

**SENATE AGENDA**

**Friday, January 21, 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](mailto:senate@uwo.ca)

- 1.0 Land Acknowledgement
- 2.0 Minutes of the Meeting of December 3, 2021 Approval
- 3.0 Business Arising from the Minutes
- 4.0 Report of the President Information

**AGENDA**

- 5.0 **Report of the Operations / Agenda Committee (E. Chamberlain)**
  - 5.1 [Nominating Committee Membership](#) Action
  - 5.2 [Revised Appointment Procedures for Senior Academic and Administrative Officers of the University – Vice-Provost \(Students\)](#) Approval
- 6.0 **Report of the Nominating Committee (K. Yeung)**
  - 6.1 [University Research Board \(URB\)](#) Action
  - 6.2 [Senate Review Board Academic \(SRBA\)](#) Action
- 7.0 **Report of the Senate Committee on Academic Policy and Awards (J. Cuciurean) – no report for January 21, 2022**
- 8.0 **Report of the Senate Committee on University Planning (M. Davison) – no report for January 21, 2022**
- 9.0 **Report of the University Research Board (L. Rigg) – no report for January 21, 2022**

Senate Agenda  
January 21, 2022

10.0	Report of the Academic Colleague	Information
11.0	Consent Agenda	
11.1	Items from the Operations/Agenda Committee	
11.1(a)	<a href="#">Senate Membership – Vacancies Filled by Appointment</a>	Information
11.1(b)	<a href="#">Senate Meeting Schedule 2022-23</a>	Information
11.1(c)	<a href="#">Officers of Convocation</a>	Information
11.2	Items from the Senate Committee on Academic Policy and Awards	
11.2(a)	Don Wright Faculty of Music, Department of Music Performance Studies:	
11.2(a)(i)	<a href="#">Withdrawal of the Music Performance Diploma (Three-Year Program)</a>	Approval
11.2(a)(ii)	<a href="#">Introduction of a Minor in Music Performance Studies</a>	Approval
11.2(b)	Faculty of Science:	
11.2(b)(i)	Department of Earth Sciences: <a href="#">Revisions to the Honours Specialization and Specialization in Geophysics – For Professional Registration</a>	Approval
11.2(b)(ii)	Department of Physics and Astronomy: <a href="#">Withdrawal of the Honours Specialization, Specialization, Major and Minor in Materials Science</a>	Approval
11.2(c)	Faculty of Social Science, Department of Sociology: <a href="#">Withdrawal of the Honours Specialization in Criminology</a>	Approval
11.2(d)	King's University College:	
11.2(d)(i)	<a href="#">Introduction of a Minor in Writing and Social Change and Introduction of Writing 2230F/G</a>	Approval
11.2(d)(ii)	<a href="#">Introduction of a Subject Area in “American Sign Language” and Introduction of American Sign Language 1030A/B</a>	Approval

Senate Agenda  
January 21, 2022

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|--------------|---|-------------|
| 11.2(e)      | King's University College, Childhood and Youth Studies:   |             |
| 11.2(e)(i)   | Renaming of the "Childhood and Social Institutions" Subject Area  | Approval    |
| 11.2(e)(ii)  | Renaming of the Honours Specialization and Major in Childhood and Social Institutions and Revisions to the Module Requirements                    | Approval    |
| 11.2(e)(iii) | Introduction of a Minor in Childhood and Youth Studies  | Approval    |
| 11.2(e)(iv)  | Revisions to the Certificate in Childhood and Advocacy and the Certificate in Childhood and the Legal System                                      | Approval    |
| 11.2(e)(v)   | Introduction of New Courses in Childhood and Youth Studies  | Approval    |
| 11.2(e)(vi)  | Revisions to Childhood and Youth Studies Courses  | Approval    |
| 11.2(e)(vii) | Withdrawal of Childhood and Social Institutions Courses   | Approval    |
| 11.2(f)      | Revisions to the Dean's Honour List and Graduation "With Distinction" Policy  | Approval    |
| 11.2(g)      | SUPR-G Report: Cyclical Review of the Professional Programs in Education  | Information |
| 11.2(h)      | Faculty-Specific Undergraduate Sessional Dates  | Information |
| 11.3         | Items from the Senate Committee on University Planning  |             |
| 11.3(a)      | Western Office of the Ombudsperson Annual Report 2020/21  | Information |
| 11.3(b)      | Designated Chairs, Professorships and Faculty Fellowships approved on behalf of the Senate in 2021 by the Senate Committee on University Planning | Information |
| 11.4         | Announcements and Communications  |             |

Senate Agenda  
January 21, 2022

11.4(a)      [Election Results - Senate Committee on University Planning](#)      Information

11.4(b)      [Academic Administrative Appointments](#)      Information

11.5    Senate E-Vote (Time Sensitive): [Policy Amendment: Structure of the Academic Year](#)      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.

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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 December 3, 2021**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**    That the minutes of the meeting held on December 3, 2021 be approved as circulated.

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**MINUTES OF THE MEETING OF SENATE**

**December 3, 2021**

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

SENATORS:

K. Arora	V. Jaremek	P. Peddle
P. Barmby	T. Jenkyn	S. Powell
A. Baxter	E. Kalaydjian	S. Prichard
J. Baxter	S. Karky	D. Purcell
I. Berry	G. Kelly	A. Pyati
E. Boussoulas	R. Kennedy	L. Rigg
D. Brou	M. Kim	A. Robin
S. Burke	D. Kotsopoulos	S. Roland
C. Burucua	J. Lacefield	G. Santos
E. Chamberlain	D. Laird	E. Sapuridis
J. Chazi	J. Langille	J. Schermer
M. Cleveland	M. Lebo	A. Schuurman
K. Coley	D. Lee	A. Shami
S. Constas	J. Li	A. Shepard
J. Cuciurean	L. Logan	Z. Sinel
M. Davison	M. Longtin	V. Smye
G. De Viveiros	D. Malloy	B. Sriharan
R. Dekoter	M. Milde	C. Steeves
L. Frederking	L. Miller	L. Stephenson
R. Forrester-Jones	J. Minac	L. Stoyles
C. Gallant	K. Mooney	G. Tigert
J. Garland	S. Morrison	J. Watson
K. Gibbons	I. Namukasa	K. Whitehead
R. Gros	J. Nord	K. Yeung
A. Haque	J. O'Hagan	J. Yoo
N. Harney	A. Pahargarh	S. Zivkovic
L. Henderson	M. Patel	
R. Heydon	T. Peace	
S. Hodgson		

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

**Land Acknowledgement**

G. Kelly offered a Land Acknowledgement.

S.21-238 **Minutes of Prior Meeting**

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

S.21-239 **REPORT OF THE PRESIDENT**

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

The President additionally commented on the following items:

- COVID-19 outbreak declared at Saugeen-Maitland Hall residence
- Ongoing discussions with epidemiologists and the government concerning new COVID-19 variant
- Western Athletics update: Vanier Cup game, coaching awards and championships
- Called for proposals from the academic and local communities for propositions on newly acquired building at 450 Talbot Street
- An individual has been selected to independently review the events at Medway-Sydenham Hall in early September
- The federal government has issued simultaneous calls for large scale research proposals
- Thames Hall renovations to be completed in January
- Early admissions data indicate high admission projections for the upcoming year

**REPORT FROM THE OPERATIONS/AGENDA COMMITTEE**

S.21-240 **ITEM 5.1 – Revisions to the Rules of Order (Provision for Senate E-Votes)**

It was moved by R. Gros, seconded by G. Kelly,

That the Rules of Order be revised as shown, effective December 3, 2021.

CARRIED

**REPORT OF THE NOMINATING COMMITTEE**

S.21-241 **ITEM 6.1 – Senate Committee on University Planning (SCUP)**

An additional nomination was received for the administrative staff vacancy on SCUP.

An election was held following the Senate meeting and Lisa Latif was elected for a term to June 30, 2023.

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

S.21-242 **ITEM 7.1 – Notice of Motion Referred from Senate: Revision to the Policy on the Structure of the Academic Year**

J. Cuciurean advised that a Senator presented a Notice of Motion at the November 12, 2021 Senate meeting, proposing a temporary amendment to the Structure of the Academic Year policy, effective January 1, 2022 to August 31, 2022. The temporary amendment would delay the start of classes until January 10, 2022. The Chair of Senate received the Notice of Motion and referred it to SCAPA for consideration. At its meeting held November 24, 2021, SCAPA considered the motion and after a discussion considering many factors, committee members did not support the motion. J. Cuciurean noted that SCAPA is committed to reviewing the Structure of the Academic Year policy to provide discretion for the scheduling of sessional dates when a similar situation arises.

S. Prichard, Acting Provost and Vice-President (Academic), noted that SCAPA acknowledged students' concerns about stress and mental health, and advised that discussions have started as part of a commitment to ensure students are provided with the support needed.

S.21-243 **ITEM 7.2 – School of Graduate and Postdoctoral Studies: Introduction of a “Doctoral Flex Time Registration” Policy**

It was moved by R. Gros, seconded by G. Kelly,

That effective January 1, 2022, a “Doctoral Flex Time Registration” policy be introduced as shown in Item 7.2.

CARRIED

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

S.21-244 **ITEM 8.1 – Update on Budget Planning Process and Guidelines**

S. Prichard provided an update on the budget planning process and associated guidelines, as outlined in Item 8.1. She advised that approvals for new faculty appointments will be accelerated prior to budget approval in April, to allow for earlier recruitment and to adjust the recruitment timeline to be simultaneous with the academic year. S. Prichard noted that even though it is a one-year budget, it is anticipated to run a four-year cycle as units have been requested to provide an additional three-year academic plan proposal to include visions around enrollment, growth in faculty and staff positions, alongside ambitions and goals aligned to the strategic plan.

S.21-245 **ITEM 8.2 – Annual Report of the University Librarian**

C. Steeves, University Librarian, presented the Annual Report of the University Librarian, as outlined in Item 8.2.

**REPORT FROM THE UNIVERSITY RESEARCH BOARD**

S.21-246 **ITEM 9.1 – Western Research Strategic Plan 2022-27**

It was moved by R. Gros, seconded by G. Kelly,

That the Senate approve, and recommend to the Board of Governors, the Western Research Strategic Plan 2022-27 as provided.

CARRIED

S.21-247 **UNANIMOUS CONSENT AGENDA**

It was moved by R. Gros, seconded by G. Kelly,

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

CARRIED

S.21-248 **CONSENT AGENDA ITEMS**

**REPORT FROM THE OPERATIONS/AGENDA COMMITTEE**

S.21-249 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

- ITEM 11.1(a) – Senate Membership – Vacancies Filled by Appointment
- ITEM 11.1(b) – Convocation Board, Interim Report to Senate
- ITEM 11.1(c) – Chat Function at Senate Zoom Meetings

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

S.21-250 **ITEM 11.2(a) – Faculty of Health Sciences, School of Kinesiology: Introduction of Kinesiology 1050A/B and 1060A/B and Revisions to the Admission and Program Requirements of the Honours Specialization in Clinical Kinesiology, the Honours Specialization in Kinesiology – BA and the Major in Kinesiology**

It was moved by R. Gros, seconded by G. Kelly,

That effective January 1, 2022, Kinesiology 1050A/B and Kinesiology 1060A/B be introduced in the School of Kinesiology, and

That effective September 1, 2022, the admission and program requirements of the Honours Specialization in Clinical Kinesiology, the Honours Specialization in Kinesiology – BA and the Major in Kinesiology be revised as shown in Item 11.2(a).

CARRIED BY UNANIMOUS CONSENT

S.21-251 **ITEM 11.2(b)(i) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Compressed Time Frame Bachelor of Science in Nursing (BScN) Program (Level 1)**

It was moved by R. Gros, seconded by G. Kelly,

That effective January 1, 2022, Nursing 1201A/B (Foundations of Nursing Practice) and Nursing 1222A/B (Health Assessment and Health Promotion) be introduced by the Arthur Labatt Family School of Nursing, and

That Nursing 1200W/X (Foundations of Nursing Practice) and Nursing 1220W/X (Health Assessment and Health Promotion) be withdrawn, and

That the Compressed Time Frame Bachelor of Science in Nursing (BScN) program be revised as shown in Item 11.2(b)(i).

S.21-252 **ITEM 11.2(b)(ii) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Compressed Time Frame Bachelor of Science in Nursing (BScN) Program (Level 2 and 3)**

It was moved by R. Gros, seconded by G. Kelly,

That effective January 1, 2023, Nursing 2360A/B (Clients with Health Challenges I) and Nursing 3630A/B (Clients with Health Challenges II) be introduced by the Arthur Labatt Family School of Nursing, and

That Nursing 3600W/X (Clients with Health Challenges) be withdrawn, and

That the Compressed Time Frame Bachelor of Science in Nursing (BScN) program be revised as shown in Item 11.2(b)(ii).

CARRIED BY UNANIMOUS CONSENT

S.21-253 **ITEM 11.2(b)(iii) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Introduction of an Articulation Agreement for the Admission of Graduates of the Practical Nursing Diploma Program at Fanshawe College into the Compressed Time Frame Bachelor of Science in Nursing (BScN) Program at Western University**

It was moved by R. Gros, seconded by G. Kelly,

That effective September 1, 2021 an articulation agreement for the admission of graduates of the Practical Nursing Diploma program at Fanshawe College into the Compressed Time Frame Bachelor of Science in Nursing (BScN) program at Western University be introduced as shown in Item 11.2(b)(iii).

CARRIED BY UNANIMOUS CONSENT

S.21-254 **ITEM 11.2(c) – Schulich School of Medicine & Dentistry: Revisions to the Structure of the Academic Year Policy (Guidelines for the Organization of the Academic Year: Dentistry)**

It was moved by R. Gros, seconded by G. Kelly,

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

CARRIED BY UNANIMOUS CONSENT

S.21-255 **ITEM 11.2(d) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program” Policy**

It was moved by R. Gros, seconded by G. Kelly,

That effective September 1, 2021, the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program” policy be revised as shown in Item 11.2(d).

CARRIED BY UNANIMOUS CONSENT

S.21-256 **ITEM 11.2(e)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Graduate Specialization in Machine Learning in Health and Biomedical Sciences**

It was moved by R. Gros, seconded by G. Kelly,

That effective January 1, 2022, a Collaborative Graduate Specialization in Machine Learning in Health and Biomedical Sciences be introduced as shown in Item 11.2(e)(i), pending Quality Council approval.

CARRIED BY UNANIMOUS CONSENT

S.21-257 **ITEM 11.2(e)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Physical Therapy (MPT)**

It was moved by R. Gros, seconded by G. Kelly,

That effective January 1, 2022, the Master of Physical Therapy (MPT) be revised as shown in Item 11.2(e)(ii).

CARRIED BY UNANIMOUS CONSENT

S.21-258 **ITEM 11.2(f) – Expansion of the Articulation Agreement between Western University, Huron University College, King’s University College and Fanshawe College regarding the transfer of credit for students in the Business-Accounting Diploma Program**

It was moved by R. Gros, seconded by G. Kelly,

That Senate approve and recommend to the Board of Governors that effective December 1, 2021, the Articulation Agreement between Western University, Huron University College, King’s University College and Fanshawe College regarding the transfer of credit for students in the Business Accounting Diploma Program be expanded to include Brescia University College, as shown in Item 11.2(f).

CARRIED BY UNANIMOUS CONSENT

S.21-259 **ITEM 11.2(g) – King’s University College: Revisions to the “English Language Proficiency for Admission” Policy**

It was moved by R. Gros, seconded by G. Kelly,

That effective January 1, 2022, the “English Language Proficiency for Admission” policy be revised to indicate that King’s University College will accept successful completion of Level 7 of the King’s University College/ICEAP Toronto Bridging Program as an alternative to the English language proficiency requirement for international students, as shown in Item 11.2(g).

CARRIED BY UNANIMOUS CONSENT

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

S.21-260 The following items reported by the Senate Committee on University Planning were received for information by unanimous consent:

- ITEM 11.2(e)(iii) – School of Graduate and Postdoctoral Studies: Correction to the Name of the Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner
- ITEM 11.2(h) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Linguistics and Physical Therapy

S.21-261 **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. **Fossil Fuel Divestment**

Two Senators submitted questions regarding Western’s plans on fossil fuel divestment.

L. Logan, Vice-President (Operations & Finance), advised that the Investment Committee and the University's responsible investing strategy and pathway are focused on the impact of carbon emissions on climate change. The committee chose decarbonization as the strategy to provide greater impact. The University has committed to a 45% reduction in the carbon footprint of the portfolio by 2030, and net zero by 2050. A comprehensive carbon transition analysis was undertaken as part of the work on the responsible investing strategy and pathway, which will guide Western in setting decarbonization strategies and targets for the future. A recent announcement noted that the carbon footprint of the long-term public equity has been reduced by 65 per cent since 2015.

The first responsible investing progress report is anticipated to be distributed in the first quarter of 2022. Managers will be held accountable to manage their assets and the related climate transition risks in alignment with Western's investment beliefs and commitments. Divestment will be considered if managers are not working in alignment with Western's targets.

The University's investments are governed by the Board of Governors and through university policy, and the Board has delegated the responsibility to Western's Investment Committee, a subcommittee of the Property and Finance Committee. Investments were not placed in the scope of PACES due to the formalized reporting and governance structure in place. Regular updates on the progress of responsible investing will be provided to PACES.

L. Logan advised that the Investment Committee holds the belief that engagement is a superior approach to fossil fuel divestment in effecting changes on environmental, social and governance (ESG) related matters.

The Senator requested clarification on how net zero decarbonization differs from divestment.

L. Logan responded that net zero decarbonization focuses on the impact of carbon emissions and climate change, of which fossil fuels are one element. A greater impact and a shorter timeline can be achieved by focusing on carbon emissions, not just divestment.

## **ADJOURNMENT**

The meeting adjourned at 2:27 p.m.

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A. Shepard  
Chair

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A. Bryson  
University Secretary

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

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

There is no business arising at this time.

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## REPORT OF THE PRESIDENT

To: Senators  
From: Sarah Prichard, Acting President  
Date: January 14, 2022  
Re: President's Report to Senate

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Dear Senators,

The following report highlights some noteworthy developments since President Shepard's last report to Senate of December 3, 2021. We send our best wishes to Alan as he continues to recover from the cardiac issues he experienced prior to the holiday break.

**COVID-19 update:** We continue to adapt to the dynamic nature of the pandemic by adjusting the precautionary measures we are taking to mitigate health and safety risks to our community. In addition to delaying the beginning of the winter term and shifting temporarily to online learning, changes to our daily self-assessment and absence notification tools, new masking requirements, protocols for studying and working in shared spaces, and vaccination and testing procedures have all been implemented in recent weeks. These decisions have been informed by advice from medical experts and campus leaders, and they are aligned with policy directives from government and local health authorities. More details on the timing of our anticipated return to in-person learning will be announced soon.

The pandemic has been terribly difficult for all of us, and I want to thank all campus members for your ongoing diligence and patience. With empathy and support for one another and our students, we will see through the balance of the academic year successfully. Please watch <https://www.uwo.ca/coronavirus/> for the latest updates on our pandemic response.

**Independent review underway:** Lawyer and principal of Massey College at the University of Toronto, **Nathalie Des Rosier**, has begun her independent review of Western's policies and procedures relevant to the allegations of sexual violence that emerged during and following OWeek. Nathalie is joined by co-investigator **Sonya Nigam**, executive coordinator of the Canadian Association for the Prevention of Discrimination & Harassment in Higher Education.

Together, Nathalie and Sonya will look at events that transpired on campus, off campus, and online during the weekend of September 10-11 with a view to identifying gaps and making recommendations for improvement. As an academic, Nathalie's scholarship focuses on women's rights and constitutional law, while Sonya's professional experience

includes a decade serving the University of Ottawa's human rights office and Human Rights Research & Education Centre.

**Update on Gender-Based & Sexual Violence Action Committee:** The committee's four working groups have begun meeting and engaging additional expertise and experience from across campus, including reaching out to specific groups and individuals with valuable insights to share. Later this month, the campus community will be invited to share specific ideas and strategies for action via an online survey, followed-up with targeted group discussions in February. An important goal of the Committee is to assess the range of activities being undertaken, ensure coordination and lack of duplication, provide strategies to measure the impact of these actions, and continue to ensure clear and ongoing communication among those conducting these activities, and with the broader community. Watch the committee's website at <https://president.uwo.ca/gbsv/> for the latest updates on its work.

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

- **Prof. Sarah Smith** (FIMS) named Canada Research Chair in Art, Culture and Global Relations (Tier 2), and **Prof. Frank Beier** (Physiology & Pharmacology) renewed as Canada Research Chair in Musculoskeletal Research (Tier 1)
- Faculty of Social Science's **Network for Economic and Social Trends (NEST)** named recipient of the *2021 City of London Diversity, Race Relations and Inclusivity Award*
- PhD candidate **Lisa Anne Floyd** (Education) named among recipients of the *Prime Minister's Award for Teaching Excellence*
- **Drs. Bertha Garcia** and **Patricia Valcke** of the Schulich School of Medicine & Dentistry each awarded *Certificates of Merit for 2022 by the Canadian Association of Medical Education*
- **Dr. Beatrice Preti** (Resident, Department of Oncology), **Olivia Ghosh-Swaby** (PhD candidate, neuroscience), and **Max Stone** (MD candidate) each awarded *Rising Star Certificates of Excellence for 2022 by the Canadian Association of Medical Education*
- **Profs. Danielle Way** (Biology), **Wueliang (Andy) Sun** (Mechanical & Materials Engineering), **Brian Feagan** (Medicine, Epidemiology & Biostatistics) and **Li Ruying** (Mechanical & Materials Engineering) named among *Clarivate's Highly Cited Researchers for 2021*
- **Prof. Shelly Taylor** (Education) named President of TESOL International (formerly Teachers of English to Speakers of Other Languages)

- **Dr. Michael Rieder** (Clinical Pharmacology & Toxicology) named *Fellow of the British Pharmacology Society*
- Staff members receiving the *2021 Western Award of Excellence* include:
  - **Sara Mai Chitty**, Curriculum & Pedagogy Advisor, Office of Indigenous Initiatives
  - **Melanie Katsivo**, Equity, Diversity & Inclusion Specialist, Schulich School of Medicine & Dentistry, and Associate Director of Programs & Partnerships, The Africa Institute
  - **Karen Kueneman**, Research Officer for the Faculties of Information & Media Studies, Law, and Don Wright Faculty of Music
  - **Dr. Sonya Malone**, Medical Director, Health Services
  - **Kim Miller**, Director, Academic Support & Engagement, Student Experience (now Executive Director, Career Management & Corporate Recruiting, Ivey Business School)
  - **Sergio Rodriguez**, Director of Client Services, Western Technology Services
  - **Connie Zrini**, Faculty Recruitment Consultant, Office of Faculty Relations
  - **Teacher Education Office Team**, Faculty of Education, including **Cindy Barnes, Rebecca Cole, Cathy Cornett, Courtney Klein, Joanne Lombardi, Katie Mentone and Anna Zuber**
  - **Undergraduate (Ontario) Admissions Team**, Office of the Registrar, including **Kathryn Thomas, Theresa Serwatuk, Samia Lahib and Sarah Visscher**
- Alumni newly appointed to the *Order of Canada* include: **Navjeet Dhillon**, MBA'98; **Tomson Highway**, BMus'75, LLD'93; **Jean Riley Senft**, BA'70; **Vahan Kololian**, BA'75; **Andrew Paul MacDonald**, BMus'81; **Joy Kathryn MacPhail**, BA'77; **Sharon Elizabeth Straus**, BSc'86; and **Barbara G. Stymiest**, HBA'78
- Alumni named among *London's Top 20 Under 40* for 2021 include: **Ahad Al-Hakim**, BSc'12; **Dr. Christopher Fanelli**, BHSc'10; **Matthew Grossi**, BMOS'14; **Andrew Hentz**, BA'07, JD'14; **Laura Murphy**, BHSc'07; **Louise Poole**, HBA'05; **Shobhita Sharma**, BA'08, MA'09; **Corey Shelson**, MBA'13; **Dr. Caitlin Symonette**, BMSc'06, MSc'08, MD'12, MSc Surgery'15; **Adam Thompson**, BA'06, MA'07; and **Natalie Wakabayashi**, BA'10

**ITEM 5.1 – Nominating Committee Membership**

**ACTION:**     ACTION                     INFORMATION                     DISCUSSION

**SENATE NOMINATING COMMITTEE**

**[Must be members of Senate]**  
*Workload: Meets monthly, the Thursday of the week before Senate at 9:30 a.m.*

**Composition:**    Regular Members:

Seven (7) members of Senate, at least one (1) of whom is a graduate student and no more than two members from a single unit.

