

SENATE AGENDA

**Friday, March 18, 2022, 1:30 p.m. – 4:30 p.m.
Meeting to be held electronically via Zoom videoconference**

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

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

- 1.0 [Land Acknowledgement](#)
- 2.0 [Minutes of the Meeting of February 17, 2022](#) Approval
- 3.0 [Business Arising from the Minutes](#)
- 4.0 [Report of the President](#) Information

AGENDA

- 5.0 **Report of the Operations / Agenda Committee (E. Chamberlain) –
NO REPORT**
- 6.0 **Report of the Nominating Committee (K. Yeung)**
 - 6.1 [Membership – Selection Committee for the Dean of the Faculty of
Science](#) Action
 - 6.2 [Membership – Selection Committee for the Dean of the Faculty of Arts &
Humanities](#) Action
- 7.0 **Report of the Senate Committee on Academic Policy and Awards
(J. Cuciurean)**
 - 7.1 [Introduction of a Policy and Related Procedures on Establishing
Senate Academic Policies and Procedures](#) Approval
- 8.0 **Report of the Senate Committee on University Planning (M. Davison) –
NO REPORT**

- 9.0 **Report of the University Research Board (L. Rigg)**
- 9.1 [Revisions to MAPP 7.6 – Guideline for Postdoctoral Fellows and Postdoctoral Associates](#) Approval
- 10.0 **Report of the Academic Colleague (P. Barmby)**
- 11.0 **Consent Agenda**
- 11.1 Items from the Senate Committee on Academic Policy and Awards
- 11.1(a) Faculty of Health Sciences, School of Kinesiology: [Revisions to the Admission and Program Requirements of the Honours Specialization in Kinesiology – BSc](#) Approval
- 11.1(b) Faculty of Science: [Introduction of an Honours Specialization in Integrated Science with Synthetic Biology](#) Approval
- 11.1(c) King's University College: [Renaming of the Subject Area in “Western Thought and Civilization”, the Foundations in Western Thought and Civilization Program and the King’s Scholar Program Theme in Western Thought and Civilization](#) Approval
- 11.1(d) School of Graduate and Postdoctoral Studies:
- 11.1(d)(i) [Renaming of and Revisions to the Master of Professional Education \(MPEd\), International Education](#) Approval
- 11.1(d)(ii) [Introduction of a field in Leadership in Indigenous Education in the Master of Professional Education \(MPEd\)](#) Approval
- 11.1(d)(iii) [Revisions to the Master of Engineering \(MEng\) and the Combined Master of Engineering \(MEng\) and Graduate Diploma \(GDip\) in Engineering Leadership and Innovation](#) Approval
- 11.1(d)(iv) [Revisions to the Master of Science \(MSc\) in Statistics, Financial Modelling](#) Approval
- 11.1(d)(v) [Renaming of the MA, MSc and PhD in Geography](#) Approval

Senate Agenda
March 18, 2022

- | | | |
|---------|---|-------------|
| 11.1(e) | Revisions to the Registration and Progression in Three-Year, Four-Year and Honours Programs Policy (Progression Requirements) | Approval |
| 11.1(f) | Revisions to Western's Institutional Quality Assurance Process (IQAP) | Approval |
| 11.1(g) | SUPR-G Report: Cyclical Program Reviews of Mechanical and Materials Engineering and Occupational Therapy | Information |
| 11.1(h) | New Scholarships, Awards and Prizes | Information |
| 11.1(i) | New Scholarships, Awards and Prizes Funded by Operating | Information |
| 11.2 | Announcements and Communications | |
| 11.2(a) | Election Results – Selection Committees for the Vice-Provost (Students) and the Vice-Provost and Associate Vice-President (International) | Information |
| 11.2(b) | Academic Administrative Appointments | Information |
| 12.0 | Items removed from Consent Agenda | |
| 13.0 | Discussion and Question Period | |
| 14.0 | New Business | |
| 15.0 | Adjournment | |

ITEM 1.0 – Land Acknowledgement

ACTION: APPROVAL INFORMATION DISCUSSION

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

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

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

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

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

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

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

ITEM 2.0 – Minutes of the Meeting of February 17, 2022

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the minutes of the meeting held on February 17, 2022, be approved as circulated.



MINUTES OF THE MEETING OF SENATE

February 17, 2022

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

SENATORS:

| | | |
|----------------|----------------|---------------|
| K. Arora | R. Heydon | J. O'Hagan |
| P. Barmby | S. Hodgson | T. Peace |
| A. Barnfield | V. Jaremek | P. Peddle |
| A. Baxter | T. Jenkyn | S. Powell |
| J. Baxter | T. Joy | S. Prichard |
| E. Boussoulas | S. Kadish | H. Pun |
| D. Brou | S. Karky | D. Purcell |
| S. Burke | G. Kelly | A. Pyati |
| C. Burucua | R. Kennedy | G. Read |
| E. Chamberlain | M. Kim | L. Rigg |
| J. Chazi | D. Kotsopoulos | A. Robin |
| M. Cleveland | J. Lacefield | S. Roland |
| K. Coley | D. Laird | G. Santos |
| J. Compton | J. Langille | E. Sapuridis |
| S. Constas | M. Lebo | A. Schuurman |
| J. Corrigan | D. Lee | A. Shami |
| J. Cuciurean | J. Li | V. Smye |
| S. Datars Bere | M. Longtin | B. Sriharan |
| M. Davison | D. Malloy | C. Steeves |
| G. De Viveiros | M. H. McMurrin | L. Stephenson |
| R. DeKoter | M. Milde | L. Stoyles |
| J. Doerksen | L. Miller | G. Tigert |
| M. Fahmida | J. Minac | J. Watson |
| L. Frederking | K. Mooney | K. Yeung |
| C. Gallant | I. Namukasa | J. Yoo |
| R. Gros | A. Nelson | S. Zivkovic |
| N. Harney | J. Nord | |
| L. Henderson | | |

Observers: C. Bressette, R. Chelladurai, Z. Fakirani, J. Hutter, R. Isard,
M. McGlynn, N. Narain, O. Oloya, C. Maco

LAND ACKNOWLEDGEMENT

S. Constas offered a Land Acknowledgement.

S.22-29 **MINUTES OF PRIOR MEETING**

It was moved by G. Santos, seconded by C. Gallant,

That the minutes of the meeting of January 21, 2022, be approved as circulated.

CARRIED

S.22-30 **REPORT OF THE PRESIDENT**

The Report of S. Prichard, Acting President, distributed with the agenda, contained information on the following topics: COVID-19 update, gender-based and sexual violence, and leadership updates.

The Acting President additionally commented on the following items:

- Update on President Alan Shepard's medical leave.
- Return of second, third, and fourth-year undergraduate and graduate students to campus is going well; students are happy to be back in person.
- First-year undergraduate students will return to in-person learning on February 28.
- Immediate changes to COVID-19 rules including continuation of rapid testing, no masks required in shared working spaces if seated and physically distanced, instructors permitted to remove masks behind safety barriers, and visitors permitted on campus with proof of vaccination.
- Upcoming changes to COVID-19 rules effective March 1, 2022 including increase to regular capacity for libraries, in person meetings, recreation centre (only available for student use at this time), and most dining areas; reinstatement of parking fees; resumption of intramural and sports clubs (with masks); varsity athletes no longer required to wear masks during competitions.
- Despite the changing rules for COVID-19, Western's vaccine policy and masking policies will remain in place and testing and vaccination centres will remain open by appointment.
- Mandatory gender-based and sexual violence training for all employees regarding support for disclosure was launched; good feedback has been received and many employees have already completed the training.
- Strategic Priorities Fund: 29 additional applications were received in the second round.
- Proposal submissions for 450 Talbot Street were due by February 7; 17 proposals were received. Announcements can be expected by March 15, 2022 and the goal is to begin programming in Fall 2023.
- Western ranked #1 in the country for high-achieving athletes. The requirements for this designation are an average grade of 80% and participation in a varsity sport. Over 50% of Western's varsity athletes reached that milestone.
- Western has earned a gold rating from the Sustainability Tracking, Assessment & Rating System (STARS) for the third consecutive time.

- Western will welcome a new Provost and Vice-President (Academic), Florentine Strzelczyk, on May 1, 2022.

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.22-31 ITEM 5.1 – Revisions to the Senate Rules of Order (Electronic Voting Procedure)

E. Chamberlain, Chair of the Operations/Agenda Committee advised that there were revisions made to the Senate Rules of Order relating to electronic voting procedures. She highlighted the following amendments:

- Motions would be considered carried as long as they are supported by a majority of the legal votes cast, as long as the minimum number of votes is equivalent to what would be considered quorum at an in-person Senate meeting
- Elections would be considered valid as long as at least 30 votes have been cast, which reflects historic electronic voting patterns

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

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

CARRIED

S.22-32 ITEM 5.2 – Amendment to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Vice-Provost (Students)

E. Chamberlain advised that there had been amendments to the Selection Committee made by the Board of Governors. The item was brought back to Senate for information.

REPORT OF THE NOMINATING COMMITTEE

S.22-33 ITEM 6.1 – Membership – University Research Board (URB)

Michael Paris was acclaimed to the University Research Board for a term to June 30, 2022.

S.22-34 ITEM 6.2 – Membership – Senate Review Board Academic (SRBA)

Abdallah Shami was acclaimed to the Senate Review Board Academic for a term to June 30, 2022.

S22-35 ITEM 6.3 – Membership – Selection Committee for the Vice-Provost (Students)

Chris Lengyell and Stephanie Hayne Beatty were acclaimed to the Selection Committee for the Vice-Provost (Students) as members of the University community.

Susan Knabe was acclaimed as a member of Faculty who is an Associate Dean (Academic).

One additional nomination was received for the remaining two Faculty vacancies. An election was held following the Senate meeting and Jacquelyn Burkell and Lorraine Davies were elected.

S22-36 **ITEM 6.4 – Membership – Selection Committee for the Vice-Provost and Associate Vice-President (International)**

Nick Harney was acclaimed to the Selection Committee for the Vice-Provost and Associate Vice-President (International) as a member of Faculty who is a Dean.

Sandra Zivkovic was acclaimed as a Student Senator.

Two additional nominations were received for the remaining two Faculty vacancies. An election was held following the Senate meeting and Jane Toswell and Sophie Roland were elected.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S22-37 **ITEM 7.1 – Faculty of Engineering: Introduction of an Artificial Intelligence Systems Engineering Program and a New Subject Area in “Artificial Intelligence Systems Engineering”**

It was moved by J. Lacefield, seconded by A. Shami,

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

CARRIED

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S22-38 **ITEM 8.1 – Subcommittee on Enrolment Planning and Policy (SUEPP) Report**

It was moved by D. Laird, seconded by G. Tigert,

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

CARRIED

S22-39 **ITEM 8.2 – Update on Budget and Planning Process**

J. Doerksen, Acting Provost & Vice-President (Academic) and R. Chelladurai, Associate Vice-President (Budgeting, Planning, and Information Technology) provided an update on the budget planning process and associated guidelines. The presentation, attached to the minutes as Appendix “A”, highlighted the following information:

- Planning process
- Revenue parameters and assumptions
- Full-time enrolment at Western and growth planning
- Priorities for the upcoming planning cycles
- Faculty budget recommendations

A Senator mentioned that prior to the pandemic, there had been a discussion regarding outsourcing international recruitment. J. Doerksen advised that the previous strategy discussed would not be proceeding at this time, but that a search for a Deputy Registrar (Recruitment) is underway and they will assist with international recruitment.

