

MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of a Chair. University Advancement is utilizing the open process in respect of this Chair.

Background:

In 2018, 2020 & 2021, an anonymous donor (the Donor) made gifts to establish the first, second and third Wolfe-Western Fellowships At-Large for Outstanding New Research Scholars. The Donor's goal is to support innovative researchers in their first or second year of appointment at the University and the Donor is therefore making another gift to establish a fourth Fellowship.

Donor and Funding:

The Donor has provided \$937,500 to establish an endowed Fellowship. Funds were also provided by the University through a matching program to create a \$1,875,000 endowment in support of the Fellowship. It is expected that the new Fellow will be appointed in March 2023.

Effective Date:

March 1, 2022

Purpose:

Appointments to the fourth Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars will be conducted according to Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships (https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf) of the University.

Appointments to the Fellowship will be for a maximum of five years, subject to an annual review of continued eligibility based on the quality of the incumbent's research program and overall performance. The Fellowship may be held only once by a faculty member.

The fourth Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars will provide support for someone who has contributed to research excellence and innovation in their chosen field in Canada and internationally relative to their career stage.

Criteria:

The appointment of the Fellowship will be in the appointee's first or second year at the University, whether the appointee is an Assistant, Associate or full Professor and is open to any Faculty / Department across the University campus. Appointees must demonstrate leadership and exceptional future potential within their areas of research. It is expected that the Fellowship holder will spend at least 75% of her/his academic time on research or research-related activities.

Selection of the Fellow will be based on the quality of the nominee's research and record of accomplishments, as well as the extent to which the nominee has contributed to research excellence and innovation in their chosen field in Canada and internationally relative to their career stage. It will also be based on the candidate's leadership potential in their chosen field in Canada and internationally.

A selection committee, chaired by the Vice-President (Research) or designate, will choose the recipient of the Fellowship. Membership of the selection committee will include an appropriate balance across Faculties to enable adjudication of a broad range of research disciplines.

The Fellowship will be awarded on a competitive basis and in accordance with the University's policies and practices.

Allowable Expenses:

Funds available will be used exclusively to support salary and benefits of the holder. The administration of the spending of resources for the Fellowship will be in accordance with the University's policies and procedures.

Reporting:

The University will report to the Donor annually regarding the activities of the fourth Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars.

Background:

This position has been funded by an anonymous donor. Information about the donor was previously shared with the Provost & Vice-President (Academic), Vice-President (Research) and Vice-President (University Advancement).

Reputational Risk:

As part of its due diligence process in respect of prospective donations, University Advancement reviews public information regarding donors and their related entities from the perspective of reputational risk to the University. Reputational risk is assessed as low, medium or high and is determined as agreed among the Vice-President (University Advancement), the Dean(s) of the Faculty to which the academic position is appointed, and the Provost and/or Vice-President (Research) as appropriate.

Risk Assessment: Low

ITEM 12.0 - Items Removed from the Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

1.

Shauna Burke, Senator

- 1) The evidence is clear that having a third dose (booster) of a COVID-19 vaccine provides significantly greater protection against the virus, including the Omicron variant, than two doses. As such, some faculty members would like to know whether the University is doing everything it can to increase third-dose coverage, including if and where the University plans to hold outreach (pop-up) booster clinics to “meet students where they are” (e.g., in high-traffic areas across campus and targeting specific and potentially under-vaccinated groups of students)?
- 2) To this end, does the University have data pertaining to the proportion of Western students who have received a booster dose to date? If not, a brief online survey administered to students is warranted, similar to what was conducted to understand vaccination coverage last summer. Not only is this information important from a campus and community health perspective, but it could also be helpful in designing booster campaigns and addressing potential equity issues, as there may be a need for a more targeted outreach approach. Consequently, such a survey should include variables to capture the campus population the participant is affiliated with (e.g., faculty, staff, student) as well as sociodemographic variables.
- 3) Will the Western community continue to enforce vaccination for all (students, staff, faculty) in Fall 2022, and will admissions letters include a COVID-19 vaccination requirement for incoming students? Given the high likelihood of future variants, this is an important consideration.
- 4) Lastly, an update regarding the University’s plans to provide students with N95 masks, as well as whether faculty members will continue to receive N95 masks in the coming months (and if so, how many), would be appreciated. Some have suggested that the number of masks received by Faculty members is insufficient and inconsistent across different Faculties. It would also be useful to know whether students can request and receive N95 masks as an accommodation if they have a condition that puts them at higher risk, a family member who is unable to be vaccinated, or caregiving responsibilities to someone who is at higher risk of serious consequences.

2.

Nigmendra Narain, Observer

1. Given the March 1 Ontario re-opening plans announced by the province, what is Western's plan for keeping the current vaccine requirement policy?
2. Concerning Divestment from Fossil Fuels, praising the USC for its bold decision to pursue divestment, what are Western's plans to pursue divestment from fossil fuels? One concern raised is that the PACES leadership's ties to the fossil fuel industry creates a possible conflict of interest, and the leadership has stated divestment from the fossil fuel industry is not on the table, so is this the case the fossil fuel divestment will not be considered? Furthermore, Western's Strategic Plan states that "Western

has the capacity, desire, and duty to discover, develop, and advocate for approaches to make our world more sustainable, particularly in the areas of climate change, biodiversity, equity, and social justice in which the university has expertise" (22-23) so should fossil fuels divestment not be a key part of this? Equally important, Western's Indigenous Initiatives webpage states "As members of a racialized group who struggle at the systemic intersections of racism, settler colonialism, and *global capitalism*, we understand the importance of allyship and solidarity", so given the major environmental impact of fossil fuel extraction, processes, etc., in/on Indigenous lands and peoples, would not divestment from fossil fuels show Western's commitment to EDID and Reconciliation goals and allyship?

Excerpt from Senate's Adopted Policies and Procedures:

4.1 Purpose

The Discussion Question Period has two functions:

- 4.1.1 To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.
- 4.1.2 To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2 General Regulations

- 4.2.1 No motions may be put or considered during this period on the agenda.
- 4.2.2 The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.
- 4.2.3 Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- 4.2.4 Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.
- 4.2.5 At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- 4.2.6 In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.

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

4.3 Process

4.3.1 Questions

- (a) It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.
- (b) The Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.
- (c) Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.
- (d) If after an answer is received, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.
- (e) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

4.3.2 Issues for Discussion

- (a) It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be included in a reposted agenda in advance of the meeting.
- (b) Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.
- (c) If at the end of the 30 minute period there are still members who wish to speak on an issue under discussion, and the period is not extended, discussion will be resumed at the following meeting of Senate as part of that meeting's Discussion and Question Period.

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