Alternate Members:

Three (3) members of Senate, at least one of whom is a student

**Current Elected Members:**

*Terms ending June 30, 2022:*

Regular Members:    James Compton (FIMS), V. Jaremek (GRAD), K. Yeung (Sci)

Alternate Members:    E. Boussoulas (UNDG), S. Burke (HS)

*Terms continuing to June 30, 2023:*

Regular Members:    M. Cleveland (SS), S. Sinel (Law), L. Stephenson (SS)

Alternate Member:    D. Laird (Schulich)

**Required:    Regular Committee Members:**

One (1) member to replace A. Borchert (to June 30, 2022)

**Nominees:**    Mary Helen McMurrin    (Senator)                    term to June 30, 2022

**ATTACHMENT(S):**

[Senate membership, effective January 1, 2022](#)

## Senate Membership 2021-22

### EX OFFICIO (20 voting members and 1 non-voting member)

Chancellor	Linda Hasenfratz
Acting President & Vice-Chancellor	Sarah Prichard
Acting Provost & Vice-President (Academic)	John Doerksen
Vice-President (Operations & Finance)	Lynn Logan
Vice-President (Research)	Lesley Rigg
Vice-President (University Advancement)	Jeff O'Hagan
Vice-Provost (School of Graduate & Postdoctoral Studies)	Linda Miller
Dean, Faculty of Arts and Humanities	Michael Milde
Dean, Ivey Business School	Sharon Hodgson
Dean, Faculty of Education	Donna Kotsopoulos
Dean, Faculty of Engineering	Ken Coley
Dean, Faculty of Health Sciences	Jayne Garland
Dean, Faculty of Information and Media Studies	Lisa Henderson
Dean, Faculty of Law	Erika Chamberlain
Dean, Schulich School of Medicine & Dentistry	John Yoo
Dean, Don Wright Faculty of Music	Michael Kim
Dean, Faculty of Science	Matt Davison
Dean, Faculty of Social Science	Nick Harney
Vice-Provost and Chief Librarian	Catherine Steeves
University Registrar	Glen Tigert
University Secretary (non-voting)	Amy Bryson

### ELECTED FACULTY (46 voting members)

#### FACULTY OF ARTS AND HUMANITIES (5)

Term to June 30/22:

Constanza Burucúa (Languages & Cultures)

Mario Longtin (French)

Mary Helen McMurrin (English & Writing Studies)

Term to June 30/23:

Alena Robin (Languages & Cultures)

Anne Schuurman (English & Writing Studies)

**IVEY BUSINESS SCHOOL (2)**

Term to June 30/22:

Vaughan Radcliffe

Term to June 30/23:

Deishin Lee

**FACULTY OF EDUCATION (2)**

Term to June 30/22:

Jun Li

Term to June 30/23:

Immaculate Namukasa

**FACULTY OF ENGINEERING (2)**

Term to June 30/22:

Thomas Jenkyn (Mechanical &amp; Materials Engineering)

Term to June 30/23:

James Lacefield (Electrical &amp; Computer Engineering)

**SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (10)****SGPS – At Large**

Term to June 30/23:

Mark Cleveland (DAN Management &amp; Organizational Studies)

**SGPS – Arts and Humanities**

Term to June 30/23:

Genevieve De Viveiros (French Studies)

**SGPS – Business**

Term to June 30/22:

TBD (SGPS Appointment)

**SGPS – Education**

Term to June 30/22:

Rachel Heydon

**SGPS – Engineering**

Term to June 30/23:

Abdallah Shami (Electrical &amp; Computer Engineering)

**SGPS – Health Sciences**

Term to June 30/22:

Matthew Heath (Kinesiology)

**SGPS – Law/FIMS/Music**

Term to June 30/23:

Kevin Mooney (Music Research &amp; Composition)

**SGPS – Medicine & Dentistry**

Term to June 30/23:

Shawn Whitehead (Anatomy &amp; Cell Biology)

**SGPS – Science**

Term to June 30/22:

John Corrigan (Chemistry)

**SGPS – Social Science**

Term to June 30/22:

Jamie Baxter (Geography &amp; Environment)

**FACULTY OF HEALTH SCIENCES (4)**

Term to June 30/22:

David Purcell (Communication Sciences &amp; Disorders)

Victoria Smye (Nursing)

Term to June 30/23:

Shauna Burke (Health Studies)

Rachel Forrester-Jones (Health Studies)

**FACULTY OF INFORMATION AND MEDIA STUDIES (2)**

Term to June 30/22:

James Compton

Term to June 30/23:

Ajit Pyati

**FACULTY OF LAW (2)**

Term to June 30/22:

Joanna Langille

Term to June 30/23:

Zoe Sinel

**SCHULICH SCHOOL OF MEDICINE & DENTISTRY (5)**

Term to June 30/22:

Rodney Dekoter (Microbiology & Immunology)

Robert Gros (Physiology & Pharmacology)

Gildo Santos (Dentistry)

Term to June 30/23:

Tisha Joy (Medicine)

Dale Laird (Anatomy & Cell Biology)

**DON WRIGHT FACULTY OF MUSIC (2)**

Term to June 30/22:

John Cuciurean (Music Research & Composition)

Term to June 30/23:

Sophie Roland (Music Performance Studies)

**FACULTY OF SCIENCE (5)**

Terms to June 30/22:

Pauline Barmby (Physics & Astronomy)

Jan Minac (Mathematics)

Ken Yeung (Chemistry)

Term to June 30/23:

Stella Conostas (Chemistry)

Anwar Haque (Computer Science)

**FACULTY OF SOCIAL SCIENCE (5)**

Term to June 30/22:

Daniel Brou (Management & Organizational Studies)

Matt Lebo (Political Science)

Wolfgang Lehmann (Sociology)

Term to June 30/23:

Andrew Nelson (Anthropology)

Laura Stephenson (Political Science)

## **AFFILIATED UNIVERSITY COLLEGES (9 voting members)**

### **BRESCIA UNIVERSITY COLLEGE (3)**

President: Laretta Frederking  
Term to June 30/22: Anne Barnfield  
Term to June 30/23: Sara Morrison

### **HURON UNIVERSITY COLLEGE (3)**

President: Barry Craig  
Term to June 30/22: Geoff Read  
Term to June 30/23: Thomas Peace

### **KING'S UNIVERSITY COLLEGE (3)**

President: David Malloy  
Term to June 30/22: Laura Lewis  
Term to June 30/23: Gillian Balfour

## **STUDENTS (18 voting members)**

### **UNDERGRADUATES (14)**

#### **Arts and Humanities/FIMS/Music (1)**

Term to June 30/22: *Migrated to At-Large for 2021-22*

#### **Business/Education/Engineering/Law (1)**

Term to June 30/22: Shaurya Karky (Engineering)

#### **Health Sciences (1)**

Term to June 30/22: Elias Boussoulas

#### **Medicine & Dentistry (1)**

Term to June 30/22: Margi Patel

#### **Science (2)**

Term to June 30/22: Kenisha Arora  
Maisha Fahmida

#### **Social Science (2)**

Term to June 30/22: Emilie Kalaydjian  
Bianka Sriharan

#### **Brescia, Huron and King's University Colleges (2)**

Term to June 30/22: Jack Chazi (Huron)  
Claudia Gallant (Huron)

**At Large (5)**

Term to June 30/22:

Iman Berry (Social Science)

Riley Kennedy (Social Science)

Artika Pahargarh (Ivey)

Lauren Stoyles (Huron)

Sandra Zivkovic (Health Sciences)

**GRADUATE STUDENTS (4)**

Term to June 30/22:

Victoria Jaremek (Anatomy &amp; Cell Biology)

Seth Kadish (Epidemiology &amp; Biostatistics)

Julie Nord (Musicology)

Effie Sapuridis (Information &amp; Media Studies)

**ADMINISTRATIVE STAFF (2 voting members)**

Term to June 30/22:

Grace Kelly (Research Western)

Term to June 30/23:

Jeff Watson (Careers and Experience)

**GENERAL COMMUNITY (5 voting members)****Alumni Association (3)**

President designate:

Gary West

Term to June 30/22:

Sandra Datars Bere

Term to June 30/23:

Anne Baxter

**Elected by Senate (2)**

Term to June 30/22:

Patrick Peddle

Term to June 30/23:

Sheila Powell

**BOARD OF GOVERNORS (2 voting members)**

Term to June 30/22:

Keith Gibbons

Term to June 30/23:

Cathy Burghardt-Jesson

## **OBSERVERS: (16 to 19 non-voting observers)**

Pauline Barmby	Academic Colleague
Jeff Hutter	Acting Vice-Provost (Academic Programs)
Margaret McGlynn	Vice-Provost (Academic Planning, Policy & Faculty)
Vacant	Vice-Provost and Associate Vice-President (International)
Christy Bressette	Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Ruban Chelladurai	Associate Vice-President (Planning, Budgeting, and Information Technology)
Opiyo Oloya	Associate Vice-President (Equity, Diversity & Inclusion)
Chris Alleyne	Acting Associate Vice-President (Student Experience)
Vacant	Director, Undergraduate Recruitment and Admissions
Nigmendra Narain	President, UWO Faculty Association (UWOFA)
Roxanne Isard	UWOFA-Librarians/Archivists (LA) Representative
Robert Pilling	Lecturer Representative
Zamir Fakirani	President, University Students' Council (USC)
kirstyn seanor	President, Society of Graduate Students (SOGS)
Vasudeva Bhat	President, PAW (designate)
Jenny Zhang	President, Master of Business Admin. Assoc. (MBAA)
Dan Smith	Academic Dean(s) of Affiliated University College who are not currently in elected positions on Senate. <i>(Up to three, one each from Brescia, Huron and King's).</i>

**TOTAL: 103 Senators (102 voting members) plus 16-19 official observers**

Senate membership as of January 5, 2022

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

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**Recommended:**    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) as shown in Item 5.2.

**EXECUTIVE SUMMARY:**

Western has long been committed to providing our students with a superior experience. Following recommendations received as part of an external review in 2013, the current Student Experience unit and the Associate Vice-President (Student Experience) role were established.

The departure of the Associate Vice-President (Student Experience) in May of 2021 presented an opportunity to reassess how we support students, including the organizational model of the Student Experience unit. The Provost & Vice-President (Academic) appointed Dr. John Doerksen (Vice-Provost, Academic Programs) and Chris Alleyne (Associate Vice-President, Housing & Ancillary Services) as interim co-Associate Vice-Presidents (Student Experience) with a mandate that included assessing the scope of the current Student Experience portfolio and making recommendations regarding the optimal organizational alignment to support students.

On reflection, and after consultation with senior leaders, the Acting Provost is recommending that the Associate Vice-President (Student Experience) role be converted to a Vice-Provost (Students) role, strengthening collaboration between faculties and units that support student success.

Reporting to the Provost & Vice-President (Academic), the Vice-Provost (Students) will be an integral member of the Provost's Senior Leadership Team. The Vice-Provost will oversee an expanded portfolio inclusive of the Office of the Registrar and the existing Student Experience unit, and will have responsibility for stewarding relationships with student councils and societies, as well as provide leadership for a Strategic Council on Student Success comprised of representatives from faculties and units that support student success across Western.

The Vice-Provost (Students) will provide strategic institutional leadership and guidance to build and sustain an integrated experience for students from recruitment through to convocation that is inclusive of students' academic, co-curricular, social and health needs. The Vice-Provost will be responsible for raising the profile of the holistic student experience in university decision-making and leading important strategic planning to enable a student experience that distinguishes Western within Canada. The Vice-

Provost will work collaboratively with stakeholders across Western and consult with key external constituencies to ensure that strategic student objectives align with Western's Strategic Plan.

The proposed composition of the Selection Committee is provided in the attachment.

**ATTACHMENT(S):**

[Revised Appointment Procedures for Senior Academic and Administrative Officers of the University](#)

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**APPOINTMENT PROCEDURES  
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**  
<https://www.uwo.ca/univsec/pdf/board/apptproc.pdf>

**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 Registrar
- (c) three faculty elected by Senate, one of whom shall be an associate dean (academic)
- (d) three other members of the university community
- (e) 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.



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

- A [Introduction](#)
- B [General](#)
  - Selection Committees
  - Academic Tenure and Senior Appointments
- C [Rules for the Operation of Selection Committees](#)
  - The Committee
  - Review of the Incumbent
  - Advertisement of Vacancies
  - Selection
- D [Study Leave and Modified Alternative Workload](#)

**Selection Committees**

- E [President & Vice-Chancellor](#)
- F [Provost & Vice-President \(Academic\)](#)
- G [Vice-President \(Operations & Finance\)](#)
- H [Vice-President \(Research\)](#)
- I [Vice-President \(University Advancement\)](#)
- J [Vice-Provost \(Academic Programs\)](#)
- K [Associate Vice-President \(Equity, Diversity & Inclusion\)](#)
- L [Associate Vice-President \(Student Experience\) Vice-Provost \(Students\)](#)
- M [University Registrar](#)
- N [Vice-Provost \(Academic Planning, Policy & Faculty\)](#)
- O [Vice-Provost \(Graduate & Postdoctoral Studies\)](#)
- P [Vice-Provost and Associate Vice-President \(Indigenous Initiatives\)](#)
- Q [Vice-Provost and Associate Vice-President \(International\)](#)
- R [Deans of Faculties](#)
- S [Associate Deans and Associate Vice-Provosts](#)
- T [Associate Vice-Presidents \(Research\)](#)
- U [Vice-Provost and Chief Librarian](#)

## V [University Secretary](#)

*Enacted by the Senate (January 19, 2001) and the Board of Governors (January 25, 2001)  
Revisions (Board on recommendation of Senate): April 29, 2010; June 23, 2011; April 24, 2014; June 25,  
2015; June 23, 2016; November 21, 2019; January 21, 2021*

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

#### A. [INTRODUCTION](#)

[Back to top](#)

The University of Western Ontario Act (1982) empowers the Board of Governors, on the recommendation of the President, to appoint senior academic and administrative officers to the University, provided that all such appointments are in accordance with the policies and procedures established by Senate and recommended to the Board.

#### B. [GENERAL](#)

[Back to top](#)

##### Selection Committees

The composition and terms of reference for Selection Committees, as determined by the Senate and Board of Governors, are set out in these *Appointment Procedures for Senior Academic and Administrative Officers of the University*.

##### Academic Tenure and Senior Appointments

1. Where appropriate, a person appointed to a senior administrative position shall also be accorded an academic appointment. The Selection Committee shall recommend the appointment of the successful candidate at an appropriate rank with tenure in an appropriate academic unit.
2. A person appointed to an administrative position with an academic appointment shall retain the privileges of tenure and academic freedom.
3. Where a person holding an academic appointment with tenure relinquishes his/her administrative duties, he/she may assume duties in the academic unit on a full-time basis following Study Leave (where relevant).

#### C. [RULES FOR THE OPERATION OF SELECTION COMMITTEES](#)

[Back to top](#)

##### The Committee

1. Wherever possible, the appropriate Selection Committee shall be established at least twelve months, but no more than twenty months, prior to the end of any term of office.
2. Where a body, such as the Board of Governors, Senate, Faculty, or Department is responsible for the election of persons to a Selection Committee, that body shall determine the method of electing its representatives.
3. Following the first meeting of the Selection Committee, the Chair shall notify the Secretary of Senate of the names of the members of the Committee for the information of Senate.
4. The incumbent shall not be a member of the Selection Committee for any office, but this restriction in no way precludes a selection Committee from seeking the advice of the person retiring from the office in question.

5. The composition of a Selection Committee in no way precludes the appointment of a person not associated with the University as a full voting member of any Selection Committee. If such a person is not appointed to a Selection Committee, it is strongly urged that the Committee seek outside advice.
6. Where a member of a Selection Committee consents to be a candidate for the position under consideration, he/she shall cease to be a member of the Committee.
7. Where a member of a Selection Committee ceases to be a member of the Committee for any reason, a successor shall be chosen in the same manner as the person withdrawing, unless in the judgment of the Committee Chair the selection process is so far advanced that a new appointment to the Committee would be dysfunctional, in which case the seat shall remain vacant.
8. A member of a Selection Committee by virtue of his/her office shall remain a member of that Committee until such time as the task of the Committee is completed, provided that he/she remains a member of the University. In instances where an *ex officio* member is unable to act, Senate shall appoint an alternate member to exercise the same functions, unless in the judgment of the Committee Chair the selection process is so far advanced that a new appointment to the Committee would be dysfunctional, in which case the seat shall remain vacant.
9. All Selection Committees shall meet *in camera* and their deliberations shall be strictly confidential.
10. One-half of the membership of the Committees shall constitute a quorum, except at a meeting when a final decision is reached, in which case at least two-thirds of the members must be present.
11. All members of the Selection Committee shall have one vote, including the Chair and *ex officio* members, but the Chair shall not have a second or casting vote.
12. The Selection Committee may seek nominations by whatever means it considers appropriate.
13. The Selection Committee may consult with any person who is not a member of the Committee and, where appropriate, with special groups of faculty, alumni, and students.
14. The Selection Committee may invite to the University for formal consultation eminent persons not associated with the University but who, in the opinion of the Selection Committee, are in a position to offer wise, expert advice on the appointment in question.

#### Review of the Incumbent <sup>(1)</sup>

1. The Committee will assume the incumbent to be a candidate unless the Selection Committee is informed otherwise.
2. When the incumbent has indicated willingness to be a candidate, the Selection Committee will first review the incumbent's performance, with a view to possible reappointment.
3. In the case of selection of Deans, this review shall involve an assessment by external consultants.
4. The Selection Committee will inform the University community that a review of the incumbent will be conducted and invite submissions, as the Committee shall deem appropriate.
5. After it reviews the performance of the incumbent, the Committee will determine whether it will recommend reappointment of the incumbent or conduct a search and interview other candidates.

#### Advertisement of Vacancies

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<sup>1</sup> The review of an incumbent President is governed by the Board of Governors [Presidential Review protocol](#).

Except when the Selection Committee recommends reappointment of the incumbent, all senior administrative openings must be advertised internally and externally unless the Selection Committee concerned deems that external advertising is unnecessary and obtains approval from the President to that effect. In those instances where advertising is required, placement of external advertising in "University Affairs" and /or "CAUT Bulletin" will be the responsibility of the Chair of the Selection Committee following the approval of the Provost & Vice-President (Academic). Internal advertising will be the responsibility of the Office of the Provost & Vice-President (Academic). A short version of the ad will appear in *Western News* and the complete ad will be available on the University's Website.

#### Selection

1. The decision of the Selection Committee shall be determined by a majority vote of the whole Committee.
2. The University officer negotiating with the prospective appointee shall make known to him/her any policy with respect to the term of the appointment and any collective agreement which may apply to the successful candidate. At the time a formal offer of appointment is made, the University officer shall inform the candidate of the term of the appointment and relevant policies, in writing.
3. The Selection Committee shall recommend one name to the President & Vice-Chancellor. Where the Selection Committee fails to reach a decision, it shall report to Senate for further instructions.

#### **D. STUDY LEAVE and MODIFIED ALTERNATIVE WORKLOAD**

[Back to top](#)

1. The purpose of Study Leave and Modified Alternative Workload is to re-establish a faculty member's abilities as a scholar and teacher following a period of administrative service which has been of such length and intensity that his/her scholarship and teaching might have suffered.
2. Study Leave may be taken while holding a senior administrative appointment, subject to the provisions of this Section D.
3. Modified Alternative Workload, consistent with the UWOFA Collective Agreement, may be agreed to at the conclusion of administrative service.
4. Only those senior administrators holding academic appointments are eligible for Study Leave.
5. Study Leave/Modified Alternative Workload shall be negotiated with the selected candidate at the time of the appointment. The duration and terms of the Study Leave shall be included in the letter of appointment.
6. In no circumstances may the Study Leave/Modified Alternative Workload be more than twelve months duration.

## **SELECTION COMMITTEES**

### **E. PRESIDENT & VICE-CHANCELLOR**

[Back to top](#)

#### Composition of Selection Committee

Pursuant to Section 19(a) of the *UWO Act*, a committee to select a President & Vice-Chancellor shall consist of:

- (a) 5 members of the Board of Governors, named by the Board
- (b) 5 persons named by the Senate, at least one of whom must be a student

#### Procedure

- The Chair of the Board of Governors shall convene the Committee.
- The Committee shall select its own Chair.
- The Committee shall determine its own procedure.
- The Chair shall undertake negotiations with prospective candidates.
- Any recommendation of the Committee shall be made in writing signed by at least eight members and delivered to the Board within nine months of the date on which the Board names five members to the committee or the date on which the Board requests the Senate to name five persons to the committee, whichever date is later, and, failing a recommendation within that period, the Board may appoint the President.

### **F. PROVOST & VICE-PRESIDENT (ACADEMIC)**

[Back to top](#)

#### Composition of Selection Committee

A committee to select a Provost & Vice-President (Academic) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
- (d) 1 person elected by the Board of Governors

#### Procedure

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

#### Terms

The term for the Provost & Vice-President (Academic) is five years and may be renewed

## **G. VICE-PRESIDENT (OPERATIONS & FINANCE)**

[Back to top](#)

### Composition of Selection Committee

A committee to select a Vice-President (Operations & Finance) shall consist of:

- (a) The President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 4 persons elected by the Board of Governors, one of whom shall be a member of the administrative staff
- (d) 4 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

### Procedure

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

### Terms

1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
2. If the appointee is not an academic person with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

## **H. VICE-PRESIDENT (RESEARCH)**

[Back to top](#)

### Composition of Selection Committee

A committee to select a Vice-President (Research) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
- (d) 1 person elected by the Board of Governors

### Procedure

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

### Terms

The term for the Vice-President (Research) is five years and may be renewed.

## **I. VICE-PRESIDENT (UNIVERSITY ADVANCEMENT)**

[Back to top](#)

### Composition of Selection Committee

A committee to select a Vice-President (University Advancement) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) 4 persons elected by the Board of Governors, two of whom will be alumni
- (d) 4 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

### Procedure

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

### Terms

1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
2. If the appointee is not an academic person with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

## **J. VICE-PROVOST (ACADEMIC PROGRAMS)**

[Back to top](#)

### Composition of Selection Committee

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

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-Provost (International)
- (c) 4 faculty elected by Senate, one of whom shall be a dean, and at least one of whom shall be an associate dean (academic).
- (d) 1 student Senator elected by Senate

### Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

### Terms

The term of the Vice-Provost (Academic Programs) is five years and may be renewed.

## K. ASSOCIATE VICE-PRESIDENT (EQUITY, DIVERSITY & INCLUSION)

[Back to top](#)

### Composition of Selection Committee

A committee to select an Associate Vice-President (Equity, Diversity & Inclusion) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President selected by the President & Vice-Chancellor
- ~~(c) the Associate Vice-President (Student Experience)~~ **Vice-Provost (Students)**
- (d) the Associate Vice-President (Human Resources)
- (e) 2 faculty members elected by Senate, one of whom shall be a Dean
- (f) 1 staff member elected by Senate
- (g) 1 undergraduate student elected by Senate
- (h) 1 graduate student elected by Senate

### Procedure

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

### Terms

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

## L. ASSOCIATE VICE-PRESIDENT (STUDENT EXPERIENCE) VICE-PROVOST (STUDENTS)

[Back to top](#)

### Composition of Selection Committee

A committee to select an ~~Associate Vice-President (Student Experience)~~ **Vice-Provost (Students)** shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- ~~(b) the Vice-Provost (International)~~
- ~~(c)~~ **(b)** the Registrar
- ~~(d)~~ **(c)** ~~four~~ **three** faculty elected by Senate, one of whom shall be an associate dean (academic)
- ~~(e)~~ **(d)** ~~five~~ **three** other members of the university community, including representation from the following areas: ~~academic counsellors, the units reporting to the Associate Vice-President (student experience), Housing, the University Discipline Appeal Committee~~
- ~~(f)~~ **(e)** 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 ~~through the President & Vice-Chancellor~~ **at the conclusion of the search.**

### Terms

~~The term of the Associate Vice-President (Student Experience) is five years and may be renewed.~~  
**It is intended that the candidate be appointed for a five-year term, with the opportunity for renewal.**

## M. UNIVERSITY REGISTRAR

[Back to top](#)

### Composition of Selection Committee

A committee to select a University Registrar shall consist of:

- (a) the Provost & Vice-President (Academic) who shall be Chair
- (b) the Vice-Provost (Academic Programs)
- (c) ~~the Associate Vice-President (Student Experience)~~ **Vice-Provost (Students)**
- (d) 3 members elected by Senate, one of whom must be an associate dean (academic)
- (e) 1 Student Senator elected by Senate

### Procedure

1. The Chair shall convene the Committee
2. The Chair shall undertake negotiations with the prospective appointee
3. The Chair shall report to Senate through the President & Vice-Chancellor

### Terms

1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
2. If the appointee does not have an academic appointment with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

## N. VICE-PROVOST (ACADEMIC PLANNING, POLICY & FACULTY)

[Back to top](#)

### Composition of Selection Committee

A committee to select a Vice-Provost (Academic Planning, Policy & Faculty) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 3 persons elected by Senate, one of whom shall be a Dean
- (d) 1 faculty member nominated by the University of Western Ontario Faculty Association

### Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

### Terms

The term of the Vice-Provost is five years and may be renewed.