S.22-40 **UNANIMOUS CONSENT AGENDA**

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

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

CARRIED

S.22-41 **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

S.22-42 **Information Items Reported by the Operations/Agenda Committee on Unanimous Consent**

- ITEM 11.1(a) – Final Report from Convocation Board
- ITEM 11.1(b) – Order of Convocation – Spring 2022
- ITEM 11.1(c) – Senate Membership – Vacancies Filled by Appointment

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.22-43 **ITEM 11.2(a) – Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the DDS Program (CASPer Application Deadline, Application to Second Year)**

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

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

CARRIED BY UNANIMOUS CONSENT

S.22-44 **ITEM 11.2(b)(i) – Huron University College: Introduction of an Honours Specialization and Specialization in Business Intelligence**

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

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

CARRIED BY UNANIMOUS CONSENT

S.22-45 **ITEM 11.2(b)(ii) – Huron University College: Introduction of an Honours Specialization and Specialization in Marketing and Sustainability**

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

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

CARRIED BY UNANIMOUS CONSENT

S.22-46 **ITEM 11.2(c)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Project-based Option (Curatorial Stream) in the Master of Arts (MA) in Art History and Curatorial Studies**

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

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

CARRIED BY UNANIMOUS CONSENT

S.22-47 **ITEM 11.2(c)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Doctor of Education (EdD), Educational Leadership**

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

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

CARRIED BY UNANIMOUS CONSENT

S.22-48 **ITEM 11.2(c)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the PhD in Business Administration**

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

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

CARRIED BY UNANIMOUS CONSENT

S.22-49 **ITEM 11.2(c)(iv) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Professional Education (MPEd), Early Childhood Education**

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

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

CARRIED BY UNANIMOUS CONSENT

S.22-50 **ITEM 11.2(c)(v) – School of Graduate and Postdoctoral Studies: Withdrawal of the Graduate Diploma (GDip) in Professional Education**

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

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

CARRIED BY UNANIMOUS CONSENT

S.22-51 **ITEM 11.2(d) – Revisions to the Articulation Agreement for the Admission of Graduates of the Food Nutrition Management Program at Fanshawe College into the Bachelor of Science (Foods and Nutrition) Program at Brescia University College**

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

That Senate approve and recommend to the Board of Governors, that effective April 28, 2022, the articulation agreement for the admission of graduates of the Food and Nutrition Management Program at Fanshawe College into the Bachelor of Science (Foods and Nutrition) Program at Brescia University College be revised as shown in Item 11.2(d).

CARRIED BY UNANIMOUS CONSENT

S.22-52 **Information Items Reported by the Senate Committee on Academic Policy and Awards on Unanimous Consent**

- ITEM 11.2(e) – SUPR-U Report: Cyclical Program Review of Food and Nutritional Sciences, Brescia University College
- ITEM 11.2(f) – New Scholarships and Awards
- ITEM 11.2(g) – New Scholarships and Awards Funded by Operating

REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S22-53 **Information Items Reported by the Senate Committee on University Planning on Unanimous Consent**

- ITEM 11.3(a) – Vice-Provost's Annual Report on Faculty Recruitment and Retention
- ITEM 11.3(b) – Fourth Wolfe-Western Fellowship At-Large for Outstanding Newly Recruited Research Scholars

S.22-54 **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. **COVID-19 Vaccine Policy**

A Senator asked about Western's intentions regarding vaccination requirements and booster shots.

S. Prichard responded that Western intends to leave the vaccine policy in place until September 2022, at which time it will be revisited. S. Prichard advised that there was no firm decision yet, but they would like to keep vaccinations mandatory for students living in residence.

M. Mills, Director, Health, Safety & Wellness added that with respect to booster shots, conversations with medical experts were ongoing to determine what being fully vaccinated entails and what changes may need to occur. There has been encouragement for members of the campus community to get boosted through promotional campaigns on social media, signs, and flyers. M. Mills added that the medical community is unclear on when it is best to receive a booster post-infection for individuals who have contracted COVID-19. He noted that Public Health has endorsed ASTM Level 3 masks as appropriate for Western and the masks are being provided to the campus community.

2. **Fossil Fuel Divestment**

A Senator asked about Western's plans to pursue divestment from fossil fuels. The Senator raised concerns with a possible conflict of interest with PACES leadership's ties to the fossil fuel industry and requested information on Western's commitment to EDID and Reconciliation goals and allyship.

P. Eluchok, University Legal Counsel, responded that he was not aware of any conflict of interest, but the concern could be referred to the President for review.

L. Logan, Vice-President (Operations & Finance) prepared a written response to the remaining questions. She advised that a similar question was asked at the December 2021 Senate meeting and the answer was recorded in the meeting minutes. Western is committed to a net zero portfolio and a decarbonization strategy is necessary to reach those goals. Western's responsible investing strategy needs contributions from all sectors and engagement is required. The responsible investing report will be released during the first quarter of 2022.

S. Prichard confirmed that any follow up questions could be emailed to L. Logan for a response.

3. **Gender-Based and Sexual Violence Training**

A Senator raised concerns with Western's gender-based and sexual violence training, specifically the delay in training, the lack of clarity regarding the contents of the training to the general public, the scope of the training (specifically focusing on accepting disclosure), and the lack of a plan to train the rest of the Western community.

S. Prichard responded that the issue was still at the forefront of Western's plans. There has been an increase of support for students in residence and an increase in the number of constables with Western Special Constable Service. Western implemented residence training and training across campus. She confirmed that the residence training is very extensive. Furthermore, Western created an action committee specifically relating to gender-based and sexual violence, and the preliminary review aligns with the goals that the action committee has set.

4. **Access to COVID-19 Rapid Tests**

A Senator asked about Western's plans for adjusting to the COVID-19 pandemic and if Western had plans to provide easier access to rapid tests for members of the University community.

S. Prichard responded that a rapid-testing program was available for some members of the University community, specifically where physical distancing is not possible and in high-risk areas. She added that there has been communication with Public Health and they have not recommended that Western have a rapid testing program.

M. Mills Director, Health, Safety & Wellness advised that after consultation with the Middlesex-London Health Unit, it was confirmed that rapid tests are not as helpful or accurate as PCR testing. Rapid-test kits are available through a number of areas in London and members of the University community may obtain rapid tests through those channels as Western does not have the same level of access to those tests.

ADJOURNMENT

The meeting adjourned at 2:53 p.m.

S. Prichard
Chair

A. Bryson
University Secretary

Planning Update and Recommendations for the Faculties

Senate
February 17, 2022

Context

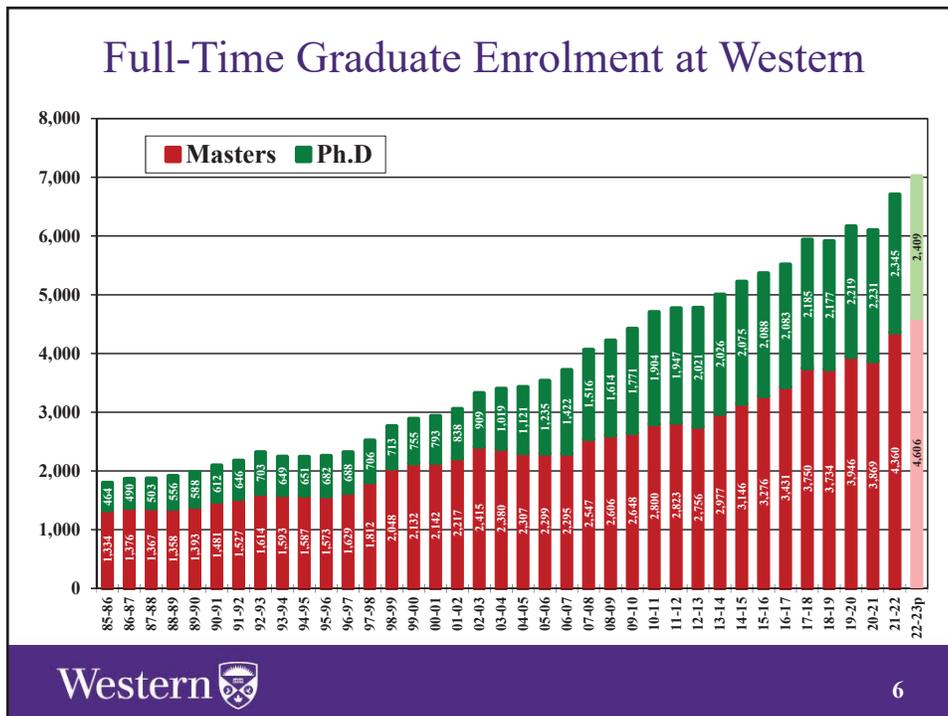
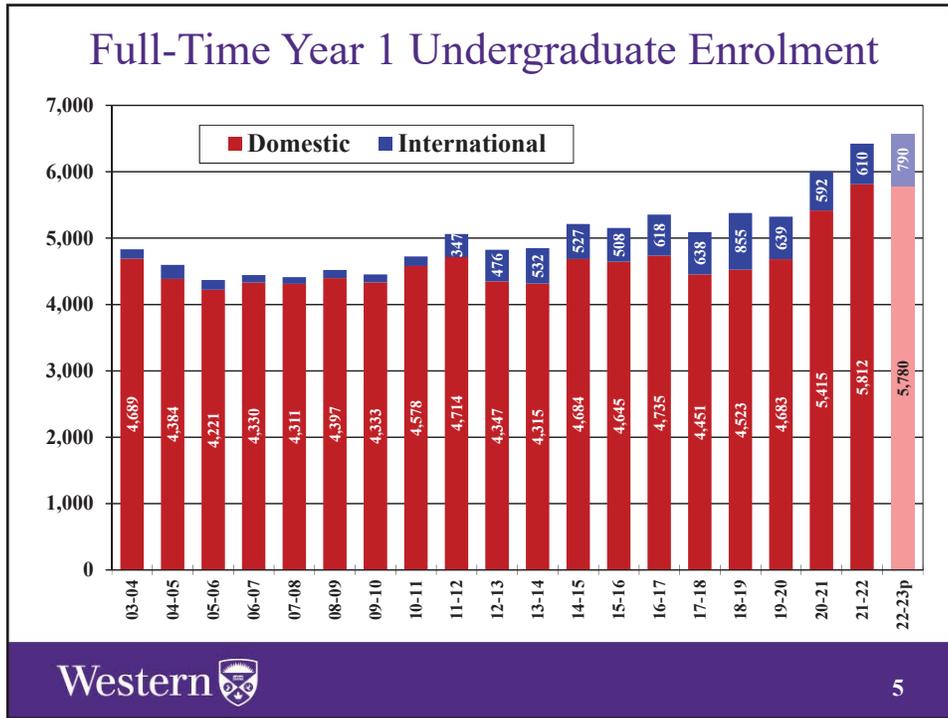
- **External**
 - Continuation of Global Pandemic (end in sight ?)
 - Provincial Election in June
- **Internal**
 - Still navigating through the Pandemic
 - New Strategic Plan in place
 - Enrolments . . . Overall . . . Healthy
 - nearly 37,000 FTEs (and growing)
 - Re-focus on International Enrolment Expansion

Planning Process

- One-year Plan for 2022-23 to be followed by 3-Year Plan (2023-2026)
- Guided by the New Strategic Plan
- Budget Structure remains unchanged
 - Enrolment-related Revenue Sharing
 - Strategic Budget Investments
 - Unit- and University-Level
 - Inflationary Budget Adjustment . . . accompanied by Central Funding for Salary Increases

Revenue Parameters / Assumptions

- 2022-23 Enrolment Plan – SUEPP-approved
 - Undergraduate Intake at 6,570 – with 790 international students
 - Graduate Plans from the Faculties
- Revenue Assumptions
 - Government Grants unchanged
 - Domestic Tuition – *waiting for Govt announcement*
 - International Tuition – max 8% for incoming UG students and max 4% for continuing UG students; 2% for Research Masters and max 5% for Prof Grad Programs