**O. [VICE-PROVOST \(GRADUATE & POSTDOCTORAL STUDIES\)](#)**

[Back to top](#)

Composition of Selection Committee

A committee to select a Vice-Provost (Graduate & Postdoctoral Studies) shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 5 persons elected by Senate, one of whom shall be a Dean and one of whom shall be a graduate student

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor

Terms

The term for the Vice-Provost (Graduate & Postdoctoral Studies) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

**P. [VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT \(INDIGENOUS INITIATIVES\)](#)**

Composition of Selection Committee

[Back to top](#)

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

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 3 faculty members elected by Senate, one of whom shall be a Dean
- (d) 1 member of the Indigenous faculty or staff university community to be appointed by the Provost & Vice-President (Academic)
- (e) 1 undergraduate student elected by Senate
- (f) 1 graduate student elected by Senate
- (g) Community Co-Chair of the Indigenous Postsecondary Education Council (IPEC) or designate

Procedure

- The Chair shall convene the Committee
- The Chair shall undertake negotiations with prospective candidates
- The Chair shall report to Senate through the President & Vice-Chancellor

Terms

The term of the Vice-Provost and Associate Vice-President (Indigenous Initiatives) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

## **Q. VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT (INTERNATIONAL)**

### Composition of Selection Committee

[Back to top](#)

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

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 3 faculty elected by Senate, one of whom shall be a Dean
- (d) 1 Student Senator elected by Senate

### Procedure

- The Chair shall convene the Committee
- The Chair shall undertake negotiations with prospective appointee
- The Chair shall report to Senate through the President & Vice-Chancellor

### Terms

The term for the Vice-Provost and Associate Vice-President (International) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

## **R. DEANS OF FACULTIES**

[Back to top](#)

### Composition of Selection Committee

A committee to select a Dean of a Faculty shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- (d) 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean,
- (e) for Medicine & Dentistry, the President and Chief Executive Officers of the London Health Sciences Centre and St. Joseph's Health Care or designates, one Robarts Scientist identified by the Robarts Scientists, and one additional student and faculty member elected by the Council of the Schulich School of Medicine & Dentistry  
for Engineering, one member of the Advisory Council of Western Engineering, named by the Advisory Council;  
for Business, two members of the Ivey Advisory Board, named by the Advisory Board;  
for Law, one member of the Law Alumni Association, named by the Association.

### Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

## Terms

The term for Deans of Faculties is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

## **S. ASSOCIATE DEANS AND ASSOCIATE VICE-PROVOSTS**

[Back to top](#)

Each Faculty Council shall determine the procedure for the selection of an Associate Dean. In the School of Graduate and Postdoctoral Studies (SGPS), the procedure for selection of an Associate Vice-Provost shall be determined by the Graduate Education Council. The selection of a suitable candidate may be by a standing Appointments Committee or by an ad hoc Selection Committee.

The position of Associate Dean and Associate Vice-Provost requires the incumbent to devote more than half time to decanal duties and to be involved in setting policy, and to have management responsibilities.

Associate Deans and Associate Vice-Provosts shall be appointed for a specified term. In general it is not anticipated that persons will serve in these positions for long periods of time.

In case of Associate Deans, the Dean shall undertake negotiations with prospective candidates. In case of Associate Vice-Provosts in SGPS, the Vice-Provost (Graduate and Postdoctoral Studies) shall undertake negotiations.

Initial appointments and changes in title shall be reported to Senate by the Dean/Vice-Provost through the Provost & Vice-President (Academic) and the President & Vice-Chancellor.

## **T. ASSOCIATE VICE-PRESIDENTS (RESEARCH)**

[Back to top](#)

### Composition of Selection Committee

A committee to select an Associate Vice-President (Research) shall consist of:

- (a) the Vice-President (Research), who shall be Chair
- (b) 4 persons elected by the Senate, one of whom shall be a graduate student
- (c) 2 persons elected by the Board of Governors

### Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

### Terms

An Associate Vice-President (Research) may be a member of faculty or a member of staff.

If appointed from the faculty, the term for an Associate Vice-President (Research) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

If appointed from the staff, the term for an Associate Vice-President (Research) will be agreed upon between the Vice-President (Research) and the appointee at the time of the initial appointment, with such terms to include provision for review and renewal as appropriate.

## **U. VICE-PROVOST AND CHIEF LIBRARIAN**

[Back to top](#)

### Composition of Selection Committee

A committee to select a University Librarian/conduct a five-year review of the Library shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research)
- (c) the Vice-Provost (Graduate & Postdoctoral Studies)
- (d) 3 members of the full-time library staff, one of whom must be a professional librarian, elected by the full-time library staff
- (e) 3 members of faculty and 1 student, elected by Senate

### Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates
- The Chair shall report to Senate through the President & Vice-Chancellor.

### Terms

1. The term for the Vice-Provost and Chief Librarian is seven years and may be renewed.
2. The Vice-Provost and Chief Librarian may or may not come from the academic ranks. If the appointee is not an academic person with tenure, the Selection Committee may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

## **V. UNIVERSITY SECRETARY**

[Back to top](#)

### Composition of Selection Committee

A committee to select a University Secretary shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) the Provost & Vice-President (Academic)
- (c) the Vice-President (Operations & Finance)
- (d) 4 members of Senate elected by Senate
- (e) 2 members of the Board elected by the Board

### Procedure

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

**ITEM 6.1 – 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:** \_\_\_\_\_ (Postdoctoral Representative)



**ITEM 10.0 - Report of the Academic Colleague**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

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

January 2022

The COU Academic Colleagues met by Zoom December 7 and 8, 2021. The following discussion items may be of interest to Senators:

**Indigenous content across a university:**

Prof. Denise Baxter, Vice-Provost of Indigenous Initiatives, Lakehead University, gave a presentation on Lakehead’s Indigenous Content Requirement. This requirement was implemented in the 2016/17 academic year and is currently being evaluated. Both the implementation and evaluation of the requirement were complex processes. While evaluation is not yet complete, early results are that some approaches to providing Indigenous content were more successful than others, and that community partners are pleased with the outcome and believe that more can be done. Lakehead’s “lessons learned” should be helpful for other universities considering implementing a similar requirement.

**Three-year degrees:**

Ontario colleges are in discussion with the Ministry of Colleges and Universities about rebranding three-year advanced diplomas as degrees. Implications for the university sector are unclear: there is tension between differentiation (colleges and universities do different things) and institutional autonomy (institutions compete and tend toward greater homogenization). Demand for three-year versus four-year degrees at universities is difficult to gauge: universities don’t often recruit students into three-year programs so the only measure of interest is the graduation rate.

**Quality Council:**

The annual report from the Ontario Universities Council on Quality Assurance (the “Quality Council”) indicates that over all universities, 36 new programs were approved and seven degree programs and 22 program options closed in 2020-21. This was the lowest number of new programs in the past five years. New programs approved include four from Western (Graduate Diplomas (GDips) in Engineering Leadership and Innovation and Executive Healthcare Leadership; MSc in Interdisciplinary Medical Science; Master of Management). The report indicates that “many of the programs appraised and approved ... respond to immediate needs in Ontario for graduates with the skills, knowledge and experiences necessary to contribute to a just and equitable pandemic recovery in Ontario.” A revised framework now governs new program approval, cyclical program approvals and cyclical audits.

Although Quality Council has previously indicated it wouldn't allow stacking of microcredentials to become a degree, this may need to be revisited and/or clarified as some institutions look to the creation of stackable graduate level credentials. While there is a great deal of interest in microcredentials there continues to be a wide range of views and definitions (sometimes contradictory in scope), with a desire for universities to maintain their own flexibility in delivery. The Ministry of Colleges and Universities is strongly supporting the microcredential concept, particularly via eCampus Ontario, but how to distinguish them from existing continuing education offering, certificates, and GDips is as yet unclear.

**Advocacy Strategy:**

COU's advocacy is focused on the vital role the sector has to play in helping the province rebuild after COVID-19 and drive a robust economic recovery, framed around four key pillars: helping rebuild a world-class healthcare system; developing job-ready graduates; driving regional economic development and supporting a globally competitive economy. The fifth pillar then outlines how in order to continue supporting the province, universities need support. COU launched its public-facing campaign in December, including a report entitled "[Partnering to Drive Ontario's Recovery through Talent and Innovation](#)".

**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 Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their meeting agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, they can ask to have it removed from the consent agenda** by contacting the University Secretary prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of Senate (1) will advise the Senate of items that are to be removed from the list, based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc*

without discussion. Those matters that have been struck from the consent agenda will be handled in the usual way.

The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

**ITEM 11.1(a) – Senate Membership – Vacancies Filled by Appointment**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

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

<b>ARTS &amp; HUMANITIES</b>	
<b>Mario Longtin</b>	January 1, 2022 – June 30, 2022
<i>* to continue to replace Angela Borchert while on sabbatical.</i>	

**ITEM 11.1(b) – Schedule of Senate and Senate Committee Meetings (2022-23)**

**ACTION:**  APPROVAL  INFORMATION  DISCUSSION

**EXECUTIVE SUMMARY:**

The schedule of regular meetings of Senate and its committees for the 2022-23 academic year is being presented to Senate, in accordance with the *Adopted Policies and Procedures of Senate*.

*Note:* The January to June 2022 meeting dates were previously presented to Senate on June 2021. Those dates have not changed.

**ATTACHMENTS:**

[2022-23 Senate Meeting Schedule](#)

[2022-23 Senate Standing Committee Meeting Schedule](#)

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## MEETINGS OF THE SENATE 2022-2023

Senate Meetings will take place on  
**Fridays at 1:30 p.m.**  
unless otherwise noted.

<b>SENATE – 2022-2023</b>
September 16, 2022
October 14, 2022
November 11, 2022
December 2, 2022
January 20, 2023
Thursday, February 16, 2023
March 17, 2023
April 21, 2023
May 19, 2023
June 9, 2023

**Senate and Senate Standing Committees Meeting Schedule – 2022-2023**

<b>SCUP</b> (Mondays, 3:00 pm)	<b>URB</b> (Tuesdays, 1:00 pm)	<b>SCAPA</b> (Wednesdays, 2:30 pm)	<b>Nominating</b> (Thursdays, 9:30 am)	<b>OAC</b> (Thursdays, 3:00 pm)	<b>Senate</b> (Fridays, 1:30 pm)
Tues., Sept. 6, 2022	-	September 7, 2022	September 8, 2022	September 8, 2022	September 16, 2022
October 3, 2022	October 4, 2022	October 5, 2022	October 6, 2022	October 6, 2022	October 14, 2022
October 24, 2022	October 25, 2022	October 26, 2022	October 27, 2022	October 27, 2022	November 11, 2022
November 21, 2022	November 22, 2022	November 23, 2022	November 24, 2022	November 24, 2022	December 2, 2022
January 9, 2023	January 10, 2023	January 11, 2023	January 12, 2023	January 12, 2023	January 20, 2023
February 6, 2023	February 7, 2023	February 8, 2023	February 9, 2023	February 9, 2023	Thurs., February 16, 2023
March 6, 2023	March 7, 2023	March 8, 2023	March 9, 2023	March 9, 2023	March 17, 2023
April 10, 2023	April 11, 2023	April 12, 2023	April 13, 2023	April 13, 2023	April 21, 2023
May 8, 2023	May 9, 2023	May 10, 2023	May 11, 2023	May 11, 2023	May 19, 2023
May 29, 2023	May 30, 2023	May 31, 2023	June 1, 2023	June 1, 2023	June 9, 2023



**ITEM 11.1(c) – Officers of Convocation**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

The Operations/Agenda Committee, on behalf of Senate, approved the appointment of the Officer of Convocation listed below, with role and term as indicated.

**EXECUTIVE SUMMARY:**

The Officers of Convocation play a vital role in the preparation and delivery of Western's successful convocations. A nomination for the role of Marshal of Convocation has been received:

**OFFICER OF CONVOCATION**

Kibret Mequanint                      *Marshal of Convocation*      February 1, 2022 to January 30, 2024

**Marshal of Convocation**

- Responsible for the organization of students in the staging area. Line students up in proper order, provide demo of the ceremony/instructions
- Provide direction to Associate Marshals
- Lead students to their seats and then assist on stage as needed. Lead the academic party off the stage.
- Troubleshoot issues that arise relating to students, or order of events
- Assist Director of Convocation as needed



REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20768>

**MUSIC PERFORMANCE DIPLOMA (THREE-YEAR PROGRAM)**

Admission to this program is discontinued effective September 1, 2022. Students enrolled in the program will be permitted to graduate upon fulfillment of the program requirements by August 31, 2023.

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

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**                    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).

**EXECUTIVE SUMMARY:**

The proposed introduction of a Minor in Music Performance Studies is intended as a replacement for the Music Performance Diploma (Three-Year Program) (see [Item 11.2\(a\)\(i\)](#)) that includes the essential specified courses from the diploma being withdrawn but cuts the total credit requirement to 4.0 credits by eliminating all the unspecified Music and non-Music electives. It is the Faculty's contention that reducing the credit requirement will attract more students since the previous requirement of 11.0 courses was perceived as too high for a diploma by prospective students. Moreover, the minor module fits better with the structure of the modular system than does a diploma, which, by convention, is designed to normally serve as a post-degree module.

**ATTACHMENT(S):**

[New Calendar Copy – Minor in Music Performance Studies](#)

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NEW CALENDAR COPY

**MINOR IN MUSIC PERFORMANCE STUDIES**

**Admission Requirements**

Completion of first year requirements and recommendation of the Faculty on the basis of an audition and interview. Applicants are expected to demonstrate a sufficiently high performance standard at the audition.

**Module**

4.0 courses:

1.0 courses: Music 2922 and Ensemble: one, or more, of Music 2901, Music 2902, Music 2903, Music 2904, Music 2905, Music 2906, Music 2910, Music 2911, Music 2912, Music 2913.

1.0 courses: Music 3922 and Ensemble: one, or more, of Music 3901, Music 3902, Music 3903, Music 3904, Music 3905, Music 3906, Music 3910, Music 3911, Music 3912, Music 3913.

1.5 courses: Music 4922, Music 4931A/B/Y, and Ensemble: one, or more, of Music 4901, Music 4902, Music 4903, Music 4904, Music 4905, Music 4906, Music 4910, Music 4911, Music 4912, Music 4913.

0.5 course: from the Department of Music Performance Studies.

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

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**                      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).

**EXECUTIVE SUMMARY:**

The proposed changes reflect a desire to enhance the Geophysics modules by maintaining a balance between meeting the Professional Registration requirements and ensuring higher enrollment in core Geophysics courses. The changes also aim to enhance math and physics elements in the program to produce well rounded geophysics graduates.

Core geophysics courses were moved from “pick lists” to either smaller “pick lists” consisting of choice among only geophysics courses or they were added to mandatory course lists. This includes Earth Sciences 2123F/G, 4420A/B, 4421A/B. Earth Sciences 4424A/B (Mineral Physics) was not included in the previous modules due to an oversight. It is now being added into the modules where it should have been all along.

Higher level math and physics courses were also identified as a need by faculty members. To balance this request while still ensuring APGO requirements were met the 1000 level math requirements were streamlined and reduced to avoid duplication. In consultation with Physics, Physics 2910F/G is removed and Physics 2101/3151 is added.

As Math 1600A/B is a pre-requisite for a number of upper year courses required in the module, that course is made mandatory to streamline the process and to avoid issues with missing perquisites later on. Earth Sciences 1083F/G was removed to encourage students to take more science-heavy options at the 1000 level.

These changes highlight the upper year geophysics courses and provide a larger breadth of upper year math and physics options.

**ATTACHMENT(S):**

[Revised Calendar Copy – Honours Specialization in Geophysics – For Professional Registration](#)  
[Revised Calendar Copy – Specialization in Geophysics – For Professional Registration](#)

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REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21643>

**HONOURS SPECIALIZATION IN GEOPHYSICS – For Professional Registration**

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada, as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

**Admission Requirements**

Completion of Western's first year requirements with no failures and a minimum average of 70% in the following 3.0 principal courses with no mark below 60% in any principal course:

3.0 Principal Courses:

0.5 course: Chemistry 1301A/B.

1.0 course from: (Physics 1201A/B or Physics 1401A/B or Physics 1501A/B or the former Physics 1028A/B or the former Physics 1301A/B) and (Physics 1202A/B or Physics 1402A/B or Physics 1502A/B or the former Physics 1029A/B or the former Physics 1302A/B).

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

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, **Earth Sciences 1083F/G**.

\*1.0 additional course from:

~~Applied Mathematics 1201A/B~~, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, ~~Mathematics 1228A/B~~, ~~Mathematics 1229A/B~~, ~~Mathematics 1600A/B~~ or Numerical and Mathematical Methods 1411A/B or the former Applied Mathematics 1411A/B, Statistical Sciences 1023A/B, Data Science 1000A/B, Geography 2210A/B, the former Statistical Sciences 1024A/B.

**\*0.5 course from: Mathematics 1600A/B, Numerical and Mathematical Methods 1411A/B or the former Applied Mathematics 1411A/B**

\*This requirement should be completed by the end of the student's second year.

**Module**

**11.0 10.5** courses:

~~6.0~~ **5.5** courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2222A/B, **Earth Sciences 2230A/B**, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 3320A/B, Earth Sciences 3321A/B, ~~Earth Sciences 4420A/B~~, Earth Sciences 4423A/B, **Earth Sciences 4451Z**.

**1.5 courses from: Earth Sciences 2123F/G, Earth Sciences 4420A/B, Earth Sciences 4421A/B, Earth Sciences 4424A/B**

~~4.0~~ **0.5** course from: ~~Earth Sciences 2123F/G~~, **Earth Sciences 2230A/B**, Earth Sciences 3340A/B, Earth Sciences 3372A/B, ~~Earth Sciences 4421A/B~~, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4462A/B, Earth Sciences 4472A/B, Geography 2220A/B, Geography 2330A/B.

~~0.5~~ course: ~~Earth Sciences 4451Z~~.

~~0.5~~ **1.0** course from: Calculus 2302A/B, Calculus 2502A/B, **Calculus 2303A/B, Calculus 2503A/B, Applied Mathematics 2402A/B**.

1.0 course **from: Physics 2101A/B**, Physics 2110A/B, ~~Physics 2910F/G~~, **Physics 3151A/B**.

1.0 course: Earth Sciences 4490E.

~~1.0 additional course (not already taken above): Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B or Numerical and Mathematical Methods 1411A/B or the former Applied Mathematics 1411A/B, Statistical Sciences 1023A/B, Data Science 1000A/B, Geography 2210A/B, the former Statistical Sciences 1024A/B.~~

~~\*This requirement should be completed by the end of Year 2.~~

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21642>

**SPECIALIZATION IN GEOPHYSICS – For Professional Registration**

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada, as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

**Admission Requirements**

Completion of Western's first year requirements with no failures and a minimum average of 70% in the following 3.0 principal courses with no mark below 60% in any principal course:

3.0 Principal Courses:

0.5 course: Chemistry 1301A/B.

1.0 course from: (Physics 1201A/B or Physics 1401A/B or Physics 1501A/B or the former Physics 1028A/B or the former Physics 1301A/B) and (Physics 1202A/B or Physics 1402A/B or Physics 1502A/B or the former Physics 1029A/B or the former Physics 1302A/B).

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

0.5 course from: Earth Sciences 1022A/B, Earth Sciences 1023A/B, Earth Sciences 1070A/B, Earth Sciences 1081A/B, **Earth Sciences 1083F/G**.

\*1.0 additional course from:

~~Applied Mathematics 1201A/B~~, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, ~~Mathematics 1228A/B~~, ~~Mathematics 1229A/B~~, ~~Mathematics 1600A/B~~ or Numerical and Mathematical Methods 1411A/B or the former Applied Mathematics 1411A/B, Statistical Sciences 1023A/B, Data Science 1000A/B, Geography 2210A/B, the former Statistical Sciences 1024A/B.

**\*0.5 course from: Mathematics 1600A/B, Numerical and Mathematical Methods 1411A/B or the former Applied Mathematics 1411A/B**

\*This requirement should be completed by the end of the student's second year.

**Module**

**40.0 9.5** courses:

~~6.0~~ **5.5** courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2220A/B, Earth Sciences 2222A/B, **Earth Sciences 2230A/B**, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 3320A/B, Earth Sciences 3321A/B, **Earth Sciences 4420A/B**, Earth Sciences 4423A/B, **Earth Sciences 4451Z**

**1.5 courses from: Earth Sciences 2123F/G, Earth Sciences 4420A/B, Earth Sciences 4421A/B, Earth Sciences 4424A/B**

~~4.0~~ **0.5** course from: ~~Earth Sciences 2123F/G~~, **Earth Sciences 2230A/B**, Earth Sciences 3340A/B, Earth Sciences 3372A/B, ~~Earth Sciences 4421A/B~~, Earth Sciences 4432A/B, Earth Sciences 4440A/B, Earth Sciences 4462A/B, Earth Sciences 4472A/B, Geography 2220A/B, Geography 2330A/B.

~~0.5 course: Earth Sciences 4451Z.~~

~~0.5~~ **1.0** course from: Calculus 2302A/B, Calculus 2502A/B, **Calculus 2303A/B, Calculus 2503A/B, Applied Mathematics 2402A/B**

1.0 course **from: Physics 2101A/B**, Physics 2110A/B, **Physics 2910F/G, Physics 3151A/B**

~~1.0 additional course (not already taken above): Applied Mathematics 1201A/B, Biology 1001A, Biology 1002B, Biology 1201A, Biology 1202B, Chemistry 1302A/B, Computer Science 1025A/B, Computer Science 1026A/B, Computer Science 1027A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B or Numerical and Mathematical Methods 1411A/B or the former Applied Mathematics 1411A/B, Statistical Sciences 1023A/B, Data Science 1000A/B, Geography 2210A/B, the former Statistical Sciences 1024A/B.~~

~~\*This requirement should be completed by the end of Year 2.~~



REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21103>

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21110>

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21094>

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21098>

**HONOURS SPECIALIZATION IN MATERIALS SCIENCE  
SPECIALIZATION IN MATERIALS SCIENCE  
MAJOR IN MATERIALS SCIENCE  
MINOR IN MATERIALS SCIENCE**

Admission to this module is discontinued effective September 1, 2022. Students enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2026.

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

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**Recommended:**            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 fulfilment of the module requirements by August 31, 2024, and

   That effective September 1, 2024 the module be withdrawn.

**EXECUTIVE SUMMARY:**

The Department of Sociology is simplifying its module offerings given the changing faculty complement. The Department used to have many faculty members teaching criminology courses and could sustain the program associated with the Honours Specialization in Criminology. The Department now has a very limited pool of faculty teaching these courses and are moving towards offering criminology, law, power and justice courses within the Sociology modules. The Department will be providing guidance to students who are interested in law and crime to enroll in the Honours Specialization in Sociology where these same courses and broader offerings are available. There are currently 99 students enrolled in the Honours Specialization in Criminology (35 in Year 2, 26 in Year 3, and 38 in Year 4).

**ATTACHMENT(S):**

[Revised Calendar Copy – Honours Specialization in Criminology](#)

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REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21048>

**HONOURS SPECIALIZATION IN CRIMINOLOGY**

Admission to this module is discontinued effective September 1, 2022. Students enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2024.



NEW CALENDAR COPY

**MINOR IN WRITING AND SOCIAL CHANGE**

**Admission Requirements**

Restricted to students enrolled at the Affiliated University Colleges. Completion of first year requirements, including Writing 1020F/G or Writing 1022F/G with a minimum grade of 65% or Writing 2101F/G with a minimum grade of 60%, or permission of the Department.

**Module**

4.0 courses:

2.5 courses from: Writing 2202F/G, Writing 2230F/G, Writing 2260F/G, Writing 2262F/G, Writing 2301F/G/Z, Writing 2208F/G, Writing 3100F/G, Writing 3700F/G, Writing 4700F/G.

1.5 courses from: Writing at the 2200 level or above, Speech 2001, English 2299F/G, English 3998E, English 3999F/G. Students may substitute a maximum of 1.0 approved non-Writing essay course toward this requirement, and should contact the Assistant Coordinator, Writing (Department of English, French and Writing at King's), for further information and specific course approvals.

NEW CALENDAR COPY

**Writing 2230F/G: Writing and Discourses of Childhood**

In this course, students will engage with debates and interrogate texts that focus on childhood as a social, cultural, legal, and literary construct. Exploring genres that are both academic and public-facing, students will build advanced communication skills as they engage in scholarly conversations around childhood.

Antirequisites: None

Prerequisites: The former Writing 0002F/G, Writing 1002F/G, Writing 1020F/G, Writing 1021F/G, Writing 1022F/G, Writing 1025F/G, Writing 1030F/G, and Writing 1031F/G, Writing 1032F/G or permission of the Department.

Extra Information: 3 hours

Course Weight: 0.5 course.

(King's)

**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**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**Recommended:**                    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).

**EXECUTIVE SUMMARY:**

American Sign Language 1030A/B (American Sign Language for Beginners) will build on the Department of English, French and Writing’s language offerings, which currently include French and Spanish. In earlier decades, the Department also offered other languages beyond these (such as German), at a time when languages were better understood to be part of a liberal arts education at King’s. This course represents an opportunity to renew and extend the Department’s commitment to language instruction, and to do so in a way that also meshes well with King’s current academic mission: in this case by focusing on American Sign Language as a still under-represented language group and as a language that plays a central role in Deaf cultures and communities. This course was offered previously in Fall 2019 in the English Program as a Special Topics course. The Fall 2019 trial-run course readily filled up and even had a waitlist.

While it is premature to suggest a Certificate at this stage (King’s want to establish consistent and strong instruction in the intro course first, and to establish a cohort of students who have completed the intro ASL course who could then conceivably go on to take an intermediate course) the time is right to establish American Sign Language as a new subject area and as a subject that is unique to King’s. The time is now to establish the course under its own subject area, acknowledging that ASL is a language unto itself (it is not English) and that Deaf culture is a distinct culture. There is precedent at Western for offering only 1.0 course under a language subject area; the lone Russian course is an example.

**ATTACHMENT(S):**

[Revised Calendar Copy – Breadth Requirements for Graduation](#)  
[New Calendar Copy – American Sign Language 1030A/B: American Sign Language for Beginners](#)

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REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/registration\\_progression.pdf](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 B**

*Arts and Humanities*

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, English, Film Studies, French Studies, Gender, Sexuality, and Women's Studies, Global Great Books, Intercultural Communications, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, Speech, Studio Art, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, Western Thought and Civilization, World Literatures and Cultures, Writing

*Languages*

**American Sign Language**, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

*The rest of the policy is unchanged*

NEW CALENDAR COPY

**American Sign Language 1030A/B: American Sign Language for Beginners**

This course introduces foundations of American Sign Language including linguistic perspectives, dialogue skill set, vocabulary, and syntax. Instruction may also include sociocultural contexts regarding the Deaf community, culture, and history. Note: Students with any ASL language background must see Instructor to determine eligibility for course.

Antirequisite(s): English 2095A (Special Topics: Introduction to American Sign Language) in Fall 2019.

Prerequisite(s): none

Extra Information: 3 hours.

Course Weight: 0.50

(King's)

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

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

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

**EXECUTIVE SUMMARY:**

King’s University College is proposing to rename the “Childhood and Social Institutions” subject area as the “Childhood and Youth Studies” subject area. This follows the creation of the Department of Childhood and Youth Studies at King’s this past July 1, 2021. Childhood and Youth Studies' purposes and intellectual commitments have remained the same for 22-years: Childhood and Youth Studies (previously Childhood and Social Institutions and before that Child and Family Relations) provides "interdisciplinary opportunities for the study of childhood and youth within educational, legal, and policy contexts" and "constructively questions existing assumptions" to advance young people's participatory rights. The proposed subject area name change will help advance the program’s attractiveness to students.

**ATTACHMENT(S):**

[Revised Calendar Copy – Registration and Progression in Three-Year, Four-Year and Honours Programs \(Breadth Requirements for Graduation\)](#)

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REVISED CALENDAR COPY

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

**Registration and Progression in Three-Year, Four-Year and Honours Programs**

**STRUCTURE OF THE DEGREE**

*the first part of the policy is unchanged*

**CATEGORY A**

*Social Science*

Anthropology, Economics, [Gender, Sexuality, and Women's Studies], Geography, History, Indigenous Studies, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology

*Interdisciplinary and Multidisciplinary*

American Studies, Analytics and Decision Sciences, Canadian Studies, **Childhood and Youth Studies** ~~Childhood and Social Institutions~~, Creative Arts, Dance, Disability Studies, Education, Family Studies and Human Development, Global Studies, [Governance, Leadership, and Ethics], Health Sciences, Human Rights Studies, Information and Media Studies, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, [Media, Information and Technoculture], Nursing, Rehabilitation Sciences, [Politics, Philosophy and Economics], Social Justice and Peace Studies, Social Science, Transitional Justice

*the remainder of the policy is unchanged*

**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**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**Recommended:**            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).

**EXECUTIVE SUMMARY:**

Childhood and Youth Studies (previously Childhood and Social Institutions) provides "interdisciplinary opportunities for the study of childhood and youth within educational, legal, and policy contexts" and "constructively questions existing assumptions" to advance young people's participatory rights. The proposed revisions will allow King's to do this in a way that is more responsive to the stated interests and demonstrated career trajectories of students in the professions of education, social, and legal services. The modules will be easier to manage, while raising standards. The revised modules include more choice at the second-year level, and more opportunity (and requirements) for study in advanced seminars. The program's foundation is unchanged, but the proposed changes (including the name change) will advance the program's attractiveness to students.

**ATTACHMENT(S):**

[Revised Calendar Copy – Honours Specialization in Childhood and Social Institutions](#)  
[Revised Calendar Copy – Major in Childhood and Social Institutions](#)

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REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20692>

*Note: The proposed module revisions shown below assume approval of [Item 11.2\(e\)\(i\)](#) to rename the existing subject area in Childhood and Social Institutions to Childhood and Youth Studies*

**HONOURS SPECIALIZATION IN CHILDHOOD AND YOUTH STUDIES**

**HONOURS SPECIALIZATION IN CHILDHOOD AND SOCIAL INSTITUTIONS**

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including Childhood and Youth Studies 1025F/G, ~~plus 2.5 additional courses,~~ with no grade in these principal courses below 60%.

**Module**

**9.5** ~~9.0~~ courses:

**1.0** ~~3.0~~ courses: ~~Childhood and Social Institutions 2210F/G, Interdisciplinary Studies 2252F/G, Childhood and Youth Studies 2212F/G, Childhood and Social Institutions 2213F/G, or the former Childhood and Social Institutions 2220F/G and the former Childhood and Social Institutions 2225F/G, Childhood and Youth Studies 2214F/G, Childhood and Social Institutions 3311F/G.~~

~~2.0 additional courses from the following Childhood and Social Institutions Approved List (1.5 at any level; 0.5 at the 3000-level or above).~~

**0.5 course from: Writing 1032F/G, Writing 2230F/G.** (*new courses proposed under separate DAP*)

**3.0 additional courses in Childhood and Youth Studies (2.5 at the 2200-level or above; 0.5 at the 3300-level or above).**

1.5 courses from: ~~Childhood and Social Institutions 3300F/G,~~ Childhood and Youth Studies 3350F/G, Childhood and Youth Studies 3351F/G, Childhood and Youth Studies 3352F/G, ~~Childhood and Social Institutions 3353F/G,~~ **Childhood and Youth Studies 3354F/G, Childhood and Youth Studies 3355F/G,** Childhood and Youth Studies 3370F/G, **Childhood and Youth Studies 3371F/G,** Childhood and Youth Studies 3380F/G/Z.

1.5 courses from: Childhood and Youth Studies 3320F/G, Childhood and Youth Studies 3340F/G, Childhood and Youth Studies 3346F/G, Childhood and Youth Studies 3361F/G, ~~Childhood and Social Institutions 3364F/G,~~ Childhood and Youth Studies 3365F/G, **Childhood and Youth Studies 3366F/G, Childhood and Youth Studies 3367F/G, Childhood and Youth Studies 3368F/G.**

**1.0 courses from: Childhood and Youth Studies 3311F/G, Childhood and Youth Studies 3312F/G, Childhood and Youth Studies 3313F/G, Childhood and Youth Studies 3314F/G.**

1.0 course(s) from: **Childhood and Youth Studies at the 4400-level.** ~~Childhood and Social Institutions 4401F/G and Childhood and Social Institutions 4402F/G, or Childhood and Social Institutions 4403E.~~

**Childhood and Social Institutions HSP Approved List:**

~~Any Childhood and Social Institutions course at the 2200-level or above.~~

~~Disability Studies 2201F/G, Disability Studies 2202A/B, Disability Studies 2210A/B, Disability Studies 2216A/B, Disability Studies 2023A/B, Disability Studies 2220A/B, Disability Studies 3325F/G.~~

~~Economics 2124A/B, Economics 2125A/B, Economics 2161F/G, Economics 3343F/G, English 2033E.~~

~~History 3261F/G, History 3851F/G, History 3898F/G.~~

~~Philosophy 2080.~~

~~Political Science 2225E, Political Science 3303F/G, Political Science 3307F/G, Political Science 3345E, Political Science 4485E.~~

~~Psychology 2031A/B, Psychology 2040A/B, Psychology 2410A/B, Psychology 2610F/G, Religious Studies 4408Y.~~

~~Social Justice and Peace Studies 2304F/G, Social Justice and Peace Studies 3211F/G, Sociology 2105A/B, Sociology 2144A/B, Sociology 2235, Sociology 2260A/B, Sociology 2267A/B, Sociology 3318F/G, Sociology 4440F/G, Sociology 4438F/G.~~

~~Thanatology 2232A/B.~~

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20691>

*Note: The proposed module revisions shown below assume approval of [Item 11.2\(e\)\(i\)](#) to rename the existing subject area in Childhood and Social Institutions to Childhood and Youth Studies*

**MAJOR IN CHILDHOOD AND YOUTH STUDIES**

**MAJOR IN CHILDHOOD AND SOCIAL INSTITUTIONS**

Completion of first-year requirements, including Childhood and Youth Studies 1025F/G with a **grade mark** of at least 60%.

**Module**

**6.5** ~~6.0~~ courses:

**1.0** ~~2.5~~ courses: ~~Childhood and Social Institutions 2210F/G, Childhood and Youth Studies 2212F/G, Childhood and Social Institutions 2213F/G, Childhood and Youth Studies 2214F/G, or the former Childhood and Social Institutions 2220F/G, and the former Childhood and Social Institutions 2225F/G, Interdisciplinary Studies 2252F/G.~~

~~1.5 courses from one of the following groupings:~~

- ~~1.) Childhood and Social Institutions 3300F/G, Childhood and Social Institutions 3311F/G, Childhood and Social Institutions 3350F/G, Childhood and Social Institutions 3351F/G, Childhood and Social Institutions 3352F/G, Childhood and Social Institutions 3353F/G, Childhood and Social Institutions 3370F/G, Childhood and Social Institutions 3380F/G/Z; or~~
- ~~2.) Childhood and Social Institutions 3320F/G, Childhood and Social Institutions 3340F/G, Childhood and Social Institutions 3346F/G, Childhood and Social Institutions 3361F/G, Childhood and Social Institutions 3364F/G, Childhood and Social Institutions 3365F/G.~~

~~1.0 additional courses from the Childhood and Social Institutions Approved List.~~

~~1.0 additional course from the following that you DID NOT choose in the stream selection: Childhood and Social Institutions 2211A/B, Childhood and Social Institutions 2215A/B, Childhood and Social Institutions 2221A/B, Childhood and Social Institutions 3311F/G, Childhood and Social Institutions 3320F/G, Childhood and Social Institutions 3340F/G, Childhood and Social Institutions 3346F/G, Childhood and Social Institutions 3350F/G, Childhood and Social Institutions 3351F/G, Childhood and Social Institutions 3352F/G, Childhood and Social Institutions 3353F/G, Childhood and Social Institutions 3361F/G, Childhood and Social Institutions 3364F/G, Childhood and Social Institutions 3365F/G, Childhood and Social Institutions 3370F/G, Childhood and Social Institutions~~

~~3380F/G/Z, Childhood and Social Institutions 4401F/G, Childhood and Social Institutions 4402F/G.~~

**0.5 course from: Writing 1032F/G, Writing 2230F/G.** (*new courses proposed under separate DAP*)

**2.0 additional courses in Childhood and Youth Studies at the 2200-level or above.**

**1.0 course(s) from: Childhood and Youth Studies 3320F/G, Childhood and Youth Studies 3340F/G, Childhood and Youth Studies 3346F/G, Childhood and Youth Studies 3361F/G, Childhood and Youth Studies 3365F/G, Childhood and Youth Studies 3366F/G, Childhood and Youth Studies 3367F/G, Childhood and Youth Studies 3368F/G.**

**1.0 course(s) from: Childhood and Youth Studies 3350F/G, Childhood and Youth Studies 3351F/G, Childhood and Youth Studies 3352F/G, Childhood and Youth Studies 3354F/G, Childhood and Youth Studies 3355F/G, Childhood and Youth Studies 3370F/G, Childhood and Youth Studies 3371F/G, Childhood and Youth Studies 3380F/G/Z.**

**0.5 course from: Childhood and Youth Studies 3311F/G, Childhood and Youth Studies 3312F/G, Childhood and Youth Studies 3313F/G, Childhood and Youth Studies 3314F/G.**

**0.5 course from: Childhood and Youth Studies at the 4400-level.**

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

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**                      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).

**EXECUTIVE SUMMARY:**

King’s University College is proposing to introduce a Minor in Childhood and Youth Studies. This new module will complement the existing Honours Specialization and Major (see [Item 11.2\(e\)\(ii\)](#)).

**ATTACHMENT(S):**

[New Calendar Copy – Minor in Childhood and Youth Studies](#)

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NEW CALENDAR COPY

**Minor in Childhood and Youth Studies**

Completion of first-year requirements, including Childhood and Youth Studies 1025F/G with a grade of at least 60%.

**Module**

4.0 courses:

3.0 courses from: Childhood and Youth Studies at the 2200-level or above.

1.0 courses from: Childhood and Youth Studies at the 3300-level.

**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**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**Recommended:**                    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).

**EXECUTIVE SUMMARY:**

King’s University College is proposing revisions to the Certificate in Childhood and Advocacy and the Certificate in Childhood and the Legal System. The proposed changes are part of a suite of proposals to revise the Childhood and Youth Studies program, including revisions to the Honours Specialization and Major in Childhood and Social Institutions (see [Item 11.2\(e\)\(ii\)](#)) and the introduction of a Minor in Childhood and Youth Studies (see [Item 11.2\(e\)\(iii\)](#)). The proposed revisions will allow King’s to deliver the Certificates in a way that is more responsive to the stated interests and demonstrated career trajectories of students in the professions of education, social, and legal services.

**ATTACHMENT(S):**

[Revised Calendar Copy – Certificate in Childhood and Advocacy](#)  
[Revised Calendar Copy – Certificate in Childhood and the Legal System](#)

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REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20693>

## **CERTIFICATE IN CHILDHOOD AND ADVOCACY**

### **Admission Requirements**

Enrolment in third or fourth year of an Honours Program, or a minimum modular average of 65% in a Major module. This is a limited enrollment program and possession of the minimum admission requirements does not guarantee admission.

### **Program Requirements**

To qualify for the Certificate in Childhood Advocacy, students must achieve an overall average of 65% in the following 5.0 courses:

**0.5 course: Childhood and Youth Studies 1025F/G.**

**0.5 course: Childhood and Youth Studies 2214F/G.**

**2.0 courses from: Childhood and Youth Studies 2210F/G, Childhood and Youth Studies 2221A/B, Childhood and Youth Studies 2251F/G, Childhood and Youth Studies 2254F/G, Childhood and Youth Studies 2257F/G, Childhood and Youth Studies 3370F/G, Childhood and Youth Studies 3371F/G, Disability Studies 2201F/G, Political Science 2225E, Social Justice and Peace Studies 3211F/G, or Sociology 2140.**

**2.0 courses from: Childhood and Youth Studies 3311F/G, Childhood and Youth Studies 3350F/G, Childhood and Youth Studies 3352F/G, Childhood and Youth Studies 3354F/G, Childhood and Youth Studies 3355F/G, Childhood and Youth Studies 3380F/G, Childhood and Youth Studies 4414F/G, Childhood and Youth Studies 4420F/G, or Childhood and Youth Studies 4421F/G.**

~~2.5 courses from: Childhood and Social Institutions 1025F/G, Childhood and Social Institutions 2210F/G, Childhood and Social Institutions 2214F/G, Childhood and Social Institutions 2213F/G, Childhood and Social Institutions 3300F/G, Childhood and Social Institutions 3311F/G.~~

~~2.5 courses from the following: Childhood and Social Institutions 2221A/B, Childhood and Social Institutions 3350F/G, Childhood and Social Institutions 3351F/G, Childhood and Social Institutions 3352F/G, Childhood and Social Institutions 3353F/G, Childhood and Social Institutions 3370F/G, Childhood and Social Institutions 3380F/G/Z.~~

~~Up to 1.0 from these courses can substitute to meet the certificate requirements: Disability Studies 2201F/G, Political Science 2225E, Social Justice and Peace Studies 2304F/G, Social Justice and Peace Studies 3211F/G, Sociology 2140.~~

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20694>

**CERTIFICATE IN CHILDHOOD AND THE LEGAL SYSTEM**

**Admission Requirements**

Enrolment in third or fourth year of an Honours Program, or a minimum modular average of 65% in a Major module. This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.

**Program Requirements**

To qualify for the Certificate in Childhood and the Legal System, students must achieve an overall average of 65% in the following 5.0 courses:

**0.5 course: Childhood and Youth Studies 1025F/G.**

**0.5 course: Childhood and Youth Studies 2212F/G.**

**2.0 courses from: Childhood and Youth Studies 2210F/G, Childhood and Youth Studies 2216F/G, Childhood and Youth Studies 2221A/B, Childhood and Youth Studies 2231A/B, Childhood and Youth Studies 2251F/G, Childhood and Youth Studies 2252F/G, Political Science 2101A/B, Psychology 2031A/B, Philosophy 2080, Sociology 2260A/B, or Sociology 2267A/B.**

**2.0 courses from: Childhood and Youth Studies 3314F/G, Childhood and Youth Studies 3320F/G, Childhood and Youth Studies 3340F/G, Childhood and Youth Studies 3346F/G, Childhood and Youth Studies 3361F/G, Childhood and Youth Studies 3365F/G, Childhood and Youth Studies 3366F/G, Childhood and Youth Studies 3367F/G, Childhood and Youth Studies 3368F/G, Disability Studies 3325F/G, History 3851F/G, Political Science 3303F/G, Political Science 3345E, Psychology 3313A/B, Sociology 4455F/G, or Social Work 3319F/G.**

**2.5 courses from the following: Childhood and Social Institutions 1025F/G, Childhood and Social Institutions 2210F/G, Childhood and Social Institutions 2212F/G, Childhood and Social Institutions 2231A/B, Childhood and Social Institutions 3361F/G, Childhood and Social Institutions 3364F/G.**

**2.5 courses from the following: Childhood and Social Institutions 2221A/B, Childhood and Social Institutions 3320F/G, Childhood and Social Institutions 3340F/G, Childhood and Social Institutions 3346F/G, Childhood and Social Institutions 3365F/G, Disability Studies 3325F/G, Political Science 3303F/G, Sociology 2267A/B.**

**A maximum of 1.0 course from the following courses may be counted toward this requirement: Philosophy 2080, Psychology 3313A/B, History 3851F/G, History**

~~3898F/G, Religious Studies 4408Y, Political Science 3307F/G, Political Science 3345E,  
Social Work 3319F/G, Sociology 2260A/B, Sociology 4455F/G, and Psychology  
2031A/B.~~

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

**Recommended:** That effective September 1, 2022 the following new courses in Childhood and Youth Studies be introduced at King’s University College as shown in Item 11.2(e)(v):

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

**EXECUTIVE SUMMARY:**

King’s University College is proposing to introduce a number of new courses in Childhood and Youth Studies, pending approval of the subject area name change in [Item 11.2\(e\)\(i\)](#).

**ATTACHMENT(S):**

[New Calendar Copy – Childhood and Youth Studies Courses](#)

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REVISED CALENDAR COPY

**Childhood and Youth Studies 2216F/G: Childhood, Youth, Indigeneity, and Race**

(Short title: Indigeneity and Race)

This course explores historical and contemporary concepts, issues, and debates relating to race, racialization, ethnicities, and Indigeneity in childhood and youth studies. Pre-or Corequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.

Extra Information: 3 lecture hours.

Course weight: 0.5 course

(King's)

**Childhood and Youth Studies 2232A/B: Children and Death: Theory and Interventions**

(Short title: Children and Death)

An examination of children's understanding of death, the dying child, children and funerals, specific ages and interventions for the grieving child, the family system and death, and death and trauma in children.

Prerequisite(s): none

Extra Information: 3 lecture hours; cross-listed with Thanatology 2232A/B

Course weight: 0.5 course

(King's)

**Childhood and Youth Studies 2254F/G: Identity and Belonging in Childhood and Youth**

(Short title: Identity and Belonging)

An inquiry into fluid identities and the sense of belonging in childhood and youth. The course will focus upon gendered, sexual, LGBTQ2S+ identifications as they intersect with racial, ethnic, religious, political, medical, mental, or playful selves and groups in a variety of institutional or media contexts.

Pre-or Corequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.

Extra Information: 3 lecture hours

Course weight: 0.5 course

(King's)

**Childhood and Youth Studies 3312F/G: Research Methodologies for Systems and Life Worlds**

(Short title: Life World Research Methods)

An advanced seminar on research methodologies into systems and life worlds of childhood and youth. Students will analyze literature, hypothesize research questions, locate sites and methods, and confront logistical and ethical questions of social research with children.

Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level

Antirequisite(s): None  
Extra Information: 3 seminar hours  
Course weight: 0.5 course  
(King's)

**Childhood and Youth Studies 3313F/G: Research Methodologies Using Discourse Analysis**

(Short title: Methods of Discourse Analysis)

An advanced seminar on the research methodologies of discourse analysis. Students will analyze literature, locate texts, assemblages, or media available for applying the key concepts of discourse analysis to childhood and youth.

Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level

Antirequisite(s): None  
Extra Information: 3 seminar hours  
Course weight: 0.5 course  
(King's)

**Childhood and Youth Studies 3314F/G: Research Methodologies of Governmentality Studies**

(Short title: Governmentality Research)

An advanced seminar on the research methodologies of governmentality studies. Students will analyze literature, hypothesize questions, locate techniques, dispositifs, and policies of interest by applying the key concepts of governmentality studies to childhood and youth.

Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level

Antirequisite(s): None  
Extra Information: 3 seminar hours  
Course weight: 0.5 course  
(King's)

**Childhood and Youth Studies 3354F/G: Children Saving the World**

This course examines recent changes in childhood advocacy initiatives stressing child participation in international organizations. Reflecting on the UN Sustainable Development Goals the course will offer students a practical opportunity to explore the role children can play in projects focused on saving the world.