Planning Update: Priorities and Considerations

as of February 1, 2022

Western 

7

Priorities for the Upcoming 1+3 Year Planning Cycles

- Strategic Plan's "Overarching Themes"
 - Greater Impact – *with growth in Enrolments, Faculty, Staff*
 - People, Community, and Culture
 - Western's Place in the World
- Broad Areas of Immediate Priority – in 1-Year Plan:
 - Strategic Enrolment Growth, including Int'l
 - Scholarship/Research Supports
 - EDI and Indigenization Initiatives
 - Safe and Sustainable Physical Infrastructure Expansion
 - Possible expansion of Strategic Priorities Fund
- Faculty Academic Plans to Guide 3-Year Plan

Western 

8

Enrolment Growth Planning

- Strategic Plan Aspiration of 50,000 Students & Learners by 2030
 - 20% International Undergraduate Goal, with diversification of source and destination
- Confirmed Expansions: Engineering, HBA
- In Planning Stages (examples):
 - Creative Arts & Production, On-line MLIS, On-line Music Courses, Health Sciences Programs, B. Med. Sci, and overall Int'l Undergrad Growth
- Graduate Expansion – in existing and through new programs – across most Faculties

Faculties' Budget Recommendations

Elements of Faculty Recommendations

1. Enrolment-related Revenue Sharing
2. Academic Priorities Fund (APF) Allocations
3. Enrolment Growth Funding Plans
4. Base Budget Flexibility Options
5. PhD Student Funding Supplements
6. Faculty and Staff Complement Plans
 - Including early approvals for faculty recruitment
7. Capital Projects
8. Ivey Funding Model

Enrolment-related Revenue Sharing

- Share on Incremental Enrolment-related Revenues flows to the Faculties – on a slip-year basis
 - At present, tuition is the only source of incremental revenue
- Undergraduate – 40% of incremental tuition
 - Direct-entry: 25% based on enrolments; 15% based on teaching
 - 2nd-entry: full 40% based on enrolments
- Graduate – 50% (or 60%) of incremental tuition
- About \$4M will flow in 2022-23 – based on 2021-22 Enrolments/Teaching

APF Funding and Other Allocations

- Academic Priorities Fund (APF) -- \$2.9M Base, \$3.4M O/T
- Other Operating Allocations
 - Engineering Expansion – Budget Allocations to A&H, Science, and Engineering
 - Infrastructure/Equipment Needs in FHS, Schulich, Science
- Capital (new commitments)
 - New Engineering Building
 - Student Spaces in SSC Atrium
 - Smaller Projects in Education, Engineering, Law
- Base Funding Allocation support Faculty & Staff Positions

Resource Recommendations for the Faculties

| | APF Items | Other | Smaller Capital |
|-----------------|---|---|-----------------|
| A&H | Internship Coordinator; Development Officer; 1.5 Faculty Positions; Student Awards | Engineering Expansion Teaching | |
| Business | | Ivey Funding Model | |
| Education | 1 Faculty Position; Indigenous Teaching Secondment | | 1 Project |
| Engineering | | Expansion Funding & Bldg | 4 Projects |
| Health Sciences | 3.5 Faculty Positions; 2 Staff Positions; Equipment Upgrades; Facilities Enhancements | | |
| FIMS | 0.5 Faculty Positions; 1.5 Staff Positions; Teaching Facilities Upgrades | 1 Faculty Position through Cluster Hires or Central Funding | |
| Law | 1.5 Staff Positions | | 1 Project |
| Med & Dent | EDI Initiatives; Dentistry Equipment Upgrades | Research Support Funding | |
| Music | 1 Faculty Position and 1 LD-to-LT Conversion; Student Recruitment; Outreach Programming | | |
| Science | 3 Faculty Positions in Computer Science; Start-up Funding | Chem Lab Renos; Partner in Engg Expansion | |
| Social Science | 2.5 Faculty Positions; 2.5 Staff Positions; Space Upgrades | SSC Atrium – Student Spaces | |
| All Faculties | Continuation of USRI & Post-Doc Programs – <i>parameters TBD</i> | PARF & CRC Cluster Hires – Black and Indigenous Faculty | |

Continuation of Base Budget Flexibility

- Carryforward continues to be high in some Faculties – due to rapid enrolment/revenue growth
- Faculties given option of exchanging \$1M Carryforward for \$150K Base Budget
- Central Budget “taking risk” in the long run
- 6 Faculties and 3 Support Units participating
 - \$25M carryforward for \$3.75M Base
 - Will support Faculty/Staff Appts and other initiatives
- The pooled \$25M will support Strategic Plan Priorities – *currently under review*

PhD Student Funding Supplement

- To support growth in PhD Enrolments
- Supplement for each “incremental” SGPS Funding-Eligible Student
 - Growth over 2021-22
 - Domestic and International Combined
 - \$20,000 A&H, FIMS, Music
 - \$18,000 Education, FHS, SS
 - \$14,000 Engineering, Law, Medicine, Science

Next Steps

- Feb 9th: Budget Letters sent to Faculties
 - Including approval of newly-funded faculty/staff positions
- March 18th: Faculties submit Final Plans
 - Budgets and Faculty/Staff Complements
- April 30th: Provost's Final Response

- Mid-to-Late February – develop Support Unit Recommendations
- March – develop Full University Budget
- April – Budget at SCUP, Senate, P&F, and Board of Governors (on April 28th)

Discussion

ITEM 3.0 – Business Arising from the Minutes

ACTION: APPROVAL INFORMATION DISCUSSION

There is no business arising at this time.



REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard, President
Date: March 11, 2022
Re: Monthly report for March 2022

Dear Senators,

The following report highlights some noteworthy developments since the last report to Senate of February 17, 2022. Off the top, I want to thank Sarah Prichard for serving as Acting President through January and February during my medical leave. I am deeply appreciative of everyone's support while I have been away, including senior administrative team members who have assumed additional responsibilities. We have a great team, and I'm glad to be back.

COVID-19 update: Though the impact of the virus appears to be waning, we plan to keep our vaccination and mandatory masking policies in alignment with other Ontario universities to mitigate risk and to help ensure we can remain in-person for the rest of the term. We continue to monitor the situation closely and will continue following the advice of health authorities and campus health care experts. Please watch <https://www.uwo.ca/coronavirus/> for the latest news and updates on our response.

Statement of solidarity with Ukraine: *Western joins the world in responding with outrage at the Putin government's unprovoked attack on the people of Ukraine. We stand in solidarity with the Ukrainian people against this war and all unjust acts of aggression and terror.*

Western International has reached out directly to our students with known connections to Ukraine, offering various means of support. We know they are deeply worried and angry. We also recognize that all members of our community may be shocked, saddened, and fearful. Crisis support can be accessed through [Western Health and Wellness](#) services at any time or day, and through Reach Out at 519-433-2023 or Good2Talk at 1-866-925-5454. International students may also access support by contacting Western International at 519-611-2111 ext. 89309 or iesc@uwo.ca. Employees can find support through [LifeWorks](#) anytime at 1-844-880-9142.

I also want to acknowledge the many Western experts who are playing an important role in the public conversation, providing commentary and analysis to help make sense of this devastating situation as it unfolds. Their contributions reflect a critical role universities play in our society, especially at times when democracy and freedom are so terrifyingly under threat.

Strategic Priorities Fund (SPF) update: Submissions to Round 2 of the SPF have now been adjudicated and project leads have been notified of the outcome of their individual proposals. In all, 29 submissions were received for Round 2 from Faculties, Schools, and administrative units across campus. Eight projects were awarded a total of \$1.5M in funding. Rounds 1 & 2 combined has so far seen a total of 24 projects receive a cumulative total of \$13.3M in funding. For more details, visit: https://provost.uwo.ca/pdf/planning_reports/spf_summary_round1-2.pdf. Deadline for the third and final round of the SPF competition is April 14.

450 Talbot Street update: As Sarah communicated in her oral report to Senate last month, a total of 17 proposals have been received on how to make best use of Western's new space in downtown London. They include many excellent ideas, and our adjudication process remains underway. Design and construction are scheduled to begin later this spring, with a target date for completion and the commencement of programming in the fall of 2023.

Update from MCU on Strategic Mandate Agreement: On February 25, Ontario's Minister of Colleges & Universities, Jill Dunlop, advised that the province is delaying activation of the performance-based funding model for a third consecutive year of [SMA3](#)—Year 3 (2022-23)—and will assess the postsecondary sector's readiness for activation starting in Year 4 (2023-24). Minister Dunlop commented that while the government remains committed to performance-based funding, the decision to further delay implementation recognizes the ongoing challenges our sector continues to face during the pandemic.

Update on Gender-Based & Sexual Violence: The [new mandatory training program](#) for all students living in residence continues to roll-out as part of our efforts to prevent gender-based and sexual violence. Developed in consultation with students, survivors, residence staff, and the Western's Centre for Research & Education on Violence Against Women & Children, the course content also aims to enhance response and support for individuals who disclose sexual assaults.

As well, the work of the [Action Committee on Gender-Based & Sexual Violence](#) (ACBGSV) continues, with expectations that their final report and recommendations will be submitted in early April. Their report will build on preliminary recommendations submitted last month, which focused on how to better prepare and support new students for their transition to campus life, including measures to develop skills and knowledge aligned with the University's values and expectations regarding consent and anti-violence. And an [independent investigation led by Nathalie Des Rosiers and Sonya Nigam](#) also continues. We look forward to receiving and responding to their final report in the weeks ahead.

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

- King's undergraduate (Disability Studies), Mustangs track-and-field member, and internationally ranked para-athlete **Madison Wilson-Walker** named recipient of the *2022 Jeffrey Reed Courage Award*
- Undergraduates **Maggie Chen** (Business), **Connor Plunkett** (Civil Engineering and Business), **Santosh Solaiyappan** (Mechatronic Systems Engineering), and **Rubaina Singla** (Media Information & Technoculture) named *Cansbridge Fellows*
- Four research projects led respectively by **Tom Appleton**, **Samuel Asfaha** and **Geoff Pickering** (Schulich Medicine & Dentistry); **Derek Pamukoff** (Kinesiology); **Haojie Mao** (Mechanical & Materials Engineering); and **Yang Zhao** (Mechanical & Materials Engineering) awarded a total of \$1.25M from the *CFI's John R. Evans Leaders Fund*.
- United Way campus campaign co-chairs **Erika Chamberlain** (Law), **Kim Miller** (Ivey), **Stephanie Hayne Beatty** (Student Experience), **Louise Milligan** (President's Office), and **Joyce Garnett** (retired University Librarian) for leading our community to donating \$617,000 to local social service agencies in London, Elgin and Middlesex counties.

ITEM 7.1 – Introduction of a Policy and Related Procedures on Establishing Senate Academic Policies and Procedures

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective March 18, 2022, a Policy on Establishing Senate Academic Policies and Procedures be introduced as shown in Item 7.1.

EXECUTIVE SUMMARY:

SCAPA is recommending the introduction of a new policy to provide clarification and guidance relating to Senate Academic Policies. The proposal is modelled on [MAPP 1.51](#) – Policy on Establishing University Policies and Procedures.

The proposed policy defines Senate Academic Policies and Procedures, outlines the steps for approving and revising Senate Academic Policies and Procedures, and defines the roles and responsibilities of responsible bodies.

Under the proposed structure, Senate Academic Policies will remain under the authority of Senate, while administrative procedural details will be moved to separate Procedure documents under the authority of the relevant senior academic or administrative leader(s).