Prerequisite(s): Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.

Antirequisite(s): the former Childhood and Social Institutions 3353F/G  
Extra Information: 3 seminar hours  
Course weight: 0.5 course  
(King's)

**Childhood and Youth Studies 3355F/G: Rights-Based Community Engagement with Children and Youth**

(Short title: Rights-Based Comm Engagement)

Working with young people, students will facilitate a youth-led workshop to explore the United Nations Convention on the Rights of the Child in the context of children's lived experiences. Students will develop and facilitate workshop activities and will engage with children about their insights in relation to a rights-based topic.

Prerequisite(s): Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.

Antirequisite(s): None

Extra Information: 3 seminar hours

Course weight: 0.5 course

(King's)

**Childhood and Youth Studies 3366F/G: The Biopolitics of Childhood and Youth**

(Short title: Biopolitics)

An inquiry into the historical and contemporary biopolitics of childhood and youth as they happen within vaccination and public health programs, medical diagnosis and therapeutic techniques, trauma intervention and at-risk youth management programs, family-separation policies at borders, and/or climate change and environmental movements.

Prerequisite(s): Any course in Childhood and Youth Studies at the 2200-level

Antirequisite(s): None

Extra Information: 3 seminar hours

Course weight: 0.5 course

(King's)

**Childhood and Youth Studies 3367F/G: Youth, Borders, and Migration**

A historical and contemporary inquiry into the law, policy, and practices of child and youth migration.

Prerequisite(s): Any course in Childhood and Youth Studies at the 2200-level

Antirequisite(s): None

Extra Information: 3 seminar hours

Course weight: 0.5 course

(King's)

**Childhood and Youth Studies 3368F/G: Childhood and Work**

An inquiry into the law, policy, and practices of child labour. Students will consider how work is implicated in young people's dignity, identity, mobility, education, health, and economic security.

Prerequisite(s): Any course in Childhood and Youth Studies at the 2200-level

Antirequisite(s): None

Extra Information: 3 seminar hours

Course weight: 0.5 course

(King's)

**Childhood and Youth Studies 3371F/G: Drama as a Creative Mode of Inquiry**

(Short title: Drama as Inquiry)

In this introductory course, students learn about the role of drama as a mode of creative inquiry, its connection to the changing image of ‘the child’, and the different methods and activities that can be used in working with children and youth across disciplines.

Prerequisite(s): Any course in Childhood and Youth Studies at the 2200-level

Antirequisite(s): None

Extra Information: 3 seminar hours

Course weight: 0.5 course

(King’s)

**Childhood and Youth Studies 4413F/G: Inquiries of Pedagogies**

An inquiry into the historical and contemporary conceptualizations and actualizations of pedagogy.

Prerequisite(s): Any course in Childhood and Youth Studies at the 3300-level

Antirequisite(s): None

Extra Information: 3 seminar hours

Course weight: 0.5 course

(King’s)

**Childhood and Youth Studies 4414F/G: Situating Child-Centred Practice**

This course asks students to reflect upon what child centered practice is, where it has come from and how it is developing. Students will consider the potential of childhood studies theories to offer transformation in those spaces in which children experience their everyday lives.

Prerequisite(s): Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.

Antirequisite(s): None

Extra Information: 3 seminar hours

Course weight: 0.5 course

(King’s)

**Childhood and Youth Studies 4420F/G/Z: Nordic Comparative Seminar**

This is a limited-enrollment, international exchange seminar in with a travel component. It brings together students studying childhood and youth at Kings College and a University in a Nordic country (Sweden, Norway, Denmark, Finland, or Iceland). We compare childhood in these respective regions as it is situated in social institutions.

Prerequisite(s): Admission is by special permission of the Chair of Childhood and Youth Studies

Antirequisite(s): the former Childhood and Social Institutions 3395A/B if taken in 2015-16, 2016-17, or 2017-18.

Extra Information: 3 seminar hours

Course weight: 0.5 course

(King’s)

**Childhood and Youth Studies 4421F/G/Z: British Comparative Seminar**

This is a limited-enrollment, international exchange seminar in with a travel component. It brings together students studying childhood and youth at Kings College and a University in the United Kingdom. We compare childhood and youth in these respective regions as it is situated in social institutions.

Prerequisite(s): Admission is by special permission of the Chair of Childhood and Youth Studies

Antirequisite(s): the former Childhood and Social Institutions 3393A/B if taken in 2015-16 or 2018-19.

Extra Information: 3 seminar hours

Course weight: 0.5 course

(King's)

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

**Recommended:** 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).

**EXECUTIVE SUMMARY:**

King’s University College is proposing to revise a number of existing courses in Childhood and Social Institutions (to be renamed as Childhood and Youth Studies, pending approval of the subject area name change in [Item 11.2\(e\)\(i\)](#)).

The proposed revisions will allow the program in Childhood and Youth Studies to better respond to student interests and faculty expertise. Many of the changes reflect a formalization of shifts within the field of childhood study which have developed in the program at King’s over the past two decades. Collectively, they will allow the program to refine its existing focus on the study of policy and law to serve the goals of child and youth advocacy and rights. They will better enable the program to prepare current and future students for ongoing professional trajectories in education and childcare, therapeutic, residential, and counselling services, family law, child protection, and juvenile justice.

**ATTACHMENT(S):**

[New Calendar Copy – Childhood and Youth Studies Courses](#)

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REVISED CALENDAR COPY

**Childhood and Youth Studies 1025F/G: Childhood and Social Institutions**

**Introduction to Childhood and Youth Studies**

An overview of the study of childhood **and youth** in contemporary humanistic and social scientific disciplines. ~~The course focuses~~ focussing on the concept of childhood as it is socially, historically, and culturally constructed. Emphasis is given to understanding children's perspectives, the discursive and structural position of childhood in modern culture and social institutions.

**Childhood and Youth Studies 2210F/G: Childhood, Youth, and Public Policy**

This course examines childhood and youth as they are structured by public policies of **citizenship rights, labour and education**. ~~Students are introduced~~ **It introduces students** to historical, ethnographic, discursive, and structural approaches as they explore how childhood and youth is produced and contested through institutional practices and policy debates **in diverse policy matters arising in schooling, health care, recreational programs, work, family law, and political participation.**

~~Pre- or Corequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G. Childhood and Social Institutions 1025F/G, or permission of the CSI Program Coordinator.~~

**Childhood and Youth Studies 2211A/B: Children, Youth, and Crime**

This course explores **judicial issues around children as criminals and the responses to them in judicial practice and in the media and media representation of serious crimes committed by children and youths.** Integral to this discussion are notions of rights, citizenship and the concept of the moral panic as applied to the context of children who kill.

~~Pre- or Corequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G. Registration in any Childhood and Social Institutions module, or module in Criminology or Sociology.~~

**Childhood and Youth Studies 2212F/G: Childhood, Youth, and the Law**

An introduction to the study of childhood and law in Canada. By examining specific cases, statutes, treaties, and practices, students will have an opportunity to increase their understanding of the most relevant doctrines, principles, and debates about childhood in Canadian legal and political culture.

~~Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G. Childhood and Social Institutions 1025F/G, or permission of the CSI Program Coordinator.~~

~~Antirequisite(s): The former Childhood and Social Institutions 2220F/G and the former Childhood and Social Institutions 2225F/G.~~

**Childhood and Youth Studies 2214F/G: Introduction to Advocacy**

This course offers a foundation to engage in conceptual and practical considerations of children and their place within discourses of advocacy. It offers a context for understanding the societal limitations that have defined advocacy with children, alongside a growing theoretical realisation of the value of engaging with children as 'participants'.

Prerequisite(s): **Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.** ~~Childhood and Social Institutions 1025F/G.~~

**Childhood and Youth Studies 2215A/B: Representations of Childhood and Youth**

An introduction to the **historically embedded words, metaphors, tropes, figures, narratives, and images of childhood and youth** ~~structure of representations, figures, and discourses of childhood and youth in the media and in material culture.~~

Pre-or Corequisite(s): **Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.**

**Childhood and Youth Studies 2221A/B: International Children's Rights in Practice**

**An introduction to international children's rights declarations and conventions; students will learn their history and uses over the past century.** ~~The course will take a global view of issues around children's rights internationally. It will explore how well the 1989 UNCRC has been adopted in practice over the last 30 years.~~

Pre-or Corequisite(s): **Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.** ~~Childhood and Social Institutions 1025F/G.~~  
Antirequisite(s): **the former** ~~Childhood and Social Institutions 3335F/G.~~

**Childhood and Youth Studies 2231A/B: Childhood, Poverty Policy, and the Law**

An introduction to the primary debates, experiences, policies, and law confronting childhood and youth poverty in Canada, and through Canada's international relief activities.

Pre-or Corequisite(s): **Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.**

**Childhood and Youth Studies 2251F/G: Children's Student Rights in Schools**

**An examination of student access to due process, procedural fairness, participatory decision-making, as well as individual freedoms of expression, association and identity within the context of educational institutions.** ~~Through case studies, students will better understand the importance of the rights which have been conferred upon them and their obligation to ensure that these rights are respected in our public schools. The case studies represent real situations of rights violations, sometimes by even well-meaning educators.~~

Pre-or Corequisite(s): **Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.** ~~Childhood and Social Institutions 1025F/G or permission of the CSI Program Coordinator.~~  
Antirequisite(s): **the former** ~~CSI 2295A/B if taken before 2015.~~

**Childhood and Youth Studies 2252F/G: War Zone Childhoods**

This course examines various attempts by children to actively organize themselves as one response to the horrific conditions created by war and its related consequences in their communities. We further examine how children come to understand their childhoods under such conditions as well as the adult discourses that attempt to define and address war zone conditions.

**Pre- or Corequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.** ~~Childhood and Social Institutions 1025F/G, or registration in the second or above year module in Social Justice and Peace Studies, Disability Studies, Sociology, Political Science or History.~~

**Childhood and Youth Studies 2257F/G: Children, Childhood, and the Media**

**This course explores the historical and contemporary images of children and childhood in the media and addresses the impact that this has on media culture today. It will also examine how children are presently engaging with and contributing to the multiple media platforms along with the risks and problems.** ~~An exploration of debates and issues around children's engagement in and with media, focusing on film, TV, digital and mobile media and advertising and consumerism.~~

**Pre- or Corequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.** ~~Childhood and Social Institutions 1025F/G or permission of the CSI Program Coordinator.~~

**Childhood and Youth Studies 2291A/B – 2296A/B: Special Topics in Childhood and Youth Studies Social Institutions**

Topic and course description will be available at time of registration.

**Pre- or Corequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.** ~~Childhood and Social Institutions 1025F/G or permission of the CSI Program Coordinator.~~

**Childhood and Youth Studies 3311F/G: Researching Childhood Research Methodologies with Children**

(Short title: Participatory Methods)

**An advanced seminar on participatory research methodology involving children and youth. Students will analyze literature, hypothesize research questions, locate sites and methods, and confront logistical and ethical questions of social research with children.** ~~Each student will be responsible for designing a research project in the social study of childhood using ethnographic, discursive, or structural methodologies. Students will analyze literature, hypothesize research questions, and confront ethical and epistemological questions of social research with children.~~

**Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G, and any course in Childhood and Youth Studies at the 2200-level** ~~Interdisciplinary Studies 2252F/G or permission of the CSI Program Coordinator.~~

**Childhood and Youth Studies 3320F/G: Child Protection, Participation, and Criminal Law** Children in the Justice System: Youth Criminal Justice and Child Welfare

(Short title: Victims, Witnesses, and Crime)

**This course will examine the ways children participate in the context of our criminal justice system as victims or witnesses.** Children are often required to testify in sexual and computer pornography cases. Courts are attempting to include children's perspectives on the impact of mental illness, parental incarceration and living with high risk offenders. How is the voice of the child to be heard?

Prerequisite(s): **Childhood and Youth Studies 2212F/G or the former Childhood and Social Institutions 2212F/G.** Childhood and Social Institutions 2212F/G, or by permission of the Program Coordinator.

Antirequisite(s): Childhood and Social Institutions 3393A/B, if taken in 2009-10, 2010-11 or 2011-12.

**Childhood and Youth Studies 3340F/G: Children in Separation and Divorce**

This course examines the prescriptions and practices arising from attempts to increase child participation in separation and divorce by examining various key roles; such as, judges, lawyers, child advocates, parents and children.

Prerequisite(s): **Childhood and Youth Studies 2212F/G or the former Childhood and Social Institutions 2212F/G.** Childhood and Social Institutions 2212F/G, or by permission of the Program Coordinator.

**Childhood and Youth Studies 3346F/G: Youth Criminal Justice** Child Participation in the Criminal Justice System

**This course will examine youths in the context of our criminal justice system. The focus of the course will be on the complex interaction between the law and children's rights, mental health law, the role of legal counsel and allied professionals, and the conduct of courts.**

An exploration of the Canadian criminal justice system focusing on participation of child victims and witnesses of crime. International best practices in the treatment of children in court, legislative reforms, rights, access to justice and, child friendly justice are examined.

Prerequisite(s): **Childhood and Youth Studies 2212F/G or the former Childhood and Social Institutions 2212F/G.** Childhood and Social Institutions 2212F/G, or by permission of the Program Coordinator.

**Childhood and Youth Studies 3350F/G: Children, Activism, and Change** Children as Advocates

Existing and proposed approaches to childhood advocacy are examined through case studies of child led engagement in non-governmental, governmental, and private sector initiatives. The focus is on developing a framework for understanding advocacy from the perspective of the participatory discourses within the new social studies of childhood.

Prerequisite(s): **Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.** Childhood and Social Institutions 2214F/G and Enrolment in the Diploma or Certificate in Childhood and Advocacy, or third or fourth year of any CSI Program Module.

**Childhood and Youth Studies 3351F/G: Facilitating Child Advocacy**

Childhood advocacy discourses and practices operate within institutional contexts populated by existing organizational discourses, policies, and practices often embedded in a network of interconnected agencies and groups. This course examines the enabling as well as restrictive features of the role adults play in terms of facilitating and inhibiting the planning, adoption and implementation of childhood advocacy initiatives.

Prerequisite(s): **Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.** Childhood and Social Institutions 2214F/G and Enrolment in the Diploma or Certificate in Childhood and Advocacy, or third or fourth year of any CSI Program Module.

**Childhood and Youth Studies 3352F/G: Provincial and Territorial Child and Youth Advocacy Offices** Advocacy with Children—Canada

(Short title: Child Advocacy Offices)

This course examines the discourses and practices of the rapidly evolving childhood advocacy politics and policies, focusing upon environment, considering examples at the provincial level, but attending to as well as within more local civic, justice, social service and health agencies in Canada. With reference to children's rights students will be enabled to contribute to ongoing dialogue and debate.

Prerequisite(s): **Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.** Childhood and Social Institutions 2214F/G and Enrolment in the Diploma or Certificate in Childhood and Advocacy, or third or fourth year of any CSI Program Module.

**Childhood and Youth Studies 3361F/G: Childhood in Canadian History**

An historical study of the discourses and practices of childhood and youth. Students will explore how and why various actors, groups, or movements have participated and shaped growing-up in Canada.

Prerequisite(s): **Any course in Childhood and Youth Studies at the 2200-level.** 3<sup>rd</sup> or 4<sup>th</sup> year standing.

Antirequisite(s): History 3261F/G

**Childhood and Youth Studies 3365F/G: Childhood, Education Policy and Law**

An introduction to the primary debates, experiences, policies, and law confronting childhood and youth within educational institutions and programs in Canada

Prerequisite(s): **Any course in Childhood and Youth Studies at the 2200-level.** Childhood and Social Institutions 2210F/G or Childhood and Social Institutions 2212F/G; or by permission of the CSI Program Coordinator.

**Childhood and Youth Studies 3370F/G: ~~Childhood, Peer Relations, and~~ A Right to Play**

The course uses historical and contemporary approaches toward issues around children, youth and leisure. The definitions of 'play' and 'leisure' are critically examined. The course explores the competing moral claims about what children and young people should be doing in terms of the tensions between care, protection, and social control.

Prerequisite(s): **Any course in Childhood and Youth Studies at the 2200-level.**

~~Enrolment in 3rd or 4th year of any Childhood and Social Institutions module. Subject to availability, third-year and fourth-year students in other modules may be admitted by special permission.~~

**Childhood and Youth Studies 3380F/G/Z: Child Participation Approaches**

Through field interventions, this course will examine various approaches to consulting children about issues affecting them, as well as ways of including the consultations in an organization's planning and decision-making processes.

Prerequisite(s): **Any course in Childhood and Youth Studies at the 2200-level.**

~~Registration in the third or fourth year of any CSI Module.~~

**Childhood and Youth Studies 3391A/B – 3396A/B: Special Topics in Childhood and Youth Studies ~~Social Institutions~~**

Topic and course description will be available at time of registration.

Prerequisite(s): **Any course in Childhood and Youth Studies at the 2200-level.**

~~Childhood and Social Institutions 1025F/G, or permission of the CSI Program Coordinator.~~

**Childhood and Youth Studies 3398F/G – 3899F/G: Independent Study**

Reading and discussion of selected topics in Childhood and **Youth Studies ~~Social Institutions~~**.

Prerequisite(s): **Any course in Childhood and Youth Studies at the 2200-level.**

~~Enrolment in 3rd year of the CSI Honours program, or written permission of the Program Coordinator.~~

**Childhood and Youth Studies 4401F/G: Emerging Childhood Topics I**

This course will examine emerging conceptual, methodological and empirical themes and topics in the continually and rapidly developing new social studies of childhood perspective. It will also facilitate the examination of the mutual contributions of related developments in other disciplines.

Prerequisites(s): **Any course in Childhood and Youth Studies at the 3300-level.**

~~Registration in the final year of any CSI Module.~~

**Childhood and Youth Studies 4402F/G: Emerging Childhood Topics II**

This course will examine emerging conceptual, methodological and empirical themes and topics in the continually and rapidly developing new social studies of childhood perspective. It will also facilitate the examination of the mutual contributions of related developments in other disciplines.

Prerequisites(s): **Any course in Childhood and Youth Studies at the 3300-level.**

~~Registration in the final year of any CSI Module.~~

**Childhood and Youth Studies 4403E: Senior Project in Childhood and Youth Studies**  
**An independent research project in Childhood and Youth Studies under the**  
**direction of a faculty advisor.** This full year course allows students to fulfill a capstone or  
thesis in any thematic area within CSI (children, policy and law; advocacy and rights;  
children's everyday lives).

Prerequisite(s): **Admission by permission of the Chair of Childhood and Youth**  
**Studies, and completion of CYS 3311F/G, or 3312F/G, or 3313F/G, or 3314F/G**  
Enrolment in the final year of any CSI module. Permission from supervising faculty.

**Childhood and Youth Studies 4410F/G: Independent Study in Childhood and Youth**  
**Studies** Social Institutions

Reading and discussion of selected topics in Childhood and **Youth Studies** Social  
Institutions.

Prerequisite(s): **Any course in Childhood and Youth Studies at the 3300-level**  
Enrolment in fourth year of the Honours Specialization offered in CSI or written permission  
of the Program Coordinator.

**Childhood and Youth Studies 4491A: Special Topics in Childhood and Youth**  
**Studies** Social Institutions

Topic and course description will be available at time of registration.

Prerequisite(s): **Any course in Childhood and Youth Studies at the 3300-level.**  
Childhood and Social Institutions 1025F/G, or permission of the CSI Program Coordinator.

**Childhood and Youth Studies 4492A/B – 4496A/B: Special Topics in Childhood and**  
**Youth Studies** Social Institutions

Topic and course description will be available at time of registration.

Prerequisite(s): **Any course in Childhood and Youth Studies at the 3300-level.**  
Childhood and Social Institutions 1025F/G, or permission of the CSI Program Coordinator.

**Childhood and Youth Studies 4498F/G – 4499F/G: Independent Study**

Reading and discussion in selected topics in Childhood and **Youth Studies** Social  
Institutions.

Prerequisite(s): **Any course in Childhood and Youth Studies at the 3300-level.**  
Enrolment in fourth year of the Honours Specialization offered in CSI or written permission  
of the Program Coordinator.

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

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**            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

**EXECUTIVE SUMMARY:**

This is a housekeeping item to reflect the concurrent proposals to rename the subject area ‘Childhood and Youth Studies’, new course introductions, and updated corresponding modular revisions (see Items 11.2(e)(i-vi)).

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

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

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

**EXECUTIVE SUMMARY:**

Changes to the Dean’s Honour List and Graduation “With Distinction” policy are recommended to expand eligibility to full-time students with a reduced course load and to provide more clarity and consistency for the counting of courses when students have accumulated a set of at least 5.0 consecutive courses.

**ATTACHMENT(S):**

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

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REVISED CALENDAR COPY

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

**Dean’s Honour List and Graduation “With Distinction”**

**DEAN’S HONOUR LIST - UNDERGRADUATE STUDENTS**

The following statements apply to undergraduate students in the Faculties of Arts and Humanities, Health Sciences, Information and Media Studies, Music, Science and Social Science, and at Brescia University College, Huron University College and King’s University College.

Undergraduate students with outstanding academic records are **named to adjudicated for inclusion in** the Dean’s Honour List in May and August of each year.

1. In May of each year the Dean of each Faculty establishes an Honour List containing the names of all **full-time** students registered in that Faculty who completed a minimum of 4.0 courses during the previous Fall/Winter Session (September-April) and earned an average of 80% or more with no failed courses.
2. **Students enrolled in fewer than 4.0 courses** ~~Part time students~~ may qualify for the list in May or August each time they accumulate a new set of at least 5.0 consecutive courses and earn an 80% average with no failed courses within that set.
3. ~~Full or part time~~ **G**raduating students who attained Dean’s Honour List standing at their last checkpoint and maintained a cumulative average of 80% **with no failures** on any courses taken from then until graduation will be named to the Dean’s Honour List upon graduation.
4. Grades received on a Letter of Permission will be included in the average.

*the remainder of the policy is unchanged*

**ITEM 11.2(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Professional Programs in Education**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

On behalf of the Senate, SCAPA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the professional programs in Education.

<b>Faculty</b>	<b>Program</b>	<b>Date of Review</b>	<b>SUPR-G recommendation</b>
Education	Professional Programs	May 27-28, 2021	Good Quality with Report (First due December 2022; Second due December 2023)

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

**ATTACHMENT(S):**

[Final Assessment Report – Professional Programs, Education](#)

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*Professional Programs, Education*  
**Final Assessment Report &  
Implementation Plan  
December 2021**

<b>Faculty / Affiliated University College</b>	Faculty of Education	
<b>Degrees Offered</b>	MPEd, EdD	
<b>Date of Last Review</b>	2012-2013	
<b>Approved Fields</b>	<p><b>MPEd</b></p> <ul style="list-style-type: none"> <li>• Applied Behavior Analysis</li> <li>• Curriculum and Pedagogy</li> <li>• Early Childhood Education</li> <li>• Educational Leadership</li> <li>• Equity, Diversity, and Social Justice</li> <li>• International School Leadership</li> <li>• Mathematics Education</li> <li>• Teaching English to Speakers of Other Languages</li> <li>• Teaching Students with Exceptionalities</li> <li>• French Education</li> <li>• Literacy Education</li> <li>• International Education</li> </ul>	<p><b>EdD</b></p> <ul style="list-style-type: none"> <li>• Educational Leadership</li> </ul>
<b>External Reviewers</b>	Dr. Kirk Anderson (Memorial University of Newfoundland)	Dr. Jerome Cranston (University of Regina)
<b>Internal Reviewers</b>	Pamela McKenzie (Western University)	Mariyan Jeyarajah (Graduate Student)
<b>Date of Site Visit</b>	May 27-28, 2021	
<b>Date Review Report Received</b>	June 18, 2021	
<b>Date Program/Faculty Response Received</b>	Sept 22, 2021	

<b>Evaluation</b>	Good Quality with Report - First due December 2022 - Second due December 2023
<b>Approval Dates</b>	SUPR-G: December 13, 2021 SCAPA: January 12, 2022 Senate (for information only): January 21, 2022
<b>Year of Next Review</b>	Year of next cyclical review- 2028-2029

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

In accordance with Western’s Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Faculty of Education’s Professional Graduate Programs (MPed and EdD).