ATTACHMENT(S):

[Policy on Establishing Senate Academic Policies and Procedures](#)
[Procedure for Establishing Senate Academic Policies and Procedures](#)

Policy on Establishing Senate Academic Policies and Procedures

| | |
|--|--|
| Policy Category: | General |
| Subject: | Writing, Issuing and Maintaining Senate Academic Policies and Procedures |
| Subsections: | Purpose; Definitions; Policy |
| Approving Authority: | Senate |
| Responsible Committee: | Senate Committee on Academic Policy and Awards (SCAPA) |
| Related Procedures: | Procedures for Establishing New Senate Academic Policies or Amending Existing Policies |
| Officer(s) Responsible for Procedure: | University Secretary |
| Related Policies: | * |
| Effective Date: | TBD |
| Supersedes: | * |

I. PURPOSE

The purpose of this policy is to establish a consistent approach to the development of Senate Academic Policies and Procedures and to thereby ensure that members of the University community have ready access to well-developed and clear policies.

This document defines Senate Academic Policies and Procedures, outlines the steps for formulating, approving, issuing, amending, and revoking Senate Academic Policies and Procedures, and defines the roles and responsibilities of responsible individuals and offices. University policies under the jurisdiction of the Board of Governors are not covered under this policy.

Western University formally approves, issues, and maintains all Senate Academic Policies and Procedures using a consistent process and format. Parties responsible for developing and maintaining Senate Academic Policies and Procedures must

Policy on Establishing Senate Academic Policies and Procedures

follow the requirements outlined in this document and in the associated Procedures for drafting, approving, revising and withdrawing Senate Academic Policies and Procedures.

II. DEFINITIONS

Senate Academic Policy: An official Senate directive that:

- provides guiding or governing principles to be followed in carrying out the academic activities of the University;
- establishes key requirements and responsibilities;
- has broad application throughout the University; and
- is approved by the Senate.

Procedures:

Statements that:

- articulate the method by which a Senate Academic Policy is carried out or provide supporting details that may change on a more frequent basis, e.g., deadlines, sessional dates;
- provide clarification or guidance relating to a Senate Academic Policy;
- identify roles and responsibilities; and
- are approved by a designated Officer(s) Responsible for Procedure.

Responsible Committee: The Senate Committee, Subcommittee or Board who is designated to be responsible and accountable for the review of a Senate Academic Policy and for recommending the Senate Academic Policy to Senate.

Officer(s) Responsible for Procedure:

The senior academic or administrative leader who is designated to be responsible and accountable for the procedures associated with a policy. More than one Officer may be designated as responsible for a particular Procedure.

Officer(s) Responsible for Procedure may include, but are not limited to, a Vice-President, Vice-Provost, Associate-Vice Provost, University Registrar, University Secretary.

Policy on Establishing Senate Academic Policies and Procedures

III. POLICY

1. General

1.01 Senate Academic Policies shall be:

- presented in a common format;
- formally approved by the Senate;
- maintained by the University Secretary and accessible to all interested parties upon request to the University Secretariat and electronically on the University's website, and
- linked electronically to any associated Procedures.

2. Policy Approval and Amendment Process

2.01 All Senate Academic Policies require the approval of the Senate.

2.02 New Senate Academic Policies or changes to existing Senate Academic Policies are reviewed and recommended to Senate by the Responsible Committee.

2.03 Procedures associated with a Senate Academic Policy are developed and approved by the Officer(s) Responsible for Procedure.

The Procedures must align with the Senate Academic Policy:

- At no point may a Procedure be in place in the absence of an associated Senate Academic Policy.
- If at any point there is misalignment of a Senate Academic Policy and its associated Procedure, the Senate Academic Policy will take precedence and the Procedure will be revised to align with the Policy.

2.04 The University Secretary may make editorial changes to a Senate Academic Policy or Procedure provided that such changes do not alter the intended substance of the Senate Academic Policy or Procedure.

2.05 Senate Academic Policies and associated Procedures become operational and enforceable upon approval or at a date specified on approval.

3. Policy Review

3.01 The University Secretariat shall develop a process for the timely review and updating of Senate Academic Policies by the appropriate

Policy on Establishing Senate Academic Policies and Procedures

Responsible Committee.

4. Policy Revocation

- 4.01 Policies may be revoked with the approval of the Senate.
- 4.02 Procedures associated with a Senate Academic Policy may be removed with the approval of the Officer(s) Responsible for Procedure.

5. Consultation

- 5.01 Those responsible for the development or amendment of Senate Academic Policies and Procedures shall engage in timely and appropriate consultation with members of the University's academic community who may be reasonably expected to be affected by the Senate Academic Policy and Procedures.

Procedure for Establishing New Senate Academic Policies or Amending Existing Policies

PREAMBLE

Before proceeding to develop a new Senate Academic Policy (Policy), proposers should consider first whether a Policy is needed. Policies share characteristics that may include, but are not limited to, the following:

- They are intended to change infrequently, and set the course for the foreseeable future;
- They reflect the University's mission, vision, values and principles;
- They are written with a lens of equity, diversity, inclusivity and decolonization;
- They apply broadly across the academic institution and are specific only when it is of necessity; and
- They support Western's academic mission to drive our research enterprise, offer innovative academic programs, secure new partnerships, and engage and teach our students.

Proposers may wish to consult first with the University Secretary to determine whether the academic issue or concern is one appropriately addressed by a Policy, or whether there is already a Policy or Procedure in place that addresses the issue or could be amended in such a way as to address the issue.

PROCEDURE

1. All Policies must include the information shown in [Appendix A](#).
2. Proposals for new Policies or for amendments to existing Policies may be initiated by:
 - Senate;
 - a Senate Committee, Subcommittee or Board;
 - a Faculty, School or Affiliated University College through the Dean (or equivalent);
 - Senior Administrative Leaders of the University, including the President, Vice-Presidents and Vice-Provosts (or equivalent)
 - Associate Vice-Provosts (Graduate and Postdoctoral Studies)
 - University Registrar; and/or
 - University Secretary.

Procedure for Establishing New Senate Academic Policies

3. Proposals for new Policies or amendments to existing Policies will be reviewed by the Responsible Committee before being recommended to the Senate for approval.
4. Procedures associated with approved Policies are under the jurisdiction of the Officer(s) Responsible for Procedure. Procedures may provide additional clarification or guidance relating to a new or revised Policy and present supporting details that may change on a more frequent basis, e.g., deadlines.

The Procedures must align with the Senate Academic Policy:

- At no point may a Procedure be in place in the absence of an associated Policy.
- If at any point there is misalignment of a Policy and its associated Procedure, the Policy will take precedence and the Procedure will be revised to align with the Policy.

Where possible, Procedures associated with Policies will be included for information with proposals for new Policies or amendments to existing Policies.

In cases where Procedures linked to approved Policies are amended independently of an amendment to the Policy, the Officer Responsible for the Procedure must inform the University Secretary at the time the amendments are made so that the Procedure can be posted on the University Secretariat website.

5. Once a new Policy or revisions to a Policy are approved, the University Secretary will:
 - (a) Advise the Office of the Registrar and/or the School of Graduate and Postdoctoral Studies that the new/revised Policy has been approved and confirm if there are any new/revised associated Procedures.
 - (b) Post the new or revised Policy to the University Secretariat website with links to any associated Procedures.
6. Proposals to revoke Policies will be reviewed by the Responsible Committee for recommendation to the Senate, as appropriate.

[Policy Title]

Policy Category:

Subject:

Subsections:

Approving Authority:

Responsible Committee:

Related Procedures:

**Officer(s) Responsible
for Procedure:**

Related Policies:

Effective Date:

Supersedes:

ITEM 9.1 – Revisions to MAPP 7.6 – Guideline for Postdoctoral Fellows and Postdoctoral Associates

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That Senate approve and recommend to the Board of Governors that MAPP 7.6 – Guideline for Postdoctoral Fellows and Postdoctoral Associates be revised as shown in Item 9.1.

EXECUTIVE SUMMARY:

A highly competitive global employment market has contributed to a trend toward doctoral graduates pursuing more than one (successive) postdoctoral scholar position. Accordingly, many universities and funding agencies have revised their postdoctoral eligibility criteria, expanding the window following completion of the doctorate.

MAPP 7.6, last revised in 2008, defines a postdoctoral scholar as one who completed their doctoral degree within three years. This policy generally precludes opportunities beyond a scholar’s first postdoctoral position and is increasingly inconsistent with the eligibility requirements of universities and funding agencies internationally.

The proposed revisions to MAPP 7.6 would increase the eligibility window for postdoctoral scholars from three to five years following completion of the doctoral degree. The proposed eligibility window includes an upper limit (rather than an open-ended criterion) reflecting a commitment to promoting equitable career advancement for postdoctoral scholars. A provision for extensions to the eligibility window based on career interruptions, or external funding awarded to the postdoctoral scholar, is included.

ATTACHMENT(S):

[Revisions to MAPP 7.6 Guideline for Postdoctoral Fellows and Postdoctoral Associates](#)

POLICY 7.6 – Guideline for Postdoctoral Fellows and Postdoctoral Associates

Policy Category: Research

Effective Date: ~~TBD~~ **September 30, 2008**

Supersedes: **September 30, 2008;** January 26, 1995

A: **PREAMBLE**

Postdoctoral Fellows (PDFs) and Postdoctoral Associates (PDAs) are valued members of the University community. As trained researchers making the transition from graduate student to independent scholar, they have the opportunity to make significant contributions to the research environment of the University as well as their chosen fields.

B: **DEFINITION**

The University defines a PDF or PDA as an individual who meets the following criteria:

1. the individual has completed ~~their~~ ~~his or her~~ doctoral degree within ~~five~~ ~~three~~ years;
2. the postdoctoral appointment is time limited, for a period of up to four years (**i.e., counted from the first appointment at Western**), with the possibility of a one-year renewal (for a maximum length of 5 years);
- ~~3.~~ ~~the appointment is viewed as preparatory for a full-time academic career, and (or) a research career in other sectors;~~
- ~~3.~~ ~~4.~~ the appointment involves full-time **research**, scholarship, **and creative activity** ~~and research~~;
- ~~4.~~ **the individual is encouraged and expected to publish and disseminate their research during the period of the appointment; and**
5. the individual will work independently in association with a faculty mentor. ~~;~~ ~~and,~~

POLICY 7.6 – Guideline for Postdoctoral Fellows and Postdoctoral Associates

6. ~~the individual is encouraged and expected to publish the results of his or her research during the period of the appointment.~~

The above-noted time periods may be extended if an individual's career was interrupted due to There may be exceptional **extenuating** circumstances requiring a break in the PDF's or PDA's research career that will impact the above-noted time periods (e.g. ~~parental responsibilities or military service~~ **parental leave and/or responsibilities, illness, health-related family responsibilities, military service, civil conflicts and/or natural disasters in the country of residence, or socioeconomic factors**) or in cases where the individual is awarded external postdoctoral funding. It is otherwise the expectation of the University that all individuals who do not meet the definition of PDF or PDA will be appointed as Research Associates.

C: TERMS AND CONDITIONS

The appointment of a PDF or PDA is time-limited and not ongoing. Generally, PDFs and PDAs are appointed for a term of one to four years, with the possibility of a one-year renewal. ~~In consultation with their faculty mentors, individuals receiving Postdoctoral appointments may determine that they will be either entering into an employment relationship with the University as Postdoctoral Associates, or be undertaking their training as independent Postdoctoral Fellows.~~ The documentation setting out the specific terms and conditions of engagement for PDFs and PDAs will be reviewed with the individual prior to the commencement of ~~his or her~~ **their** appointment.

PDFs are not employees of the University, but rather individuals who contract with the University to obtain specialized training and contribute to the University's scholarship and research mission through the use of University facilities and other developmental opportunities. As a PDF is providing ~~his or her~~ **their** services as an independent contractor and not as an employee, **they are** ~~he or she is~~ responsible for all personal tax obligations. Any stipend provided to the PDF and administered through the University's payroll system will be without statutory deduction for income tax, Canada Pension Plan, Employment Insurance or similar deductions or remittances. PDFs are not entitled to any benefits which the University may extend to its employees.

PDAs are employees of the University and will be required to enter into an Employment Contract prior to the commencement of their appointment. Any stipend provided to the PDA will be administered through the University's payroll system and will be subject to statutory deductions for income tax, Canada Pension Plan, Employment Insurance or similar deductions or remittances. However, PDAs are not entitled to benefits which the University may extend to its other employees.

POLICY 7.6 – Guideline for Postdoctoral Fellows and Postdoctoral Associates

Administrative procedures for the appointment of PDFs and PDAs are set by the Vice-Provost (Graduate and Postdoctoral Studies) in conjunction with Human Resources ~~Services~~.

As members of the University community, PDFs and PDAs are expected to adhere to **all University** ~~adhere to appropriate administrative policies maintained by the University Secretariat~~.

In the event of a problem related to ~~their~~ **his or her** appointment that requires resolution, it is expected that the PDF or PDA will arrange an informal discussion of the matter with the faculty mentor as soon as possible following the identification of the problem. In most instances, the concerns will be resolved at this juncture. If the problem remains unresolved, PDFs or PDAs are encouraged to request a meeting with the Department Chair, School Director or Faculty Dean. If resolution is not possible through these interventions, any of the affected parties may request assistance from the Vice-Provost (Graduate and Postdoctoral Studies) or designate in reaching a resolution. Any decisions of the supervisor, Chair, School Director, Faculty Dean and/or Vice-Provost (Graduate and Postdoctoral Studies), shall be timely and in writing. At the request of any participants, assistance from Human Resources ~~Services~~ may be obtained at any point in the process.

ITEM 10.0 - Report of the Academic Colleague

ACTION: APPROVAL INFORMATION DISCUSSION

The COU Academic Colleagues met by Zoom February 15 and 16, 2022. The following discussion items may be of interest to Senators:

Bringing the community into the classroom: Prof. Victoria Barham, Dean of the Faculty of Social Science, University of Ottawa, gave a presentation on bringing the community into the classroom. Prof. Barham pointed out that there are equity issues involved in work-integrated learning programs that send students out into the community: doing the reverse can avoid such issues and helps students make the connections between classes and careers. Supported by a significant external donation, the uOttawa program brings community organizations into large second-year classes with a problem for the students to consider and supports fourth-year students who carry out policy research projects under the direction of a civil servant.

Applications to Ontario universities: as of February, applications from Ontario high school students were up 1.7% overall, with applications from domestic students up 3.4% and applications from international students down 14.5% (likely in part because fewer international students came to Ontario for high school during the pandemic). In December, the British Council IELTS released a report indicating rapidly increasing competition from European and Asian markets for international students in high-demand programs. This is considered a significant risk for Ontario institutions.

Program approval: the Ministry of Colleges and Universities is revamping how it performs program approvals with a goal of speeding up the process. This change affects only the Ministry approval step, not the Quality Council requirements.

Advocacy: COU is pursuing internal government advocacy on issues such as tuition flexibility, increases in operating grant funding and increases in university capacity, particularly in high-demand areas. Its public-facing campaign emphasizing the role universities have to play in pandemic recovery, will run from January until April.

Strategic Mandate Agreements (SMA3): Performance-based funding for Ontario universities is scheduled to be activated for 2022-23. This is after the government delayed activation for the first two years of SMA3 to mitigate the impacts of COVID on performance evaluation. In December, COU sent a letter to the ministry expressing the sector's concerns regarding the timing of recoupling performance funding given the impact of COVID-19. The Faculty Activity and Faculty Compensation reporting metrics are scheduled to be implemented for 2022-23. These metrics are not tied to performance but will be made public. The ministry has started a consultation process on the proposed reporting template.

Math Proficiency Test for Teacher Candidates: In December the Ontario Superior Court of Justice Divisional Court found the Math Proficiency Test (MPT) requirement infringes on the Canadian Charter of Rights and Freedoms. The court found that the MPT had an adverse impact on entry to the teaching profession for racialized teacher candidates and other reasonable alternatives should have been implemented. While the government has filed a motion to appeal, the MPT will not be a requirement in the interim.

ITEM 11.0 – The Unanimous Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

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

The Senate's parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *Sturgis Standard Code of Parliamentary Procedure*) - explains the consent agenda:

Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

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

How it works for Senate:

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

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

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

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

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

ITEM 11.1(a) – Faculty of Health Sciences, School of Kinesiology: Revisions to the Admission and Program Requirements of the Honours Specialization in Kinesiology – BSc

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the admission and program requirements of the Honours Specialization in Kinesiology – BSc be revised as shown in Item 11.1(b).

EXECUTIVE SUMMARY:

The Faculty of Health Sciences recently introduced Kinesiology 1050A/B and Kinesiology 1060A/B. Kinesiology 1050A/B *Social Foundations of Kinesiology* will provide students with an introduction to the historical, philosophical, social and management foundations of exercise, physical activity and sport. Kinesiology 1060A/B *Functional Human Gross Anatomy* will provide students with an early introduction to functional gross anatomy. The School of Kinesiology is proposing to revise the admission requirements of the Honours Specialization in Kinesiology – BSc to include these two new courses. The School is also proposing to restructure the module by reducing the number of Science credits required in first-year (by 1.0 course), and increasing the number of Science credits required within the module (by 1.0 course). In this way, students will have two electives in their first year, outside the 3.0 principal courses required by Kinesiology (only one of which is required to be Science). In addition, the program requirements for the module are being revised to indicate that Kinesiology 2032A/B will be mandatory to be completed in second year.

ATTACHMENT(S):

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

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21169>

HONOURS SPECIALIZATION IN KINESIOLOGY – BSc

Admission Requirements

Completion of first year requirements with no course grade less than 60% on a full course load, **and with** ~~Students must have~~ an average of at least 70% in **their** 5.0 course load. ~~and 70% in 4.0~~

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark ~~in these principal courses below~~ **less than** 60%, including:

- **Kinesiology 1050A/B;**
- **Kinesiology 1060A/B;**
- Kinesiology 1070A/B; **and**
- Kinesiology 1080A/B ~~or the former Kinesiology 1088A/B;~~ **and**
- Physiology 1021;

Students are also required to complete 1.0 ~~and 2.0~~ courses from the subject areas of Biology, Chemistry, Physics, Mathematics as follows:

- Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B;
- Chemistry 1301A/B and Chemistry 1302A/B;
- Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Applied Mathematics 1201A/B, Mathematics 1120A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1024A/B, Data Science 1000A/B;
- Physics 1101A/B, **or** Physics 1201A/B or the former Physics 1028A/B or the former Physics 1301A/B or Physics 1501A/B and **Physics 1102A/B** ~~Physics 1101A/B,~~ **or** Physics 1202A/B or the former Physics 1029A/B or the former Physics 1302A/B or Physics 1502A/B.

Note: The Honours Specialization in Kinesiology – BSc is a limited enrollment program. More competitive academic standing may be required when demand exceeds enrollment capacity. **In the event demand exceeds enrollment capacity a student's term average will also be taken into consideration.** Admission to the module is restricted to students registered in the School of Kinesiology.

Module

9.0 ~~9.5~~ courses:

1.0 ~~1.5~~ courses: ~~Kinesiology 2222A/B~~, Kinesiology 2230A/B, Kinesiology 2241A/B (must be taken in second year).

1.0 course from: Kinesiology 2900 – 2999, ~~Kinesiology 3900 – 3999~~, Dance 2174A/B, Dance 2274A/B, Dance 2275A/B, Dance 2276A/B, Dance 2375A/B. ~~A minimum /maximum of four activity quarter courses (or equivalent) must be selected in second year.~~

0.5 course: Kinesiology 2032A/B must be selected in second year.

0.5 course in Kinesiology at the 2000-level (non-activity based).

0.5 course from: Kinesiology 3341A/B, Kinesiology 3343A/B, Kinesiology 3353A/B.

1.0 ~~1.5~~ courses: Kinesiology 3330F/G, Kinesiology 3337A/B, ~~Kinesiology 2032A/B~~.

1.0 course from: Kinesiology 3343A/B, Kinesiology 3353A/B, Kinesiology 4430F/G, Kinesiology 4432A/B, Kinesiology 4433A/B, Kinesiology 4490E, Kinesiology 4520A/B, the former Kinesiology 4450A/B (**not previously selected**).

3.5 additional Kinesiology courses at the 2000-level or above (non-activity based), of which 1.0 must be from: Kinesiology 2250A/B, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3378F/G, Kinesiology 3388A/B, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4459A/B, Kinesiology 4460F/G, Kinesiology 4465F/G, Kinesiology 4498A/B, ~~the former Kinesiology 3363A/B, the former Kinesiology 3390F/G~~.

For module planning guide go to the School of Kinesiology website:
<http://www.uwo.ca/fhs/kin/>

Notes:

1. Students in this module must select **four** ~~three~~ full or equivalent Science options from the 2100-level or above.
2. **Up to 1.0 of the 4.0 Science credits may be at the 1000-level, from the following list:**
 - o **Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B;**
 - o **Chemistry 1301A/B and Chemistry 1302A/B;**
 - o **Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Applied Mathematics 1201A/B, Mathematics 1120A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B, Statistical Sciences 1024A/B, Data Science 1000A/B;**

- **Physics 1101A/B, or 1201A/B or the former Physics 1028A/B or the former Physics 1301A/B or Physics 1501A/B and Physics 1102A/B, or 1202A/B or the former Physics 1029A/B or the former Physics 1302A/B or Physics 1502A/B.**
3. Up to 2.0 of the **4.0 3.0** Science credits may be taken from the following list of Kinesiology courses (not previously selected). Kinesiology 3339A/B, Kinesiology 3341A/B, Kinesiology 3343A/B, Kinesiology 3347A/B, Kinesiology 3353A/B, Kinesiology 3360A/B, Kinesiology 3480A/B, Kinesiology 4420A/B, Kinesiology 4430F/G, Kinesiology 4432A/B, Kinesiology 4490E, Kinesiology 4520A/B, **the former Kinesiology 4443E.**
 4. Kinesiology students graduating with the Honours Bachelor of Science Degree Honours Specialization in Kinesiology are recognized as having met the University graduation policies pertaining to Science course requirements.
 5. All students must complete a Statistics course as a **pre-or** co-requisite to Kinesiology 2032A/B.
 6. All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology credits prior to graduation.
 7. A maximum of 12.5 Kinesiology Credits may be taken in any Honours Specialization degree or module.

ITEM 11.1(b) – Faculty of Science: Introduction of an Honours Specialization in Integrated Science with Synthetic Biology

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, an Honours Specialization in Integrated Science with Synthetic Biology be introduced by the Faculty of Science as shown in Item 11.1(b).

EXECUTIVE SUMMARY:

The Integrated Science program at Western (WISc) is designed to provide select students with the diverse science education necessary to address the interdisciplinarity of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISc combines unique Integrated Science courses with traditional discipline-specific courses. In Year 2, WISc students enroll in an Integrated Science Honours Specialization module administered jointly by the Faculty of Science and individual Science departments.

In September 2016 WISc began offering eight Honours Specializations: Honours Specialization in Integrated Science with Biology, Honours Specialization in Integrated Science with Chemistry, Honours Specialization in Integrated Science with Computer Science, Honours Specialization in Integrated Science with Earth Sciences, Honours Specialization in Integrated Science with Environmental Science, Honours Specialization in Integrated Science with Genetics, Honours Specialization in Integrated Science with Mathematics, and Honours Specialization in Integrated Science with Physics. An Honours Specialization in Integrated Science and Astrophysics was subsequently introduced in September 2019.