This Final Assessment Report (FAR) report considers the following documents:

- the program’s self-study,
- the external consultants’ report,
- the response from the Dean, Faculty of Education.

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

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

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. It is publicly accessible on Western’s IQAP website.

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to Western’s Faculty of Education, the School of Graduate & Postdoctoral Studies, and SUPR-G.

### **Executive Summary**

In 2013, Western’s Faculty of Education introduced cohort-based graduate professional degrees—Master of Professional Education (MPEd) and Doctor of Education (EdD)—that are designed to recruit and engage qualified professionals who seek preparation for positions in specialty teaching, administration, and leadership in K-12 schools, higher education, and community contexts.

The MPEd currently has 12 fields. The EdD currently has one field – Educational Leadership. Most fields in the MPEd can be completed in two years (6 terms), one MPEd field can be completed in one year (3 terms). The EdD can be completed within three years (9 terms). With the exception of two fields in the MPEd (Teaching English to Speakers of Other Languages and Educational Leadership, Focal Area: Aboriginal Education), all programs are offered online.

The curriculum is grounded in the theoretical principles of experiential learning, and adult learning models. Supported by these theoretical precepts, students are challenged to develop a professional knowledge base that integrates both practical and research knowledge and links theory with systemic and systematic inquiry, thereby emphasizing the generation, transformation, and application of professional knowledge and practice.

To inform the self-study, the results of an internal review of the professional programs conducted via survey in 2017 were used, along with a review of current students (response rate of 32.5% of 819 students) and program alumni (response rate of 18% of 1000 alumni) in 2020 using a survey developed from the evaluation criteria outlined in Western’s IQAP.

As part of this program review, multiple enhancement-related modifications to several fields of the MPEd program and to the EdD program have been proposed and discussed. These will subsequently be subject to Western’s internal governance process for consideration and approval.

The external reviewers commend the administration, faculty, and staff on the innovative development of the programs and on the measures put in place to support students. They offer a suite of considerations and recommendations for further enhancement.

### **Summary of the Self-Study – Volume I**

#### **Strengths and Innovative Features Identified by the Professional Graduate Programs**

- Accreditation BCBA: The MPEd in the field of Applied Behavior Analysis is one of only a few Master’s programs in in this area in Canada to be recognized by the Behaviour Analysts Certification Board.
- International Partnerships: Western’s Faculty of Education is a member of the Carnegie Project on the Education Doctorate (CPED) and the Consortium for the Study of Leadership and Ethics in Education (CSLEE) which provides opportunities for faculty and

EdD students to network and participate in events with other EdD partners and to access resources and research that may benefit their scholarship and leadership.

- Local Partnerships: Ongoing local partnerships support the development and delivery of MPEds. For instance: The MPEd in the field of Educational Leadership in the focal area of Aboriginal Education is community-based and delivered on-site at Six Nations Polytechnic on Six Nations of the Grand River First Nation.
- An external partnership with the Ontario Principal's Council (OPC) collaborated with the design and delivery of the MPEd in International School Leadership.
- Training Opportunities and Internships: For instance, the MPEd in the field of Applied Behaviour Analysis offers a Lab of Practice in ABA, which is arranged by students individually and generally is undertaken in schools, private practices, and clinical programs in agencies.
- Significant investments have been made to support the development and tremendous growth of graduate programs, within each of the past few years.
- Strengths identified by students and recent graduates:
  - the flexibility of online learning;
  - being introduced to theory, research, and reflections that improved their current and future practice;
  - faculty who are knowledgeable, accommodating, helpful, available, and experienced
  - current/up-to-date and intellectually stimulating course content;
  - being assessed/evaluated fairly and rigorously, and being provided feedback;
  - accessible and extensive library collection;
  - prompt and helpful support from graduate office, library, and IT staff; and
  - an intense but manageable workload they could complete while working full-time.

### **Concerns Identified by the Professional Graduate Programs**

Concerns/Areas of Improvement identified by students and recent graduates:

- more innovative online course instruction and assessment strategies, especially strategies that promote student connection/engagement/collaboration (i.e., strategies other than reading and posting on discussion boards);
- more streamed or posted lectures;
- a more updated online platform with more functionalities (especially for interaction);
- a greater variety of full-time instructors;
- more continuity between courses allowing for more cohesion in the program (e.g., avoid overlap/repetition between courses);
- more opportunities to get to know peers better;
- more communication from the graduate office;
- higher admission and course standards; and
- consideration of where fees can be realistically/reasonably reduced.

### **Review Process**

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a doctoral student, were provided with Volume I and II in advance of the scheduled review and then met over two days with the:

- Vice Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice Provost of Academic Planning, Policy and Faculty
- Dean of the Faculty of Education
- Associate Dean, Graduate (and incoming Associate Dean, Graduate)
- Academic & Research Cluster (ARC) Chairs
- EdD Program Manager
- University Librarian
- Faculty members
- Graduate students

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

These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Dean's response, have formed the basis of this summative assessment report of the Faculty of Education's Professional Graduate Programs, collated and submitted to the SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

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

*"The Professional Education Program's administration, faculty, and staff are to be commended for their work in supporting students, adding to the program's fine reputation in the higher education community."*

*"The external reviewers note there has been a tremendous amount of growth in the program, changes in the leadership core, and a relatively small but competent core faculty supported by a large pool of short-term instructors. As such, we feel this speaks to a deeper and strategic planning process where the faculty can more fully examine the program and its curriculum for further revisions and improvements."*

### **Strengths of the Program**

- Faculty and administration consistently expressed confidence in the quality of the limited-duties (part-time) instructors as experts in their area of professional practice, being highly committed, and often very experienced in the program with multiple courses taught.

- Limited-duties instructors indicated that they feel well supported and in the loop, with no sense of being treated as second-class citizens. They noted that full-time faculty are responsive and helpful with advice on course co-ordination, and that there is great administrative and tech support.
- The EdD is seen as an attractive field that serves students in the role of change leaders while allowing them to remain in their workplace.
- Asynchronous learning across professional programs is flexible and able to be completed around each individual student's schedule.
- The course content, readings, assessment, and evaluation procedures are aligned with the university's educational learning outcomes specifically designed for each individual course.
- There are high yield pedagogical learning models and teaching strategies incorporated to ensure student success and various universal design learning opportunities.
- There is a 'strong template' to the program with class progression steps, and the Cohort model, which helps EdD students complete the program in 3 years.
- Some MPEd students expressed feeling very supported and noted that the program (particularly EDSJ) had blown up their prior assumptions and helped them to create plans that might foster cultural and structural change in their own professional spaces.

#### **Areas of Concern Identified**

- Lack of clear delineation of the learning outcomes across fields.
- Clarifications can be made within documentation regarding specific course requirements and progressions for each stream, so as to clearly display the similarities and differences between the fields.
- The faculty is encouraged to build relationships with the indigenous community, especially with Indigenous leaders, on a more regular basis.
- There is a need for more presence of Indigenous Peoples, content, and related decolonization of curriculum. There is also a need to reflect the many racialized minority groups within the country.
- Many students coming from outside K-12 are concerned that faculty do not understand their context and that the program is not structured to support them.
- The reviewers question the possibility of so many specializations with low faculty engagement in the programs, which run the risk of groups and programs running in 'silos' and possibly negatively impacting program coherence.
- International students expressed concerns surrounding technical issues (e.g., VPNs), and the timing of synchronous classes for students studying abroad. They also did not seem to know about the supports Western International provides.
- Students struggled to understand the "flow" of the program when it came to scheduling and integrating their strategic and professional work.
- There is concern that the core faculty seems too small to support MPEd and EdD. The program appears to rely heavily on part-time faculty who may be working beyond their contracted requirements.

**Major Modifications Proposed as Part of this Cyclical Program Review** (to be submitted for approval at a future date as per Western’s internal governance process)

- 1) Changes to the MPEd in the field of International Education
  - Changing the name of the MPEd to ‘Global and International Education’
  - Revising and updating some of the field’s courses
  - Modifying the final capstone project from research inquiry to mobilizing existing knowledge and learning acquired in the field
- 2) Changes to the MPEd in the field of Educational Leadership in the focal area of Aboriginal Education
  - Creating a new field called ‘Leadership in Indigenous Education’
  - Proposed nomenclature changes to several core courses offered
- 3) Changes to the MPEd in the field of Early Childhood Education
  - Updating the course content to reflect new directions in the field of early childhood education pedagogy and curriculum
  - The changes requested incorporate pedagogist requirements. MPEd ECE graduates will be able to practice as pedagogists following the completion of degree.
- 4) Changes to the EdD in the field of Educational Leadership
  - a. Refresh and update course titles and descriptions
  - b. Milestone Addition – Problem of Practice Statement
  - c. Milestone Addition – Proposal
  - d. Change in Terminology: Dissertation in Practice
- 5) Addition of the EdD in the field of Equity, Diversity, and Social Justice
- 6) Request to close the GDIP program in Professional Education

It should be noted that the external reviewers equally commented on the proposed modifications, noting that they largely agreed with each, or in the case of #3, that they deferred to faculty consultation as it is outside of their scope of expertise.

The recommendations made by external reviewers are as follows:

1. A review of course outlines and documentation should be conducted to better articulate the distinctiveness of each program area and explicitly link each course in a manner that aligns it to any related foundational documents for the program areas.
2. Establish a consultative process with stakeholders by means of an advisory body that includes Indigenous Peoples.
3. Suspend development on the Indigenous Leadership Program until consultation with Indigenous stakeholders has been completed.
4. The faculty establish, or better link its documentation, to a diversity, equity, and Indigenization plan within its hiring processes for both core and non-core faculty and staff.
5. The faculty establish a sustainable plan to retain Indigenous faculty and staff as well as other equity-deserving for both core and non-core faculty and staff.
6. The faculty revisit the rationale for the lower IELTS admission score, and reconsider increasing it, or better articulating the rationale for why the lower score is being used.
7. The faculty revisit the 5-year minimum of professional experience for admission eligibility to allow for an increase in the diversity of students enrolled in the programs.
8. The faculty needs to engage in a 'strategic planning' exercise to create an articulated plan that: a) Re-evaluates the effectiveness of using an academic research cluster model; b) Reframes and clarifies the roles of the various organizational structures; c) Streamlines and re-evaluates professional fields to determine whether all of the areas of specialization can or should be considered within a single program, or whether some might be more effective as standalone programs (i.e., should TESOL & ABA be stand alone?).
9. Re-design the curriculum and enhance content to clearly make explicit connections to decolonizing education/pedagogies/ leadership and to anti-racist/anti-oppressive pedagogies.
10. That the faculty establish a review committee in partnership with external representation to assess the status of the OIP becoming acknowledged as a 'Dissertation in Practice (DIP).
11. Perhaps linked to Recommendation 10, that the practice of a single reader and double-blind review of the OIP (or resultant DIP) be modified for greater transparency and to provide formative feedback.
12. Develop a multi-year proposal for consideration by Central Administration to increase the number of base-funded faculty positions to reflect the growth areas of the programs.
13. Linked to Recommendation 8, that the faculty hold a strategic planning session with its MPEd and EdD students as part of the development of a new strategic planning process related to this program.
14. Create paid mentorship(s) positions and assign a mentor to each of the EdD cohorts.

15. Linked to Recommendations 8 and 13, given the growth of what was a nascent program launched in 2013 that has matured over the past seven years, it is critically important for the faculty to embark on a strategic planning process to chart a path forward for the next number of years.

In making these distinct recommendations, the reviewers showed an understanding of the strength and needs of this relatively large program. Given the overlap of many recommendations, these have been grouped by major theme in the summary section below and are addressed as clusters.

**Summary of the Reviewers’ Key Recommendations and Faculty Response**

Reviewers’ Recommendation	Program/Faculty Response
<p><b>Indigenization and EDI (Rec #2, 3, 4, 5, and 9)</b> Ensure that Indigenous stakeholders are consulted in relation to professional education programs. Make explicit curricular connections to decolonizing education/pedagogies/ leadership and to anti-racist/anti-oppressive pedagogies. Promote hiring processes that expand the diversification of faculty and staff.</p>	<p>The Faculty response noted that Indigenous colleagues and students were invited to speak with the reviewers as part of larger groups. The Faculty observed that, in hindsight, it would have been helpful to hold a distinct meeting with Indigenous colleagues to ensure that the reviewers had a chance to discuss the participation of Indigenous colleagues and consultation with Indigenous communities and stakeholders in the development and revision of the Professional Education programs. The Faculty report provided substantial clarification on these recommendations:</p> <p>Indigenous Education MPEd has been led by Indigenous colleagues from the outset, with extensive consultation within the program, at the university level, and externally. The Faculty has created an Office of Indigenous Education and is in discussions about potentially creating a Department of Indigenous Education. Dr. Erica Neeganagwedgin, the Director of Indigenous Education in the Faculty of Education, is a member of and reports to Western University’s Indigenous Postsecondary Education Council (IPEC). Nineteen Indigenous communities and organizations are represented on IPEC.</p> <p>Dr. Neeganagwedgin wrote a detailed contribution to the Faculty response, noting:</p> <p><i>“The MPEd Indigenous Education program has a long-standing, ongoing, consultative and, in fact, collaborative relationship with multiple stakeholder Indigenous Peoples and communities, both directly and through cooperation with Western University’s Office of Indigenous Education.”</i></p> <p><i>“The reason the MPEd Indigenous Education program has a notably positive reputation and impact across Western University, other universities, and with local First Nations communities and organizations is precisely because it is informed by strong relationships with eight First Nations communities in Southwestern Ontario, most</i></p>

	<p><i>importantly through MPEd courses taught onsite within those First Nation communities.”</i></p> <p>The Faculty of Education has led the University in the integration of EDI and Indigenization across programs. Through its Equity Committee, the Faculty continues to engage in supporting course instructors to examine the connections to decolonizing education/ pedagogies/ leadership and to anti-racist/ anti-oppressive/ transformative pedagogies.</p> <p>The Faculty also leads Western in the recruitment of Indigenous scholars and staff, as well as other equity deserving groups. This past year, the Faculty of Education invested \$2M on scholarships for equity deserving candidates to access graduate education. The four-year faculty complement expansion plan includes ambitious goals of further expanding our Indigenous scholars (six more proposed) and other equity deserving candidates – particularly to support the new EdD in Equity Diversity and Inclusion.</p>
<p><b>Strategic Planning (Rec #8, 12, 13, and 15)</b> Re-examine the organizational structures within the Faculty and consider streamlining the program fields. Looking ahead, increase base-funded faculty positions to match program growth and ensure the student voice is included as part of forward-looking planning.</p>	<p>The Faculty response noted that the reviewers’ recommendations around strategic planning did not acknowledge the relationship of Faculty-level planning with the ongoing University-level strategic planning initiative. As a result, some of the recommendations are already in development. For example, a growth plan for faculty has been presented to the Provost and Office of Faculty Relations.</p> <p>Structurally, the Faculty of Education is non-departmentalized. The Faculty agrees with the recommendation to re-evaluate the academic research clusters and this work has already begun with internal consultation, consultation with Office of Faculty Relations, Graduate Education, the Provost, and the Registrar’s Office.</p> <p>Academic planning is constant and iterative and takes into account the tremendous growth of the professional education programs. Since inception, early success contributed to rapid growth and expansion and the present review is an opportunity for the Faculty to</p>

	<p>reassess, consolidate, and realign priorities. The change to the Organizational Improvement Plan (OIP) is one example (see under next point) ,</p>
<p><b>Organizational Improvement Plan (OIP) (Rec #10 and 11)</b> Assess the status of the OIP becoming acknowledged as a 'Dissertation in Practice (DIP) and ensure transparency in the practice of a single reader and double-blind review of the OIP (or future DIP).</p>	<p>The Organizational Improvement Plan (OIP) has been under considerable review since the inception of the degree. The degree began as a traditional thesis and a model that was more consistent with the more familiar research doctorate. Internally, full-time faculty reviewed the process in 2018 and recommendations were incorporated in the current model of which we are tremendously proud. This was changed to the current ladder approach, with in-course progression requirements, and an in-course completion of the proposal leading to the completion of the Organizational Improvement Plan (OIP). This has allowed for the expansion of the program and important refinement. It is also consistent with the CPED. The current version of the EdD is the matured version with substantial refinement since its inception.</p> <p>The revised approach is rigorous and relevant to professional graduate students. The model reader/review model is double-blind intentionally to ensure an arm's length and unbiased review. Substantial formative feedback is provided to candidates throughout the review process.</p>
<p><b>Alignment between program areas and courses (Rec #1)</b> A review of course outlines and documentation should be conducted to better articulate the distinctiveness of each program area and explicitly link each course in a manner that aligns it to any related foundational documents for the program areas.</p>	<p>Course syllabi are reviewed each term. More comprehensive reviews are undertaken of specific courses on an ongoing basis at the program and the field levels. The Faculty understands that a better articulation of these reviews is necessary and will proceed accordingly, paying particular attention to this alignment.</p>

<p><b>IELTS admission scores (Rec #6)</b> The faculty revisit the rationale for the lower IELTS admission score, and reconsider increasing it, or better articulating the rationale for why the lower score is being used.</p>	<p>The Faculty agrees with this recommendation and will review the rationale.</p>
<p><b>Admission eligibility (Rec #7)</b> The faculty revisit the 5-year minimum of professional experience for admission eligibility to allow for an increase in the diversity of students enrolled in the programs.</p>	<p>The Faculty agrees with this recommendation and will undertake a review.</p>
<p><b>EdD Mentorship (Rec #14)</b> Create paid mentorship(s) positions and assign a mentor to each of the EdD cohorts.</p>	<p>The Faculty agrees with this recommendation. They will be recruiting for the role of Faculty Program Coordinator for the EdD program who will also serve to provide support and mentorship outside each course for the students and the LD personnel.</p>

Recommendation themes related to OIP and to alignment between program areas and courses reflect and confirm ongoing work taking place at the Faculty and do not necessitate any change in action. Therefore, they are not included in the implementation plan presented below.

**Perspectives Shared by the Internal Reviewer**

The size and complexity of this program (12 fields in the MPed and a full EdD) made this review challenging. Our visit took place over Zoom, which afforded meetings with staff and administration as well as faculty and students from each field. However, the number and sizes of meetings made it difficult for us to capture all aspects of the program. For example, as the Faculty response observed, we met with groups of faculty representing the MPed fields and focal areas within each Academic and Research Cluster (ARC), such as the MPed fields of Equity, Diversity, and Social Justice and Educational Leadership, including the focal area on Aboriginal Education. This helped us understand the relationship of the ARCs to the delivery of their associated fields, but did not give us an opportunity to speak separately with the faculty involved in the Indigenous Education proposal. The intensity of the review also made it challenging to see the big picture, e.g., how strategic planning at the Faculty and program level is embedded within Western’s broader strategic planning cycle, including the implementation of the Indigenous Strategic Plan and the report of the Anti-Racism Working Group. The external reviewers presented a very large number of recommendations, the majority of which relate to

exactly these high-level strategic planning and EDIID concerns whose details and nuances the review process made difficult to grasp. This is the fault neither of the program nor of the reviewers, but suggests that additional time should be built into the IQAP process for large and complex programs, and perhaps that Western should begin to build EDIID consultations into each IQAP site visit. The external reviewers also identified a number of program strengths and areas of concern that were not reflected in their final recommendations. It is important to note that the Faculty response acknowledges and addresses these concerns (e.g., the strong reliance on part-time faculty and the overall sustainability of so many specializations without the full-time faculty complement to support them).

**Implementation Plan**

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Dean of the Faculty of Education, Associate Dean- Graduate, ARC Chairs, Program Manager EdD, and Field Coordinators, in consultation with the SGPS, is responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Dean’s Annual Planning document.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p><b>Indigenization and EDI (Rec #2, 3, 4, 5, and 9)</b> Ensure that Indigenous stakeholders are consulted in relation to professional education programs. Make explicit curricular connections to decolonizing education/pedagogies/ leadership and to anti-racist/anti-oppressive pedagogies. Promote hiring processes that expand the diversification of faculty and staff.</p>	<p>Together with the Office of Indigenous Education, under the leadership of the Director of Indigenous Education, formalize the Equity Committee and its mandate within the Faculty governance structure to consult on searches and faculty-wide initiatives.</p> <p>Develop new strategic goals aligned for the Faculty, aligned with the Indigenous Strategic Plan, and Towards Western at 150.</p>	<p>Director of Indigenous Education, Dean, Associate Deans</p>	<p>By August 2023</p>

<p><b>Strategic Planning (Rec #8, 12, 13, and 15)</b> Re-examine the organizational structures within the Faculty and consider streamlining the program fields. Looking ahead, increase base-funded faculty positions to match program growth and ensure the student voice is included as part of forward-looking planning.</p>	<p>Engage in consultation about Faculty structure and the streamlining of MPED fields by single programs or potential hub and spoke models among faculty.</p>	<p>Graduate Education Council as led by the Dean and Associate Dean Graduate</p>	<p>By December of 2023</p>
	<p>Strategic planning will also be undertaken in the winter of 2022 for further alignment and to contribute to the university-required development of an academic plan.</p>	<p>Dean, Associate Deans, Finance Administrator, Academic Coordinator, and ARC Chairs</p>	<p>By May 2022,</p>
	<p>More student groups will be included in all consultations.</p>	<p>Associate Dean Graduate, and Education Student Association</p>	<p>By December 2023</p>
	<p>Develop a proposal for faculty expansion for the 2022-2023 (one-year) budget cycle and then 2023 to 2026 cycle).</p>	<p>Associate Dean Graduate</p>	<p>By April 2024</p>

<p><b>Organizational Improvement Plan (OIP) (Rec #10 and 11)</b> Assess the appropriateness of the OIP becoming acknowledged as a ‘Dissertation in Practice (DIP)</p>	<p>Develop a committee (including external representation) to assess the appropriateness of the OIP becoming a DIP.</p>	<p>Program Manager, EdD Coordinators ARC Chairs, Associate Dean Graduate</p>	<p>By December 2023</p>
<p>Ensure transparency in the practice of a single reader and double-blind review of the OIP (or future DIP). And best practice for evaluated the milestone (OIP or DIP)</p>	<p>Review the current assessment practice and ensure transparency and effectiveness.</p>	<p>Program Manager, EdD Coordinators ARC Chairs, Associate Dean Graduate</p>	<p>By January 2023</p>
<p><b>Alignment between program areas and courses (Rec #1)</b> A review of course outlines and documentation should be conducted to better articulate the distinctiveness of each program area and explicitly link each course in a manner that aligns it to any related foundational documents for the program areas.</p>	<p>This will be undertaken first as part of the strategic planning consultations.</p>	<p>Graduate Education Council, as led by the Associate Dean Graduate</p>	<p>By December of 2023</p>
<p><b>IELTS admission scores (Rec #6)</b> The Faculty revisit the rationale for the lower IELTS admission score, and reconsider increasing it, or better articulating the rationale for why the lower score is being used.</p>	<p>A review of the rationale will be undertaken.</p>	<p>Associate Dean Graduate, ARC Chairs</p>	<p>By Sept 2023</p>

<p><b>Admission eligibility (Rec #7)</b> The Faculty revisit the 5-year minimum of professional experience for admission eligibility to allow for an increase in the diversity of students enrolled in the programs.</p>	<p>A review will be undertaken to consider experience and eligibility. Consideration will include listing of alternative experiences on admission requirements, such as suitable involvement in community and in higher education contexts, for admission eligibility.</p>	<p>Associate Dean Graduate, ARC Chairs</p>	<p>By September 2023</p>
<p><b>EdD Mentorship (Rec #14)</b> Consider the role of mentorship(s) positions and assign a mentor to each of the EdD cohorts.</p>	<p>Appointment of coordinator for next academic year for the EdD program.</p>	<p>Associate Dean Graduate</p>	<p>By June 2022</p>

**ITEM 11.2(h) – Faculty-Specific Undergraduate Sessional Dates**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

The undergraduate sessional dates for the following programs are attached:

Dentistry (2021-22) *Revised*  
MD Program (2022-23)

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, determines all applicable sessional dates for the academic year and communicates them to Senate for information.