This proposal introduces a new Honours Specialization module for Integrated Science students interested in a degree in Synthetic Biology. The proposal takes the existing Honours Specialization in Synthetic Biology module and adds 2.5 Integrated Science courses. Integrated Science 4999E is Biology 4998E with WISC specific components of work added. No other changes to the Honours Specialization in Synthetic Biology module have been made.

ATTACHMENT(S):

[New Calendar Copy – Honours Specialization in Integrated Science with Synthetic Biology](#)

NEW CALENDAR COPY

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH SYNTHETIC BIOLOGY

Admission Requirements

Completion of first year requirements with no failures. Students must complete the following courses with an average of at least 70%, with no individual course mark below 60%:

0.5 course: Integrated Science 1000Z;
2.0 course: Integrated Science 1001X;
0.5 course: Calculus 1000A/B or 1500A/B;
0.5 course: Chemistry 1301A/B;
0.5 course: Physics 1201A/B or 1501A/B;
0.5 course: Biology 1001A

Module

13.0 courses:

2.5 courses: Integrated Science 2001F**, Integrated Science 2002B**, Integrated Science 3001F/G***, Integrated Science 3002A/B***, Integrated Science 4001Y****.
0.5 course: Biochemistry 2280A with a mark of at least 65%.
1.0 course: Biology 2290F/G, Biology 2581A/B, with a mark of at least 70% in each.
0.5 course: Biology 2382A/B.
0.5 course from: Biology 2244A/B or Statistical Sciences 2244A/B.
0.5 course from: Chemistry 2213A/B or Chemistry 2273A.
0.5 course from: Chemistry 2223B or Chemistry 2283G.
1.5 courses: Biochemistry 3381A, Biochemistry 3382A, Biochemistry 3392F/G.
0.5 course from: Biochemistry 3380G or Biochemistry 3390B.
1.0 course: Biology 3593A/B, Biology 3596A/B.
0.5 course: Science 3377A/B***.
0.5 course from: Business Administration 2295F/G, or one of Business Administration 1220E or Business Administration 2257*.
0.5 course: Philosophy 2320F/G**.
0.5 course: Biology 4260A/B.
0.5 course: Biochemistry 4415B.
1.5 course: Integrated Science 4999E****.

Notes:

Year 1 consists of 5.5 courses

* The module will consist of 13.5 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

** indicates courses taken in Second Year of Program

*** indicates courses taken in Third Year of Program

**** indicates courses taken in Fourth Year of Program

programs acknowledges inspiration, challenge, and stimuli from other societies and civilizations. The programs' historical framework animates strategic and critical interventions in the name of class, gender, race, and other identities exposed through the chronological timeline.

Although the curriculum is based on a recognized set of disciplines understood as the "liberal arts," in the 21st century the investigation of these subjects has evolved to include incisive self-appraisal. Aside from providing a more precise idea of the programs' content, the new title will also gesture towards their inclusion of music, art, sculpture, and architecture.

Finally, the new title aims to signal a certain independence in the creative and student-directed assignments as well as the strong emphasis on experiential learning outside the classroom. The programs' foundational structure will continue to provide a useful chronology that is open to critical political and cultural interventions stemming from the evolving socio-political dynamics of the 21st century.

ATTACHMENT(S):

[Revised Calendar Copy – Breadth Requirements for Graduation](#)

[Revised Calendar Copy – Foundations in Western Thought and Civilization](#)

[Revised Calendar Copy – King's Scholar Program](#)

REVISED CALENDAR COPY

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

The first part of the policy is unchanged

Breadth Requirements for Graduation

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, **The New Liberal Arts**, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, **Western Thought and Civilization**, World Literatures and Cultures, Writing

The remainder of the policy is unchanged

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21660>

FOUNDATIONS IN THE NEW LIBERAL ARTS
FOUNDATIONS IN WESTERN THOUGHT AND CIVILIZATION

Module/Program Information

The Foundations in **the New Liberal Arts (FNLA) Western Thought and Civilization (FWTC)** provides students with a comprehensive, interdisciplinary and critical survey of the development of Western civilization from its birth in Antiquity to our contemporary global multi-cultural world. The **FNLA FWTC** provides a collaborative approach to the study of the humanistic tradition in a small group setting with intensive faculty-student interaction. Although the principal academic units are History, Literature and Philosophy, the **FNLA FWTC** explores a wide range of diverse cultural expressions including the visual arts, architecture and music, as both a mirror of their times and a catalyst to socio-political change. The emphasis in the **FNLA FWTC** is to explore the diversity and richness of this tradition from a plurality of disciplinary perspectives as well as its relation to and influence from other non-western traditions.

The **FNLA FWTC** is an intense, first-year experience designed for students who desire to get the most out of university and are looking for a unique and challenging approach to their education. The instructors are recognized for their scholarship as well as for their excellence in teaching. Together the instructors and students undertake the critical study of the art, history, literature and philosophy of the humanistic tradition. In addition to lectures and small seminar discussions, the **FNLA FWTC** has an experiential learning component. Students participate in a number of diverse cultural events, such as trips to art galleries, the theater, and musical performances. The **FNLA FWTC** provides students with a well-rounded educational experience that will serve not only as a foundation for their university studies, but also for a richer and fuller life after university.

The **FNLA FWTC** provides a global perspective and comprehensive background that is applicable to future specialization in all domains of study. The **FNLA FWTC** fulfills the entrance requirements for the three principal disciplines (English, History, and Philosophy), **the King's Scholar Program and themed module in Western Thought and Civilization**, as well as a number of other programs at King's and Western. Students are advised to consult the Academic Calendar for admission requirements for the programs they hope to pursue in second year.

Course Content of Foundations in the New Liberal Arts Western Thought and Civilization

The **FNLA FWTC** explores the development of the humanistic tradition across various historical periods: Classical Antiquity and the Greco-Roman World; the Middle Ages; the Renaissance, the Reformation and Counter-Reformation; the Age of Reason, Exploration and European colonialism; the Age of Revolutions; and the 20th century. This broad chronological framework functions primarily as an organizing principle that

will be punctuated by thematic considerations of the variegated origins and expressions of the Western tradition.

Through a study of the art, literature, philosophy and history of each period, students explore the development of the Humanities in relational and human terms, as a study of peoples, groups, beliefs, values and practices in diverse regional, cultural and geo-political contexts. Students study how interaction and exchange, conflict and accommodation, characterized the development of the West in its interaction with other cultures.

Students in the **FNLA FWTC** examine works written by historians, politicians, military leaders, dramatists, novelists, poets, painters, composers, philosophers, and theologians, as well as by critics and thinkers interpreting these primary texts and cultural works.

A sample of authors and works that might be studied includes: Homer, *The Odyssey*; the poems of Sappho; Plato, *The Republic*; Aristotle, *Physics*; St. Augustine, *Confessions*; St. Thomas Aquinas, *Summa Theologica*; Dante, *The Divine Comedy*; Machiavelli, *The Prince*; St. Thomas More, *Utopia*; Cervantes, *Don Quixote*; Madame de Lafayette, *The Princess of Cleves*; Shakespeare, *King Lear*; Mozart, *Don Giovanni*; Gibbon, *The Decline and Fall of the Roman Empire*; Shelley, *Frankenstein*; Marx and Engels, *Communist Manifesto*; Nietzsche, *Beyond Good and Evil*; Freud, *The Ego and the Id*; Virginia Woolf, *Mrs. Dalloway*; Heidegger, *Being and Time*; Simone de Beauvoir, *The Second Sex*; Frantz Fanon, "The Fact of Blackness" from *Black Skin White Masks*; and Spivak, *In Other Worlds: essays in cultural politics*.

These and other works are examined from the perspective of their historical, literary and philosophical importance to the development of Western civilization and the creation of our contemporary world. At the same time, students investigate the perennial questions of humanity: the meaning of human life; the role of the divine; the nature of reality; the problem of truth and beauty; the individual, society and the state; the source and nature of historical change; the problem of evil; the relationship of faith and reason; the function of power and authority, and others.

These questions will be explored in concrete terms through a study of such topics as:

- How the Greeks invented the Humanities
- Greek, Jewish and Muslim Influences on St. Thomas Aquinas
- The Expressive Power of Opera, Baroque Art
- The Development of Modern Subjectivity and State Power
- Narrative and the Rise of the Novel
- Europe and its Impact on Indigenous Cultures of Africa and the Americas
- The Rococo, Neo-Classicalism, Romanticism, Realism and Naturalism
- Slavery and Abolitionism in the Atlantic World
- The Age of Extremes: Genocide in the 20th Century
- The Question of Woman
- Modernism and Post-Modernism in the Arts
- Social Change in the West after 1945
- The Virtual Internet World

Structure of Foundations in the New Liberal Arts Western Thought and Civilization

The **FNLA FWTC** comprises three units of study in **Modern Languages**, English, History and Philosophy, plus an integrative stream that is purposefully designed to have students think critically and in an integrated manner about the diverse ways of understanding and representing the human experience.

The disciplinary component will provide students with a sound foundation in the distinctive critical methods and sources of the respective disciplines. The integrative stream, by contrast, comprises modes and venues of cross-disciplinary interaction and exchange. Three carefully choreographed, parallel syllabi - whose thematic content and critical methodologies echo, challenge, contrast, and develop one another - will promote students' active, cross-disciplinary learning. Integration functions elsewhere in the small group seminars, an integrated response paper, common tests and a portion of the final exam, as well as participation in experiential learning cultural excursions.

Admission Requirements for Foundations in the New Liberal Arts Western Thought and Civilization

Admission into **FNLA FWTC** requires Grade 12U in English. As **FNLA FWTC** is a competitive, limited enrolment program, meeting the minimum admission requirements to King's University College does not guarantee admission into the **FNLA FWTC**. **Applicants must also submit a Statement of Interest. (See the King's University College website for details.)**

Evaluation, Grading, and Credit

Students in the **FNLA FWTC** are enrolled in three academic courses, each worth 1.0 credit: History 1901E, English 1901E, Philosophy 1901E. Each week features three separate sessions for the instruction and study in the respective disciplines. Students will meet weekly in small integrated seminar groups, whose aim is to facilitate a cross-disciplinary study of course content that combines literary, philosophical and historical perspectives and approaches. While each unit will have its own course requirements, some of the requirements are integrated and shared by all three units. At the end of the year, students will receive a specific grade for each unit that will be recorded on his/her transcript.

Note: It is not possible to register in only one unit of the **FNLA FWTC**.

The **FNLA FWTC** also satisfies both the Arts and Social Science (Category A and B) university breadth requirements.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21571>

KING'S SCHOLAR PROGRAM

The King's Scholar program is intended for high achieving students registered at King's who are interested in completing an Honours degree. It is based on intensive interdisciplinary study in an intimate setting in which a distinct methodology is sustained over several years' work. Students will have a close working relationship with faculty members, and will complete an annual Independent Research Project that tailors their scholarly research to reflect the questions and problems provoked by the seminars and field trips.

After completing first year, successful King's Scholar applicants will enroll in the King's Scholar program in addition to their Honours degree courses. They will take a King's Scholar course in the theme area during each of the remaining three years of study. These courses will expose students to significant ideas and methodologies from a range of disciplines.

Admission Requirements

Students may apply for admission to the King's Scholar program at the end of their first full year of study. They are eligible if they have 5.0 completed year 1 credits, a minimum cumulative average of 80%, and no grade below 65%.

After the second year, students wishing to join the program, who have completed first year requirements, and whose achievements are comparable to the program's admission and progression requirements may apply to the Academic Dean for admission.