**ATTACHMENT(S):**

[Revised Sessional Dates for Schulich School of Medicine & Dentistry, Dentistry \(2021-22\)](#)  
[Sessional Dates for Schulich School of Medicine & Dentistry, MD Program \(2022-23\)](#)

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**SESSIONAL DATES 2021-22 - (SUBJECT TO CHANGE)**

<b>2021</b>		
<b>START DATE</b>	<b>END DATE (AS APPLICABLE)</b>	<b>Classes/Exams/Activity/Stat Holidays</b>
August 30, 2021	September 3, 2021	Clinic Orientation
August/September 2021	TBA	Kit Orientations
September 6, 2021		Labour Day - No Classes/Clinics
September 7, 2021		Regular Classes and Clinics commence
September 23, 2021	Subject to Change	Homecoming
October 11, 2021		Thanksgiving - No Classes/Clinics
December 3, 2021		Classes End – Fall Term
December 6, 2021	December 22, 2021	Exam Period – Years 1, 2, 3, 4
December 23, 2021	January 3, 2022	Winter Break
<b>2022</b>		
<b>START DATE</b>	<b>END DATE (AS APPLICABLE)</b>	<b>Classes/Exams/Activity/Stat Holidays</b>
January 4, 2022		Winter Term Commences - All Years
February 2, 2022		Research Day During AM Only
February 7, 2022	February 18, 2022	Didactic Supplemental Examinations Year 4
February 21, 2022		Family Day - No Classes/Clinics
March 5, 2022	March 6, 2022	NDEB Examinations (Written & OSCE)
March 14, 2022	March 18, 2022	Study Week
April 15, 2022		Good Friday - No Classes/Clinics
April 29, 2022		Winter Term Ends Year 2, 3, 4
May 2, 2022	May 20, 2022	Final Examination Period Year 2
May 6, 2022		Winter Term Ends Year 1
May 9, 2022	May 16, 2022	Final Examination Period Year 1
May 23, 2022		Victoria Day
May 2, 2022 (To Be Confirmed)	June 24, 2022 (To Be Confirmed)	Spring Clinic Year 3 (excluding Mondays set aside for Exams)
May 2, 2022 (To Be Confirmed)	June 24, 2022 (To Be Confirmed)	Year 3 Exams scheduled normally for Mondays during this period
July 5, 2022	July 15, 2022	Supplemental Exam Period Year 1, 2 (*Date To be Confirmed for Year 3)
July 13 - 17, 2022	Western Spring Convocation - (Dentistry Date To Be Confirmed)	
August 22, 2022	September 2, 2022	Clinic Orientation Year 3 including Kit Orientation
August 22, 2022	September 2, 2022	Prosthodontics Condensed Course Year 3
August 29, 2022	September 2, 2022	Orientation Yr 1, ITD1

## *Schulich School of Medicine & Dentistry Sessional Dates MD Program 2022-23*

### **Academic Calendar Dates**

Orientation Week (Meds 2026):	Aug. 29, 2022 – September 5, 2022
Academic Year begins for Year 3:	August 15, 2022
Academic Year begins for Year 4:	August 29, 2022
Academic Year begins for year 1/2:	September 5, 2022
Winter Break for Year 1/2/4 Start/End	December 24, 2022 – January 2, 2023
Classes resume for year 1/2/4:	January 2, 2023
March Break for Year 1/2/4 Start/End:	March 13-17, 2023
Academic Year ends for year 4:	April 28, 2023
Convocation:	TBD
Courses End for year 1/2:	June 2, 2023
Academic Year ends for year 1/2:	August 25, 2023
Academic Year ends for Year 3:	August 25, 2023

**ITEM 11.3(a) – Western Office of the Ombudsperson Annual Report 2020/21**

**ACTION:**     APPROVAL     INFORMATION  DISCUSSION

**EXECUTIVE SUMMARY:**

The memorandum of understanding governing the Office of the Ombudsperson states that the Ombudsperson shall make an annual report to the campus community by January 1 of the following year. The report provides a statistical summary of the caseload and summary account of cases.

**ATTACHMENT(S):**

[Western Office of the Ombudsperson Annual Report 2020/21](#)

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2020/2021



# Office of the Ombudsperson Annual Report

*Preparing students to prevent, manage  
and resolve difficult situations.*

**Western**  
UNIVERSITY · CANADA



*“I cried when I got off the phone with you because it felt like someone was listening when I spoke to you.”*

*“Thank you so much for all your help in preparing this appeal letter, I could not have done it without you.”*

*“I wanted to sincerely thank both of you for your support in completing my Dean’s Waiver. The process was honestly terrifying but our meetings along the way instilled a sense of comfort and confidence. I have the utmost appreciation for the time the both of you took to help me.”*

*“Thank you very much for your guidance and support throughout this process. I very much appreciate all the time and effort you took to assist me.”*

*“My son and I are not sure how to thank you for all your support/help. We so appreciate what you have done. You are a breath of fresh air.”*

*“I want to express my sincere gratitude to you for your listening, patience, all the understanding and empathy. Following is a sentence from one of my favorite childhood books: ‘Maybe I’m not capable to find you the exit to the brightness, but I’m so willing to keep you company and walk through the darkness.’ I was so moved by this sentence. I want to tell you that you are just like that person who keeps me company and walks with me through the dark time.”*

### The Power of Relational Fairness

Not long ago a colleague guided me to “Kindness, emotions and human relationships: The blind spot in public policy” (Unwin, 2018). This report commissioned by the Carnegie Trust in the UK discusses the two lexicons of public policy – relational and rational. Unwin argues there have been very good reasons for keeping qualities such as empathy out of policy. “Reasons such as fairness, openness and safety, which can become clouded by the more personal and discretionary expression of human relationship” (p. 2); however, Unwin then goes on to outline the benefits of relationship building and “allow(ing) space for kindness in public policy discussions” (p. 3).

I often extol the procedural fairness of Western. Policies are primarily transparent and decision makers thoughtful in considering and communicating outcomes. At the same time, I explain procedural fairness does not stand alone. Relational fairness is critical to helping students understand the reasons for a decision, and thereby helping them thrive and become more resilient. Students need to hear their specific situation has been considered. Kindness doesn’t mean giving in or granting an exception where there are not grounds; kindness means listening to hear.

The impartial nature of the Ombuds Office allows us to be kind to both sides in an argument. We listen and explain the reason for a decision. Where we feel a decision maker may not have considered the relational aspects of a situation, we pursue further conversations. On the facing page are quotes from visitors to the office. One message, received by our Associate Ombudsperson, clearly exemplifies relational fairness. In it, the student quotes the author of their favorite children’s book: “Maybe I’m not capable to find you the exit to the brightness, but I’m so willing to keep you company and walk through the darkness.” That is kindness. That is relational fairness. That is what staff in the Office of the Ombudsperson do, and that is the need all student-facing employees must be sure to fill in encounters with students.

When reading the scenarios later in this report, I encourage you to consider the stories – were individuals visiting the Ombuds Office because they did not perceive procedural fairness or because they wanted an opportunity to tell their stories and to have their specific concerns heard? Did students learn more by meeting with an Ombuds staff member than by simply accepting the decision they had been given? Western’s motto is Veritas et Utilitas: our role as an institution is not just to be right but also help students apply that knowledge in the future.

### The Facts

**Between August 1, 2020 and July 31, 2021, Office staff met with 920 students regarding 1041 concerns.** This is an increase from previous years; however, 2020/21 was not a normal year. Problems were unique, anxiety was high, and regular resources were not as readily available. Given the year, the relations between students, faculty, and staff may have unusually affected relational fairness.

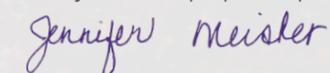
Nine hundred and twenty students equates to 2.2 percent of students on main campus and the affiliates, an increase of point two percent from 2019/20. Most of these students (51 percent) visited the Office for advice. Ombuds staff intervened in five percent of cases, and only with the student’s permission. The remaining students (44 percent) needed information such as to whom they should appeal or where to locate a policy. Ombuds staff also met with 91 non-students, including faculty, administrators, staff, parents, and alumni.

Outreach is an important part of the work we do. During 2020/21 we led conflict management workshops as part of the School of Graduate and Postdoctoral Studies’ Own Your Future program, spoke to numerous student groups about the work of the Office, and twice conducted workshops as part of Student Experience’s Thriving Thursdays.

We also provided input to the review of the Self-Reported Absence (SRA) Policy and the Provost’s Academic Advising Working Group; submitted information to the Vice Provost (Academic Programs) on how the current requirements for the Dean’s Honours List and Scholarships impact students registered with Accessible Education; and worked with the School of Graduate and Postdoctoral Studies on scholastic offence processes.

An initiative undertaken in 2020 by Associate Ombudsperson Whitney Barrett was the investigation of a new case management system. Once implemented, the system will allow Ombuds staff to provide department (not just faculty) specific data and follow up on visitors to determine appeal outcomes and general wellbeing.

Please ask should you have questions, and keep in mind: “Rational speech allows for assessment and evaluation ... And yet it can mask real differences, can be deaf to nuance and individuality. It can ignore what really matters to people, and privilege that which can be counted” (Unwin, 2018, p. 9).



Jennifer Meister,  
Ombudsperson, Western University

**920**  
STUDENTS

**1041**  
CONCERNS

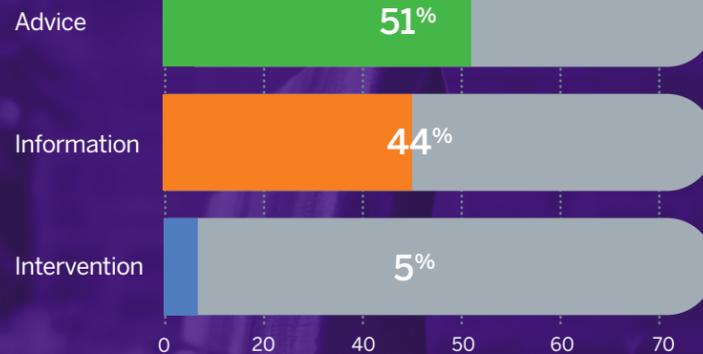
20% of students visiting the Office between August 1, 2020 and July 31, 2021 were referred to the Office.

Individuals were referred by academic counselors, faculty members, administrators and fellow students.

**20%**



**Reason student approached office:**



**1 out of every 46 students contacted us in 2020/21**



**1,008**  
TOTAL VISITORS

**91%**  
student visitors (920)

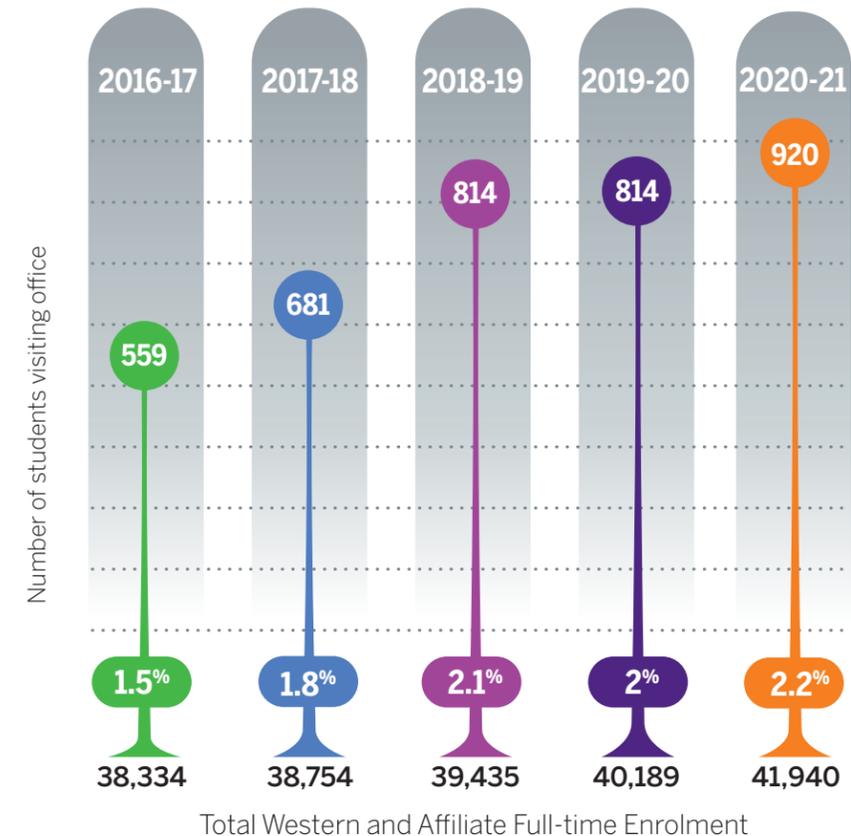
**9%**  
Non-student visitors (88)

# Visitor Overview

The following pages paint a picture of who came to the Ombuds Office in 2020/21 and why.

## Student visitors over time

(Note: Some students come to the Ombuds Office for more than one concern. The number of concerns brought to the Office was 1041.)



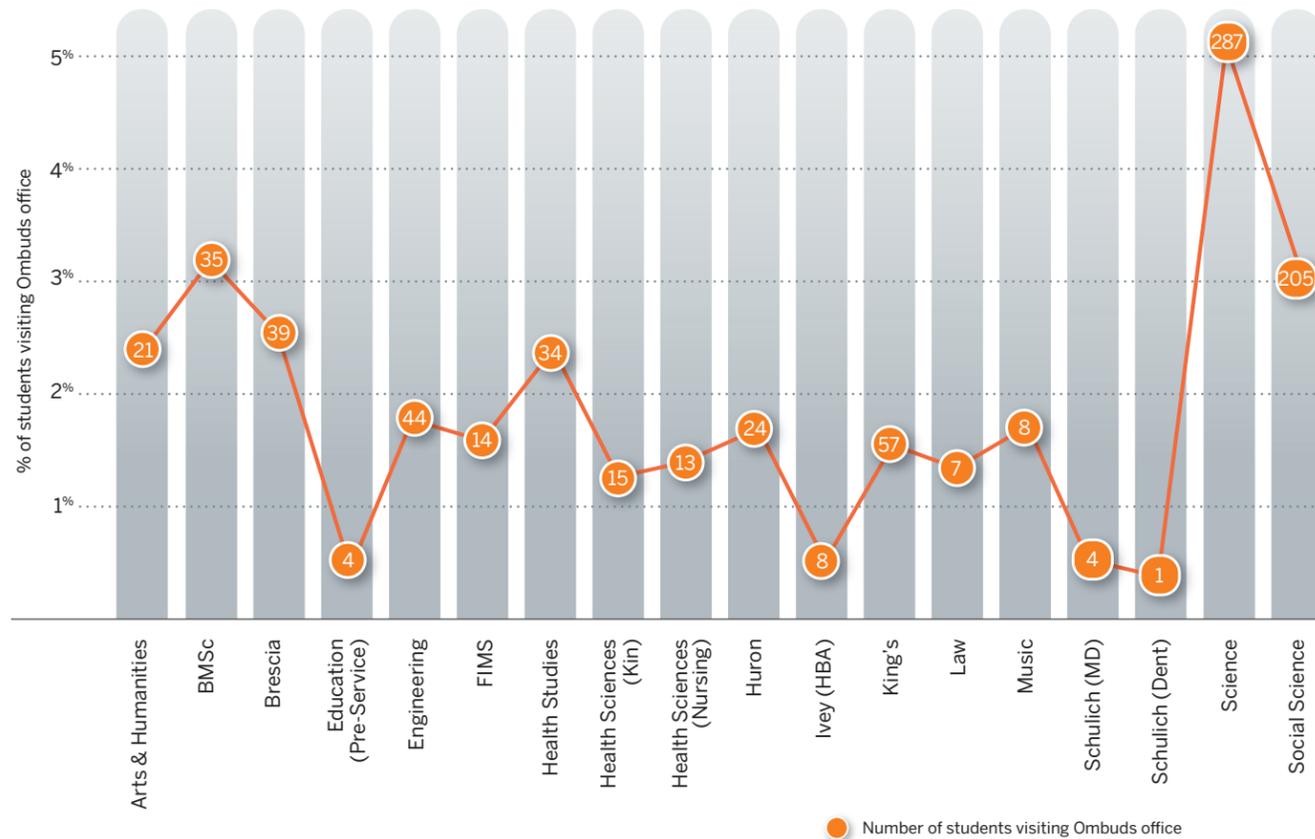
\*Enrolment numbers are taken from Western's Institutional Planning and Budgeting Five-Year Enrolment Comparison located at [https://www.ipb.uwo.ca/documents/2021\\_five\\_year\\_enrolment\\_comparison.pdf](https://www.ipb.uwo.ca/documents/2021_five_year_enrolment_comparison.pdf)

# Undergraduate Student Visitors

Undergraduate students take courses across Western faculties and the affiliates. For that reason, we track a student's home faculty or affiliate as well as the faculty or affiliate in which their concern resides. By tracking how many students come from each faculty or affiliate we can see where we might need more outreach. By tracking the faculty or affiliate of concern, we can see where there may be a systemic issue.

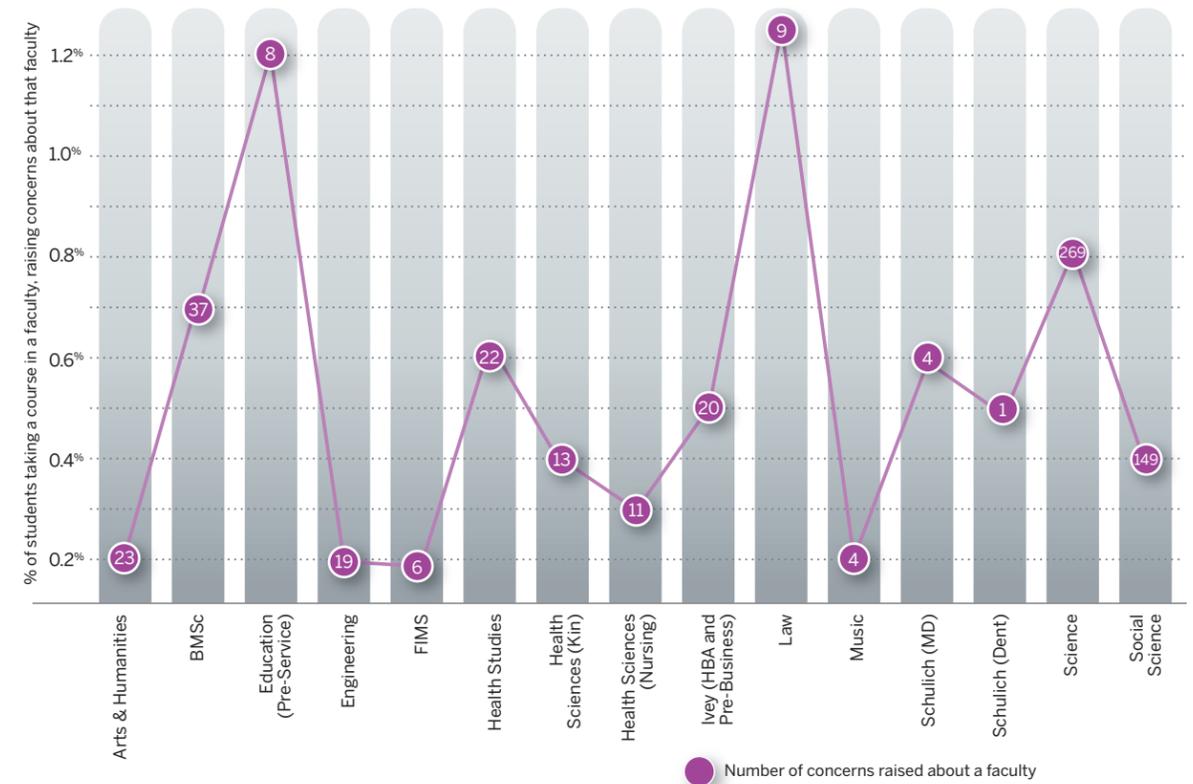
## Undergraduate student visits by home faculty

The following graph illustrates the home faculty of undergraduate students visiting the Office (Note: Not all students tell us their program so they are not included below, but are included in the overall count of student visitors earlier in this report.)



## Undergraduate students by faculty of concern

The following chart illustrates visitors who have concerns about courses in a faculty other than their home faculty.

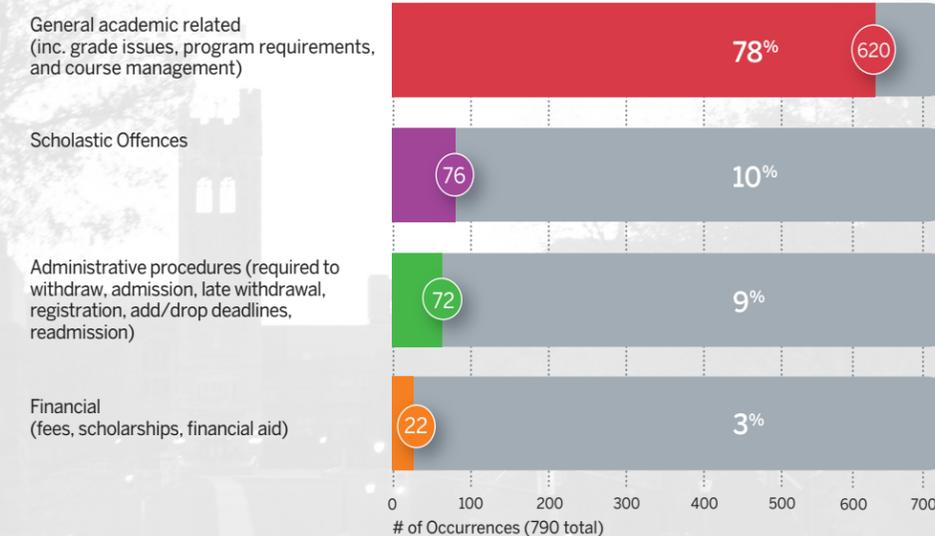


\*Brescia (40 concerns), Huron (20 concerns), and King's (47 concerns) are not included in this graph because the teaching activity at the colleges is not publicly available.

## Undergraduate concern breakdown

790 concerns raised by undergraduate students dealt with academics and financials. Following is a breakdown of concerns raised over the past year.

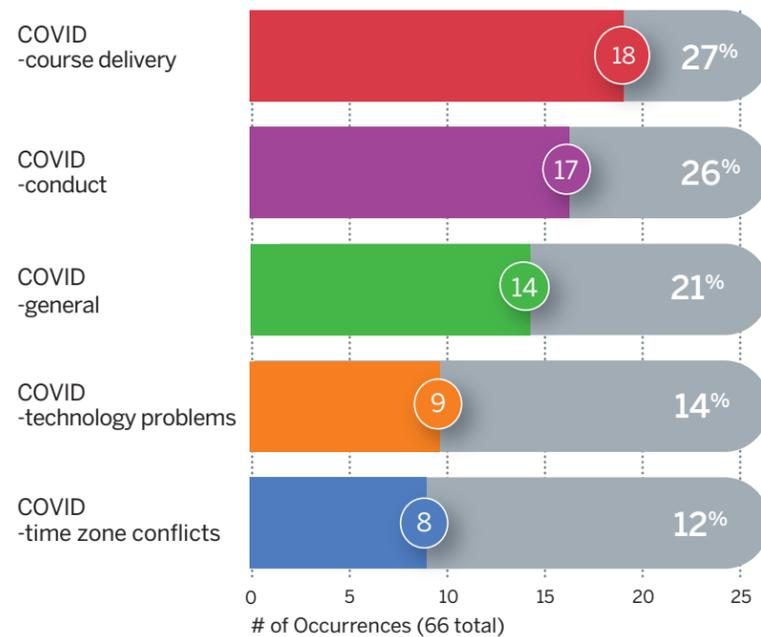
### Category of concern



### COVID-related concerns

While many students raised the pandemic as a contributor to a difficulty they were experiencing; there were 66 concerns that were a direct result of contracting COVID-19, studying and taking examinations online, and the enforcement of public health measures. Those concerns are recorded as part of the overall data but also broken down below.

Category of concern



**COVID-course delivery** refers to concerns regarding course management and delivery.

**COVID-conduct** refers to students who were in violation of the University's COVID regulations. Most of these students lived in residence and were found to be in spaces over the stated capacity, some on the September 28 weekend. Such violations would normally have been addressed through the Residence Contract. Many of these students appealed to the University Disciplinary Appeals Committee (UDAC).