Module/Program Information

KING'S SCHOLAR PROGRAM: THEME IN **THE NEW LIBERAL ARTS WESTERN THOUGHT AND CIVILIZATION**

The King's Scholar Program in **the New Liberal Arts (NLA) Western Thought and Civilization (WTC)** adopts an integrated and interdisciplinary approach **to the study of the liberal arts Western thought and civilization** by engaging students in critical and experiential study of the relationship of literary, artistic and intellectual expressions to the material conditions, structures and processes of historical change. Students will participate in experiential learning that engages them with musical compositions, works of art, virtual scientific experiments and extracurricular activities, including local and, where feasible, international initiatives facilitated through King's University College.

The King's Scholar program in the **NLA (WTC)** is course-based but with a strong independent research concentration. The small, intensive, seminar based classes retain Western's Scholar's Electives focus on an individual research experience by participating in the unique pedagogy that defines the King's Scholar. The small class

size in each of the King's Scholar courses promotes student participation in learning skills exercises and development of independent thought. Careful preparation and submission of an Independent Research Project (IRP) is at the core of each course. Drawing directly from the classic and scholastic traditions favouring rigorous analysis and dialectical reasoning, the King's Scholar program is informed by a signature pedagogy – Eloquentia Perfecta - cultivating practical types of training, including public speaking, logical argument and critical composition, and thinking in an interdisciplinary model. In this manner, students acquire essential, practical, and applied knowledge and skills to contribute to problem-solving and ethical decision-making in a globally conceived world.

Program Requirements:

2.0 courses after first year.

- 1.0 course: **The New Liberal Arts** ~~Western Thought and Civilization~~ 2901E
- 0.5 course: **The New Liberal Arts** ~~Western Thought and Civilization~~ 3901F/G/Z
- 0.5 course: **The New Liberal Arts** ~~Western Thought and Civilization~~ 4901F/G/Z

Progression and Graduation Requirements

To maintain their registration in the King's Scholar program, students must complete a minimum of 5.0 courses over the Fall/Winter and Summer sessions of each year of their program and maintain a minimum sessional average of 80% with **no** grade below 65%. On any courses taken during the summer session, students must maintain a sessional average of at least 70%, with no grade below 65%.

Students who do not meet these progression requirements will be ineligible **to continue in for** the King's Scholar **designation program** but may be permitted to register **or remain in the** King's Scholar theme courses with permission from the Program Coordinator and the Academic Dean's Office. With the permission of the relevant Department, the King's Scholar courses may count towards their standard discipline-based Honours Specialization and/or Major modules. Such students, however, will not be eligible for the King's Scholar designation.

Graduation Requirements

Completion of an Honours degree, including the 2.0 King's Scholar credits, with a minimum cumulative average of 80% with **no** grade below 65%. The degree awarded will record both the Honours Specialization and/or Majors completed, and the King's Scholar designation as recommended by the Dean.

ITEM 11.1(d)(i) – School of Graduate and Postdoctoral Studies: Renaming of and Revisions to the Master of Professional Education (MPEd), International Education

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the Master of Professional Education (MPEd), International Education be renamed as the Master of Professional Education (MPEd), Global and International Education and that the program be revised as shown in Item 11.1(d)(i).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies is proposing a number of changes to the Master of Professional Education (MPEd), International Education, including:

- changing the name of the field from ‘International Education’ to ‘Global and International Education’;
- revising and updating courses to bring the field in line with other MPEd fields in Education;
- modifying the final capstone project from research inquiry to mobilizing existing knowledge and learning acquired in the field;
- better alignment of the field with graduate degree-level requirements; and
- modification to the entrance requirements to stress other relevant professional experience in global and international education alongside teaching experience.

ATTACHMENT(S):

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

***Proposal to Rename and Revise the Master of Professional Education (MPEd),
International Education***

The following changes are proposed for the Master of Professional Education (MPEd), International Education:

1. Change the name of the field from ‘International Education’ to ‘Global and International Education’

Adding ‘global’ to the field name will be more inclusive and reach out to prospective students who are more familiar with the term ‘global education’ than ‘international education.’

The field of Global and International Education is designed to develop students’ understanding of key issues and current debates in global and international education from multiple perspectives and apply these to their professional practice. The field employs critical approaches from which students develop and assess their perspectives and everyday practices, empowering them to actively build and apply knowledge to address the practical demands of their work.

2. Revise and update courses

The proposed modifications, detailed below, constitute revising and updating courses to bring the field in line with other MPEd fields in Education. An individuated course-based approach is more appropriate for a professional cohort at the master’s level.

3. Modify Year 2 course requirements

Streamline the course-based structure in Year 2 (Y2). This entails modifying the requirement of the final capstone from a research inquiry to mobilizing existing knowledge and learning acquired in the program, and to develop a more professionally-relevant final research-informed product. Owing to the linked nature of courses, revising the capstone also necessitates changing the progression and content of the current Y2 courses, *Conducting Site-based Research in Intercultural Settings* and *Fieldwork/Research Project*. Currently, students are expected to conduct site-based research in these courses. ‘*Conducting Site-based Research*’ will be replaced with a new course, *Domains of Internationalization*, in which students critically examine the area of relevant professional practice that they will take up in the new Capstone. ‘*Fieldwork/Research Project*’ is modified with a new title, *Reading and Using Research on Global and International Education*. This course aims for students to engage in critical analysis and practical applications of research and data sources relevant to practitioners.

4. Better alignment of the field with graduate degree-level requirements

The titles of and content in Y1 and Y2 courses are refreshed to better align with the stated objectives of the approved Ontario Universities Graduate Degree-Level Requirements (GDLEs) for MPEds in the CPELS (Critical Policy, Equity and Leadership Studies) ARC.

5. Modification to the entrance requirements

The entrance requirements will be modified to stress other relevant professional experience in global and international education alongside teaching experience.

| Current Program: | Proposed Changes: |
|--|--|
| <p>Admissions</p> <p>Required:</p> <ul style="list-style-type: none"> ● A four-year degree (20 full courses or equivalent) from an accredited university. ● Minimum "B" standing (70%) or equivalent in the final two years of study. <p>Recommended:</p> <ul style="list-style-type: none"> ● A qualification leading to certification as a teacher (e.g. B.Ed.). ● Minimum one-year full-time teaching experience, or experience within the field of education. | <p>Admissions</p> <p>Required:</p> <ul style="list-style-type: none"> ● A four-year degree (20 full courses or equivalent) from an accredited university. ● Minimum "B" standing (70%) or equivalent in the final two years of study. <p>Recommended:</p> <ul style="list-style-type: none"> ● Professional teaching or other experience working in an area related to global or international education |
| <p>Courses</p> <p>International Education in Global Times (Year 1, Fall)</p> <p>This course provides a historical overview and analysis of visions and practices of international education, an introduction to theories of globalization and an examination of the new developments, opportunities and challenges of international education in the present-day world.</p> | <p>Courses</p> <p>Framing Global and International Education (Year 1, Fall)</p> <p>This course provides an overview and analysis of the discourses and practices of global and international education. It introduces key concepts such as globalization and internationalization. Students apply these understandings to examine new developments, opportunities, and challenges to education practice, and reflect on their implications for their own professional domains.</p> |

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| <p>Models of Intercultural and Cosmopolitan Learning (Year 1, Winter) This course examines several models of intercultural learning from psychological, sociological and philosophical traditions. Focus will be placed on the frameworks of ‘intercultural competence,’ ‘transformative learning,’ and ‘difficult knowledge’ and how they could be employed in conceptualizing one’s own research.</p> | <p>Global Education in the 21st Century: from policy to practice (Year 1, Winter) This course critically examines policy frameworks and agendas designed to advance initiatives in global and international education. The course will analyze Canadian (local, national and provincial) international education policies, and transnational (e.g., OECD, UNESCO) policies, as relevant. Students will consider how these frameworks affect practice in their various professional contexts, and how they structure their work.</p> |
| <p>Mapping Discourses of International Education (Year 1, Summer) This course introduces practitioners to the varied and overlapping academic and popular discourses of international education, with a focus on the key categories of theory and practice constituting these discourses. These discourses include: comparative education, peace education, development education, international schooling, global citizenship education and study abroad.</p> | <p>Examining Culture and Difference in Transnational Contexts (Year 1, Summer) This course explores and problematizes popular and theoretical notions of culture and intercultural learning under heightened transnationalism. Students engage with popular, literary, and visual representations of interculturality to critically reflect on self-other relations in an interconnected world.</p> |
| <p>Language, Identity, Pedagogy (Year 1, Summer) This course presents an overview of relevant theories and productive pedagogies in working with linguistically and culturally diverse learners in transcultural, multilingual contexts.</p> | <p>Supporting Diverse Learners: language, power, and identity (Year 1, Summer) This course examines the significance of language in international educational processes. Conceptually, it examines the relationships between languages in specific contexts, social power, and identity. Practically, it explores productive pedagogies in working with linguistically and culturally diverse learners.</p> |

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| <p>Conducting Site-based Research in Intercultural Settings* (Year 2, Fall) This course explores several methods to conducting field-based research in intercultural contexts, such as: program evaluation, action research, critical reflective practice and cross-cultural/global ethnographic techniques and modes of inquiry.</p> | <p>Domains of Internationalization (Year 2, Fall) This course examines the qualities and tensions of the movement to ‘internationalize’ education. It considers multiple domains, such as: international schools and the International Baccalaureate; internationalizing elementary and secondary school curricula; student recruitment and support services in colleges and universities; study abroad and international service learning, etc. Students will also develop expertise in a domain of internationalization related to their professional practice.</p> |
| <p>Fieldwork/Research Project (Year 2, Winter) Students will conduct fieldwork/site-based research. They will collaborate with their affinity group, course instructor and mentor (where applicable) throughout the research phase in the e-portfolio space. Students who do not have a suitable site for research will be guided in choosing a case study to examine.</p> | <p>Reading and Using Research on Global and International Education (Year 2, Winter) This course introduces students how to critically read and appropriately use relevant research and resources on global and international education. The focus will be to identify relevant resources, examine and synthesize research and data sources, and assess research studies. Students are encouraged to search, collate, and synthesize resources relevant to their professional domain in preparation for the Capstone course.</p> |
| <p>Engaging Digital Learning in a Globalizing World (Year 2, Summer) This course explores emerging digital learning and digital literacy under heightened transnational interconnectivities and advanced telecommunication technologies. It examines the educational implications of technology for pedagogy and for international education generally. Students will be required to employ new e-learning technologies in completing their course assignments.</p> | <p>Exploring Educational Technologies and Digital Learning (Year 2, Summer) This course explores emerging educational technologies and learning and literacy in the digital age. It examines the implications of educational technology for pedagogy and for global and international education. Students will be required to actively employ new e-learning technologies in completing course assignments.</p> |

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| <p>Capstone (Year 2, Summer) Students will consolidate their analysis, disseminate their research approach and findings, and critically reflect on the learning produced from the research projects with their affinity group and capstone instructor. The capstone will be developed and shared in an e-portfolio, which serves as the culminating work documenting and assessing a student’s acquisition of knowledge and professional competencies attained through the program of study.</p> | <p>Capstone: Mobilizing Knowledge for Professional Practice in Global and International Education (Year 2, Summer) Students mobilize the knowledge and learning they have developed through their coursework and throughout the program in relation to a problem of practice they identify. Students are required to produce and present a concrete research-informed product (i.e., professional learning resource, curriculum document, policy brief, research synthesis) that best addresses the problem of professional practice.</p> |
|---|--|

These changes will not affect any current students as there are no students currently in the existing field of International Education.