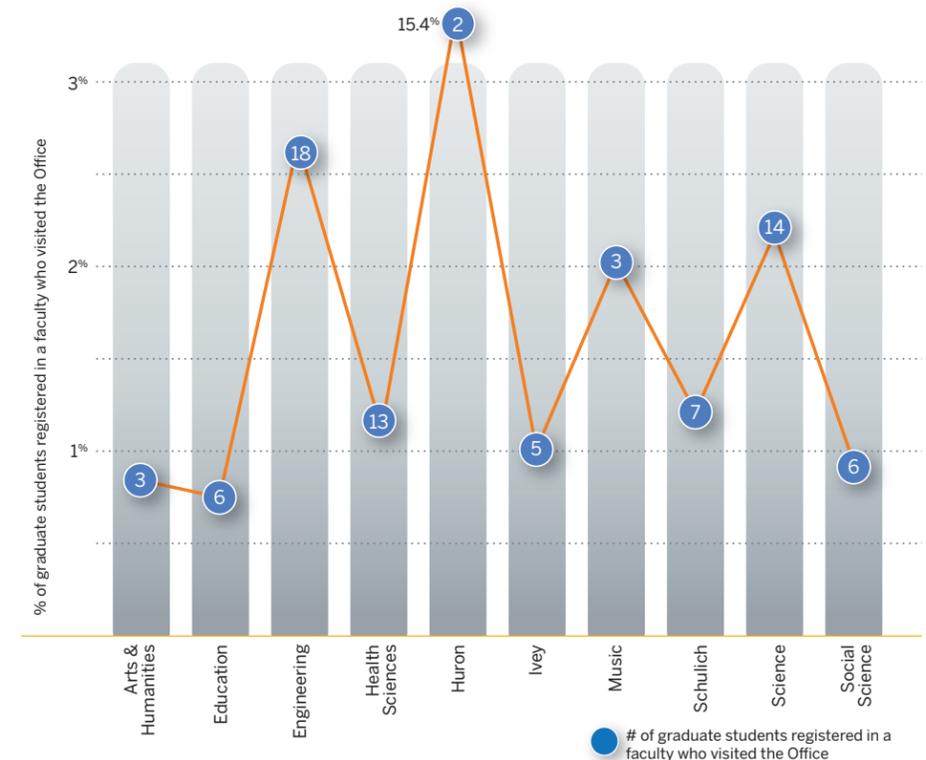
**COVID-general** is a catch-all category for concerns raised regarding COVID and the University's response.

**COVID-technology problems** refers to students who had technology issues during exams such as Proctortrack and OWL problems. The Registrar's Office instituted a system to quickly respond to student difficulties but there were still some who felt their grades were impacted.

**COVID-time zone conflicts** refers to students who were studying in different time zones, specifically those in China and India where there was a 10-to-12-hour time difference. Students had been able to attend classes in the middle of the night or were enrolled in asynchronous classes, but students felt writing exam at 4 a.m. added undue stress. It was left up to individual professors to accommodate students, many of whom did; however, there were students who were not accommodated. It is not known if this impacted their exam performance.

## Graduate Student Visitors

Although graduate students register in the School of Graduate and Postdoctoral Studies, when they visit the Office of the Ombudsperson, we record the faculty hosting their program. The graph below shows the number and percentage of master's and doctoral students visiting the Office from various disciplinary faculties. Note: Not all students identified their discipline, so they are not included below but they are considered in the overall count of student visitors earlier in this report.



### Graduate concerns – academic and financial

82 concerns raised by graduate students dealt with academic or financial issues.



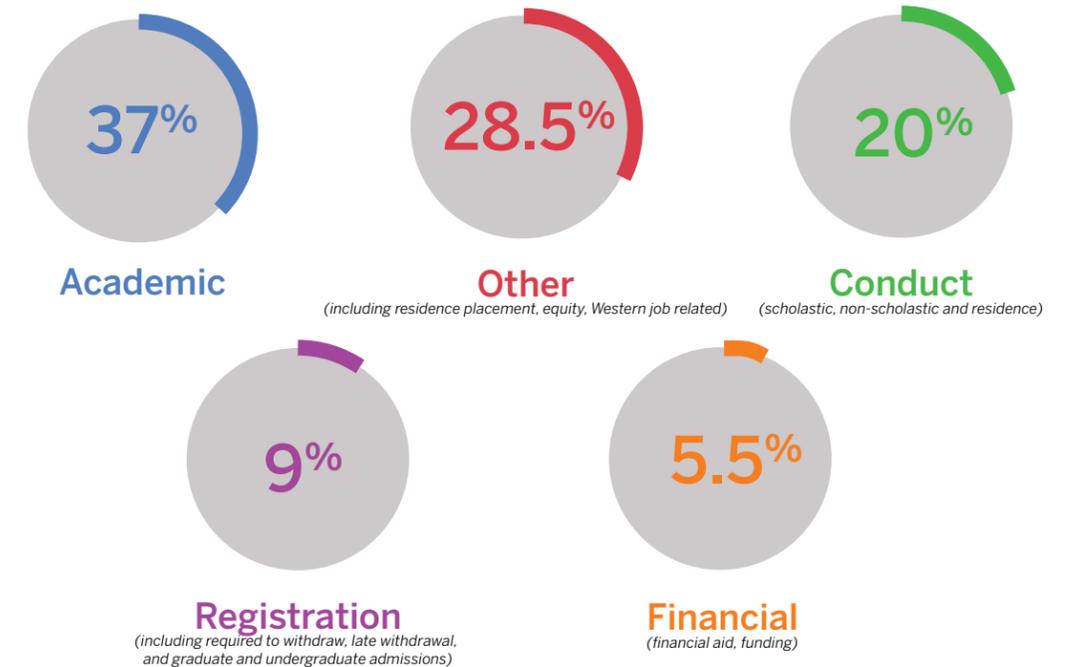
# Undergraduate and Graduate non-academic concerns

The Office of the Ombudsperson also guides students through non-academic concerns, including Code of Conduct violations, residence and residence conduct issues, and concerns related to parking on campus. The Office of the Ombudsperson is not an official office of complaint for the University but does act as an effective listener when a student wants to be heard.

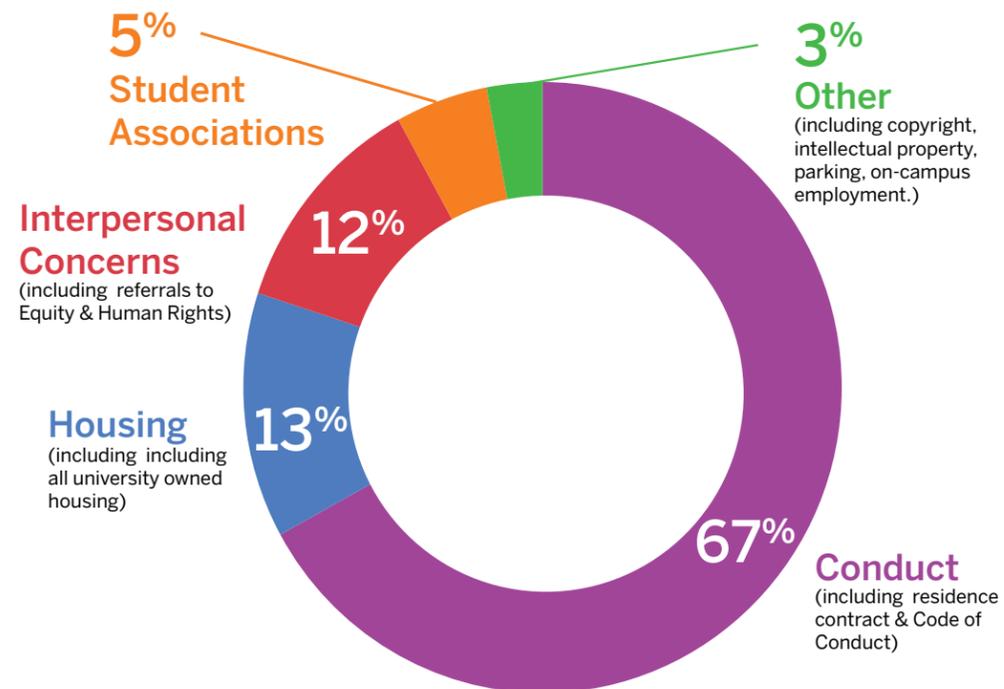
## Non-Student Data

In 2020/21 we heard from 91 administrators, faculty members, staff, family members of students, alumni, and members of the public. These individuals had wide-ranging concerns, but many dealt with scholastic and conduct offences.

As a % of total non-student occurrences (91)



As a % of total non-academic and non-financial occurrences (108)



\*As identified in the COVID section of this report, there were numerous students sanctioned under the Code of Conduct for violating the University's COVID regulations. The increase in the Conduct category takes these into account.



# Case Examples 2020-2021

Individuals don't always *need* to visit the Ombuds Office. In few cases are there such egregious procedural fairness issues that outside intervention is required. While students and others may come to the Office of the Ombudsperson believing there has been procedural unfairness, the relational fairness shown by the Office helps them understand they have been dealt with fairly. This also helps them apply the lessons of this experience in the future.

## Code of Conduct

As mentioned earlier, residence students who violated the University's COVID regulations were sanctioned under the University's Code of Conduct. Students' residence contracts were terminated, they are not permitted to hold University club leadership roles until September 2022, and – perhaps most significantly – they now have a Code of Conduct citation which they must explain when applying for many professional programs in the future. Students and, at times, their parents contacted the Ombuds Office about the accusations, sanctions, and appeal process. In addition to the sanctions individuals perceived as unfair, the students and their families were concerned with delays of the University Disciplinary Appeals Committee (UDAC) decisions. Most of these decisions were not issued until Spring 2021, more than six months after the incidents.

There were cases where the process showed it can work well. In one case, a student had been found to be in a room that was over-capacity and had been notified their residence contract had been terminated. In a meeting with Ombuds staff, the student admitted they held back information during the investigation process that may have altered the outcome of the decision. The information was personal and sensitive, and the student had not felt comfortable disclosing it. Ombuds staff assisted the student in preparing an appeal for UDAC. In their appeal, the student provided the information previously withheld. As per process, the Secretariat forwarded the appeal to the original decision maker who stated a further investigation would be conducted. After meeting with the original decision maker and sharing the additional information, the student was informed the sanction had been changed to a lesser penalty and they could remain in residence.

## Chegg and Academic Integrity

In 2020/21, the Office saw an increase in scholastic offences related to the use of Chegg, with multiple instances happening in some of the larger first year courses. Chegg is a popular website with students, where students can access assistance from other students and experts. File sharing often occurs.

In one first-year course, the exam used a bank of questions with multiple combinations and order of questions. This means each student had an exam that was the same as only a few other students, even in a large class. Therefore, when a student posted their exam to Chegg the professor knew only a small number of students would have had that exam. Chegg then helped the department narrow down the students by providing the

University with IP address and user login information. Due to the volume and complexity of cases, investigations took four to six weeks with an equal length of time taken if a student appealed the department's finding. Students had signed a statement prior to the exam stating they would not use external sources. While receiving an F in a first-year course is rare for a single offence, most students received an F in this case as the department undergraduate chair and then faculty associate dean felt the students had blatantly disregarded the agreement.

The frequency of issues related to Chegg makes it challenging to ensure all students are being treated fairly and equally. In another course, an undergraduate chair of a department issued sanctions of a grade of zero on the exam, as opposed to a failure in the course. One student in this course who used Chegg to post questions during their exam received a zero on the exam. That student still passed the course due to their other grades in the course. A month after the undergraduate chair made their decision, the associate dean reopened some of the cases because the original decision outcomes were not consistent with similar offences in other departments in the faculty. To be consistent, the associate dean proposed the student fail the course. The associate dean provided all students with an opportunity to respond and provide additional evidence, ensuring students had opportunity to participate in the investigation. This decision not only kept with Western's policy on Scholastic Discipline for Undergraduate Students, but the work of the associate dean ensured consistent application of discipline for scholastic offences across their faculty.

In all cases, the Ombuds Office guided students through the scholastic offence process, reviewing appeals in some cases. Office staff spoke with concerned parents and clarified information with an undergraduate chair and associate dean.

Past editions of the Ombudsperson's Annual Report have stated a need for an academic integrity office at Western. I will reiterate that need this year. We need a central office that educates the community in respect of the value of academic integrity, that works with students on educational sanctions, and helps to ensure decisions across faculties are consistent and transparent.

## Time zone concerns

A student living and studying from China during the pandemic was enrolled in the asynchronous section of a course. The professor posted presentations but not the lecture recording. The other section of the course, which was taught by the same professor and held synchronously, had both presentations and recordings posted. The student asked the professor for access to the recordings for a synchronous section. When the professor responded that the student's only option was to move to the synchronous class, the student approached the Office of the Ombudsperson. Ombuds staff gave the student some tips for speaking with the professor again and if that was not successful, suggested the student approach the undergraduate chair. The student did speak with the professor, but the outcome did not change so the student drafted an email for the undergraduate chair which Ombuds staff reviewed. The undergraduate chair spoke with the professor and the student was given access to the recordings of one of the sections.

Another student living and studying in China had an exam scheduled from 9:00 a.m. to noon EST (9 p.m. to midnight in China). The student's next exam started at 7 p.m. EST the same day (7 a.m. the next day in China). This meant the student would be writing from 9 p.m. to midnight, and then again at 7 a.m. the next day. The student asked academic counseling and the professors if one of the exams could be moved, citing compassionate grounds. All parties said no, bringing the student to the Ombuds Office. Ombuds staff investigated the situation and spoke with the undergraduate chair in the departments. No one was willing to move one of the exams, so the student wrote as scheduled. This is a good example of the types of hardship some students encountered learning remotely.



Jennifer Meister  
Ombudsperson



Whitney Barrett  
Associate Ombudsperson

## Who We Are

Jennifer Meister, Ombudsperson, and Whitney Barrett, Associate Ombudsperson, are the faces of the Ombuds Office.

## Spreading the Word

### Outreach

- » King's Student Leader training
- » University Students' Council presentation
- » Huron University College Students' Council presentation
- » Brescia University College Students' Council presentation
- » Conflict Management workshops, SGPS Own Your Future
- » Managing Conflict workshop for undergraduate students

### Committee Participation

- » Graduate Student Life Advisory Group

### Virtual Conference/Meeting/Training Attendance

- » Association of Canadian College and University Ombudspersons
- » California Caucus of University and College Ombuds
- » Forum of Canadian Ombudsman

## Advisory Committee

The Office of the Ombudsperson Advisory Committee is a sounding board and advisor to the Ombuds Office on issues such as outreach, budget, and the annual report. The composition of the Advisory Committee is set out in the Memorandum of Agreement.

### Thank you to the 2020/21 Advisory Committee:

Mr Parker Thomlinson, University Students' Council

Ms Chidambra Halari, Society of Graduate Students

Dr Margaret McGlynn, Senate representative

Dr Ken Meadows, President's representative

Dr Stephen McLatchie, Huron, Affiliate Faculty representative

Mr Terry Lee, Master of Business Administration Association representative

Ms Emily Petch, Brescia, Affiliate Students' Council representative



Western

## Office of the Ombudsperson

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Western University  
London, Ontario, Canada  
N6A 3K7  
t. 519-661-3573  
ombuds@uwo.ca  
westernu.ca/ombuds  
@westernuOmbuds

The Office of the Ombudsperson is jointly funded by the University of Western Ontario, the Affiliated University Colleges, the University Students' Council and Student Councils of the Affiliated University Colleges, the Society of Graduate Students, and the MBA Association.

*Western University is situated on the traditional lands of the Attawandaron (Neutral), Anishinabek, Haudenosaunee, and Leni Lenapewak people. This territory also covers lands connected to the London Township Treaty and Sombra Treaty 1796, and the Dish with One Spoon Wampum.*

**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**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

Senate delegated to SCUP authority to approve designated chairs and professorships on its behalf on those occasions when there is a desire on the part of the donor and the university to reserve the announcement of the gift and the position's establishment to a particular time. As part of the delegation, it was determined that SCUP would provide an annual summary report on such approvals to Senate. Similarly, the Board of Governors has authorized the Property and Finance Committee to approve designated chairs, professorships and fellowships on its behalf and to report such approvals for information to the Board.

<u>Name</u>	<u>Year Established</u>	<u>Faculty/School</u>
Morrisette Chair in Entrepreneurship	2021	Ivey Business School
Third Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars	2021	N/A
Chin-Hardie Chair in Urologic Oncology	2021	Schulich School of Medicine & Dentistry
Rooney Fellowship in Energy Law	2021	Law
Ihnatowycz Family Foundation Chair in Leadership	2021	Ivey Business School

**ITEM 11.4(a) – Election Results – Senate Committee on University Planning**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

At the December 3, 2021 Senate meeting, an additional nomination was received for an administrative staff representative on the Senate Committee on University Planning (SCUP). An electronic vote was subsequently held on December 6 - 7, 2021.

L. Latif was elected to SCUP for a term to June 30, 2023.

The results certified by Simply Voting are attached.

**ATTACHMENT(S):**

[Simply Voting Certified Results](#)

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Dec 10, 2021

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

To Whom It May Concern:

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

Respectfully yours,



Brian Lack  
President  
Simply Voting Inc.

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## Results - Staff Representative - SCUP

**Start:** 2021-12-06 09:30:00 America/Toronto  
**End:** 2021-12-07 16:00:00 America/Toronto  
**Turnout:** 52 (52.5%) of 99 electors voted in this ballot.

### Staff Representative - SCUP

Option	Votes
LATIF, Lisa	26 (53.1%)
GREGORY, Helen	23 (46.9%)

### VOTER SUMMARY

Total	52
Abstain	3 (5.8%)



**ITEM 11.4(b) - Academic Administrative Appointments**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors as of the month of January 2022.

**ATTACHMENT:**

[Academic Administrative Appointments](#)

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**ITEM 11.4(b) - Academic Administrative Appointments**

**Information for Senate - January 2022**

Start Date	End Date	Name	Admin Appointment	Department
10/1/2021	12/31/2022	Clark, A. Kim	Assistant Dean	Soc Science - Office of Dean
10/1/2021	9/30/2026	Garg, Amit	Associate Dean	Schulich - Office of the Dean
10/1/2021	6/30/2025	Murray ,Laura	Associate Dean (Grad,PostDoc)	Health Science - Dean's Office
10/1/2021	6/30/2022	Orange, JB	Acting School Director	Communication Sci & Disorders
10/15/2021	6/30/2026	Ragogna, Paul	Associate Dean (Research)	Science - Office of the Dean
12/1/2021	11/30/2026	Driman, David	Clinical Department Chair	Pathology and Lab Medicine
12/16/2021	12/31/2022	Fuller, John	Clinical Department Chair	Anesthesia-Perioperative Med
1/1/2022	6/30/2025	Doralp, Samantha	Assistant Dean	Health Science - Dean's Office
1/1/2022	6/30/2022	Tithecott, Gary	Associate Dean	Schulich - Office of the Dean
1/1/2022	12/31/2023	Joanisse, Marc	Associate Dean (Research)	Soc Science - Office of Dean
1/1/2022	2/28/2022	Cardy, Janis	Acting Dean	Health Science - Dean's Office

**ITEM 11.5 – Senate E-Vote (Time Sensitive): Notice of Motion: Policy Amendment: Structure of the Academic Year**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

On December 16, 2021, SCAPA recommended through an e-vote the following motion to Senate:

That effective January 1, 2022, until August 31, 2022, only, the Structure of the Academic Year Policy be temporarily amended as shown in Item 1.0 in recognition of the extenuating circumstances caused by the COVID-19 world pandemic, and

That the authority to amend the dates for any Senate policies impacted by this temporary change to the Structure of the Academic Year be delegated to the Office of the Registrar for the period noted above (e.g., grade submission deadlines, add/drop dates, deadline to apply for February In Absentia Graduation).

**EXECUTIVE SUMMARY:**

New direction and modeling from the provincial and Middlesex-London Health Units suggested that returning our campus to in-person teaching and learning on January 3, 2022, would present undue risk to our academic community due to the emergence of COVID-19 variants.

Consequently, in the interest of the health and safety of our university community, the decision was made to shift where possible to online learning in January 2022, with the intention of returning to in-person learning at a date to be determined and as soon as reasonably possible.

The amendment ensures we are able to meet all of our requirements (save for the start date), including 60 instructional days, the Spring Reading Week, one study day, an April examination period of at least 17 days, and ending the term on April 30, even with a late start.

In terms of the schedule, the biggest impact will be the shortening of the examination period, which would decrease from 24 days to 18 (Good Friday, Easter Sunday and Passover excluded). This will lead to increased exam conflicts, as well as logistical difficulties in scheduling exams, given the necessity of ensuring that our infrastructure is not overburdened. However, it is important to understand that we will still meet the minimum requirement of a 17-day examination period.

This one-time policy change will impact other sessional dates, such as the deadline to add or drop a course and details relating to these dates will be made available as quickly as possible.

In addition, there is the potential to affect sessional dates and additional academic policies for non-first-entry faculties, which are not subject to the policy being modified. Faculties, schools and colleges not guided by the of the Structure of the Academic Year Policy, or those faculties, schools and colleges which operate outside of a 26-week teaching term, i.e., the Ivey Business School, Faculty of Education, Faculty of Law, Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies, will make individual decisions over the next few days and will communicate directly with their students, faculty and staff.

Senators were asked to consider a motion to delay the start of Winter Term courses until January 10, 2022, to allow for preparation for online learning.

The Motion received sufficient votes and passed.

The results certified by Simply Voting are attached.

**ATTACHMENT(S):**

[Simply Voting Certified Results](#)

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Dec 17, 2021

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

To Whom It May Concern:

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

Respectfully yours,



Brian Lack  
President  
Simply Voting Inc.

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## Results - URGENT: Time Sensitive E-Vote, December 16, 2021

**Start:** 2021-12-16 18:10:05 America/Toronto

**End:** 2021-12-17 16:00:00 America/Toronto

**Turnout:** 91 (91.9%) of 99 electors voted in this ballot.

### Motion: Policy Amendment - Structure of the Academic Year

Option	Votes
In Favour of the Motion	83 (94.3%)
Against the Motion	5 (5.7%)

### VOTER SUMMARY

Total	91
Abstain	3 (3.3%)



**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.

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

1.

**Constanza Burucúa, Senator**

For a while, and last Friday was not an exception, official communications are published on Instagram before they are sent by email. Our colleagues — many of whom don't have Instagram accounts, and those who do, might not necessarily follow the University, or check Instagram during working hours — are receiving students' enquiries even before they learn about the latest update. Would it be possible to invert the order, so that emails are sent prior to the release of information on Instagram? If this would not be possible, could the administration please explain the rationale behind the timing in the releasing of information?

2.

**Mary Helen McMurrin, Senator**

Could Senate have an update on the AVP-International position, vacant since August 2021? And could we have an update on how international recruitment (transferred in the summer to the Office of the Registrar) is going, that is, if we are below the targets?

3.

**Alena Robin, Senator**

- 1) A Covid 19 related question. I would like to know what indicators the university is taking into consideration to support the decision of returning to campus envisioned for January 31<sup>st</sup>? The only indicator we have left at the moment are the hospitalizations and the hospitals are collapsing. Will we go back to campus on January 31<sup>st</sup> as suggested in the current plan if things don't improve in the hospitals?
- 2) Follow-up question on the O-week incident. Will the independent reviewers of the O-week debacle be available for ordinary members of Western (faculty, staff, and students) to provide comments, and perhaps even to speak to them? The report on their having begun their work does not seem to suggest they are available to us.

4.

**Anne Schuurman, Senator**

The search committee for the position of Provost has been ongoing for approximately fourteen months. Could we please have a status update on the search?

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Excerpt from Senate's Adopted Policies and Procedures:

**4.1 Purpose**

The Discussion Question Period has two functions:

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

## **4.2 General Regulations**

- 4.2.1 No motions may be put or considered during this period on the agenda.
- 4.2.2 The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.
- 4.2.3 Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- 4.2.4 Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.
- 4.2.5 At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- 4.2.6 In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.
- 4.2.7 If there are issues or questions that have not been put at the end of the 30 minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

## **4.3 Process**

### **4.3.1 Questions**

- (a) It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.
- (b) The Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be

made to have responses available at the meeting.

- (c) Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.
- (d) If after an answer is received, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.
- (e) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

#### 4.3.2 Issues for Discussion

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