ITEM 11.2(d)(ii) – School of Graduate and Postdoctoral Studies: Introduction of a field in Leadership in Indigenous Education in the Master of Professional Education (MPEd)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, a field in Leadership in Indigenous Education be introduced in the Master of Professional Education (MPEd) as shown in Item 11.1(d)(ii).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies is proposing to introduce a field in Leadership in Indigenous Education in the Master of Professional Education (MPEd). This new field will replace the existing focal area of Aboriginal Education under the Master of Professional Education (MPEd), Educational Leadership.

ATTACHMENT(S):

[Proposal to Introduce a field in Leadership in Indigenous Education in the Master of Professional Education \(MPEd\)](#)

Proposal to Introduce a field in Leadership in Indigenous Education in the Master of Professional Education (MPEd)

With respect to Western’s Indigenous Strategic Plan and current academic literature in Indigenous Education, the School of Graduate and Postdoctoral Studies is proposing to create a new field in Leadership in Indigenous Education within the existing Master of Professional Education (MPEd). This new field will replace the focal area of Aboriginal Education under the MPEd in the field of Educational Leadership. In addition to the new field, the School of Graduate and Postdoctoral Studies also proposes to update nomenclature to several core courses. These changes bring the courses into alignment with the evolving course content and academic literature in the field.

| Current Program | Proposed Changes |
|---|---|
| Number of terms: 6 | Number of terms: 6 |
| Current Field: Educational Leadership | New field: Leadership in Indigenous Education |
| <p>Course Title: Interdisciplinary Issues and Implications in Aboriginal Education</p> <p>This course introduces students to the historical and contemporary realities of Aboriginal Education from both Aboriginal and non-Aboriginal perspectives. The impact of colonial frameworks of knowledge on Aboriginal education will be critically examined. Using a decolonizing lens, students will investigate holistic, inclusive and respectful approaches to teaching and learning.</p> | <p>Change: Interdisciplinary Issues and Implications in Indigenous Education</p> <p>This course introduces students to the historical and contemporary realities of Indigenous education from both Indigenous and non-Indigenous perspectives. The impact of colonial frameworks of knowledge on Indigenous education will be critically examined. Using a decolonizing lens, students will investigate holistic, inclusive and respectful approaches to teaching and learning.</p> |
| <p>Course Title: Power, Politics and Policy in Education: Historical and Contemporary Perspectives</p> <p>This is an introductory course to educational policy making and analysis. This course analyses the various factors that have influenced the evolution of school systems and recent changes in pedagogy, curriculum and school management. The development of</p> | <p>Change: Power, Politics and Policy in Indigenous Education: Historical and Contemporary Perspectives</p> <p>This is an introductory course to educational policy making and analysis with relevance to Indigenous contexts. This course examines the various factors that have influenced the development of school systems and recent changes in pedagogy, curriculum and school leadership. The development of scholarly</p> |

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|---|--|
| <p>scholarly research and writing skills will be emphasized.</p> | <p>research and writing skills will be emphasized.</p> |
| <p>Course Title: Leadership and Social Contexts</p> <p>A holistic examination of leadership for Indigenous student wellness and learning within family, school and community contexts. Topics may include the impact of historical trauma; internalized oppression; decolonization; healing and community development; critical self-reflection in professional practice; forms of leadership; influencing change and social responsibilities of leaders in education.</p> | <p>Change: Leadership in Indigenous Social Contexts</p> <p>A holistic examination of leadership for Indigenous student wellness and learning within family, school and community contexts. Topics may include the impact of historical trauma; internalized oppression; decolonization; healing and community development; critical self-reflection in professional practice; forms of leadership; Indigenous regeneration and resurgence; influencing change and social responsibilities of leaders in education.</p> |
| <p>Course Title: Reading Research: Critical Approaches for Educators</p> <p>An exploration of educational research with an emphasis on understanding, critically evaluating, and applying research in professional practice settings. Consideration will be given to the relationship between research and practice, methodological issues, and Indigenous and non-Indigenous world views and social theories that inform research design, interpretation and analysis.</p> | <p>Change: Reading Research: Critical and Decolonizing Approaches for Educators</p> <p>An exploration of educational research with an emphasis on understanding, decolonizing, critically evaluating, and applying research in professional practice settings. Consideration will be given to the relationship between research and practice, methodological issues, and Indigenous and non-Indigenous world views and social theories that inform research design, interpretation and analysis.</p> |
| <p>Course Title: Becoming Educational Leaders</p> <p>Theories and models of leadership are considered, with an emphasis on emerging scholarship about Indigenous ways of leading. Topics will include education reform, school improvement, community involvement and action, as</p> | <p>Change: Becoming Leaders in Indigenous Education</p> <p>Theories and models of leadership are considered, with an emphasis on emerging scholarship about Indigenous ways of leading. Topics will include education reform, school improvement, community involvement and action, as</p> |

| | |
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| <p>well as inclusive, distributed, activist and spiritual leadership. Leadership and its practical applications in varied education contexts will be considered.</p> | <p>well as inclusive, distributed, activist and spiritual leadership. Leadership and its practical applications in varied education contexts will be considered.</p> |
| <p>Course Title: Doing Educational Research</p> <p>Discusses approaches to practitioner inquiry with an emphasis on applications in Indigenous education contexts. Working together as critical friends, students plan, develop and complete applied research proposals based on areas of professional interest and community need. Attention is given to research ethics.</p> | <p>Change: Doing Educational Research in Indigenous Learning Environments</p> <p>Discusses approaches to practitioner inquiry with an emphasis on applications in Indigenous educational learning environments. Working together as critical friends, students plan, develop and draft project proposals based on areas of professional interest and community need. Attention is given to research ethics.</p> |
| <p>Course Title: Capstone/Culminating Project</p> <p>A culminating project that implements the applied research proposal developed in the course, Doing Educational Research. Candidates work together to frame, analyze, and develop responses to problems and challenges arising from their own contexts/professional interests. Results are prepared for dissemination to relevant audiences.</p> | <p>Change: Leadership in Indigenous Education Capstone Project</p> <p>A culminating project involving completion of the practitioner inquiry originating from the project proposal initiated in the course, Doing Educational Research. Students work together to demonstrate skills and competencies gained from their time in the Leadership in Indigenous Education program by coordinating activities involving dissemination of research project outcomes to relevant audiences.</p> |

These changes will not affect any current students as there are no students currently in the existing focal area of Aboriginal Education under the Master of Professional Education (MPed), Educational Leadership.

ITEM 11.1(d)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Engineering (MEng) and the Combined Master of Engineering (MEng) and Graduate Diploma (GDip) in Engineering Leadership and Innovation

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the Master of Engineering (MEng) and the Combined Master of Engineering (MEng) and Graduate Diploma (GDip) in Engineering Leadership and Innovation be revised as shown in Item 11.1(d)(iii).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies is proposing the addition of a Co-op option to the Master of Engineering (MEng) and the Combined Master of Engineering (MEng) and Graduate Diploma (GDip) in Engineering Leadership and Innovation. The MEng is a professional degree program, which trains engineers for careers in industry. The curriculum in the MEng program focuses on the advancement of technical knowledge and professional skills. Currently, the experiential learning activities are embedded within the curriculum through course projects, lab work and the standalone MEng Project course. The proposed modification will enhance experiential learning opportunities for MEng students in a unique way through participation in practical learning activities in an industrial or organizational setting. Such experiential learning activities are not offered in the academic setting. Furthermore, as the students in the MEng program are primarily aiming for careers in industry, the industry-relevant experience gained through the Co-op program will be an asset for securing career jobs in industry. In particular, for international students, the Co-op program will provide an opportunity to gain practical experience in the Canadian industrial sector, which will be helpful for them in securing career jobs in Canada.

ATTACHMENT(S):

[Proposal to Revise the Master of Engineering \(MEng\) and the Combined Master of Engineering \(MEng\) and Graduate Diploma \(GDip\) in Engineering Leadership and Innovation](#)

Proposal to Revise the Master of Engineering (MEng) and the Combined Master of Engineering (MEng) and Graduate Diploma (GDip) in Engineering Leadership and Innovation

The School of Graduate and Postdoctoral Studies is proposing to add a Co-op option to the existing Master of Engineering (MEng) programs and the Combined Master of Engineering (MEng) and Graduate Diploma (GDip) in Engineering Leadership and Innovation programs.

The Co-op option will allow MEng students to complete a Co-op in an industrial organization to enhance experiential learning and engage in other learning activities of practical interest. It will also provide an opportunity for students to gain practical experience relevant to their academic field that will assist them in their career advancements. Students registered in this option would complete a Co-op comprised of one term in addition to the three terms of the regular MEng program (total program length will be 4 terms). For students in the combined MEng-GDip program, who opt-in to the Co-op option, the total program length will be 5 terms. In exceptional cases, if a student secures a Co-op longer than one term, the total length of the program will be extended accordingly.

The Co-op option will be offered to students who are admitted to the MEng program in the Fall term. Students can do the Co-op in the following Summer or Fall term. The option will be available once students have started the program (the option will not be offered at the time of admission). Students can opt-in for this option under any of the following cases:

- Case 1: International students applying for the “Co-op work permit” prior to securing a Co-op
- Case 2: International students who have successfully secured a Co-op and would like to apply for the “Co-op work permit”
- Case 3: Domestic students (Canadian Citizens or Permanent Residents) who have successfully secured a Co-op

To register in the Co-op option, MEng students must submit a request to their home graduate program. Students must have a cumulative average of 75% or higher and be registered as full-time students. Students registered in this option are also required to submit an application through Western Engineering Career Services and pay a \$100 application fee. Western Engineering Career Services will provide support and services to students seeking Co-op positions.

Students can opt-in for the Co-op option prior to the end of their second term in the program (i.e., April 30th). The program will set the internal deadline for administrative purposes. For international students (Cases 1 and 2), if they are not able to secure a Co-op AND an approved Co-op work permit before the end of their third term (cut off date: August 20th), their registration will be changed back to the original 3-term MEng program to which they were admitted and they complete the original MEng program. This cut off date is set prior to the end of date to ensure that the program information is updated in the Registrar’s Office before the program completion date. Furthermore, if their Co-op is cancelled prior to its commencement, their registration will be changed back to the original

MEng program. Students will be required to sign an undertaking when they opt-in for the Co-op option, confirming their consent to these arrangements.

At the beginning of the Co-op term, students will register in the Co-op Module and pay a tuition fee of \$500 for the Co-op term. Through this registration they will maintain the full-time registration status in the program. The Co-op Module is a program “milestone”. The module requires each registered student to complete the Co-op and submit a report at the end of the Co-op term describing their experiential learning experience. Failure to submit the report or submission of an incomplete report will be considered as an incomplete milestone.

During the Co-op term, student will not be allowed to register in any course for credit. They must complete all their course credits in the other three terms of the program.

| Current program | Proposed Change(s) |
|---|---|
| i) Students are required to complete 8 technical courses or 6 technical courses and a project course ii) Students are required to complete 2 professional courses Total: 10 courses or 8 courses and a project course | i) Students are required to complete 8 technical courses or 6 technical courses and a project course ii) Students are required to complete 2 professional courses iii) Students are required to complete the Co-op milestone (i.e. the completion of industrial Co-op and the final report) Total: 10 courses and Co-op milestone or 8 courses, a project course and Co-op milestone |

Current students will not be affected by this modification. The proposed modification will be effective September 1, 2022, and will be available to students who start the MEng program in Fall terms (2022 and beyond).

ITEM 11.1(d)(iv) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Science (MSc) in Statistics, Financial Modelling

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective May 1, 2022, the Master of Science (MSc) in Statistics, Financial Modelling be revised as shown in Item 11.1(d)(iv).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies is proposing to revise the Master of Science (MSc) in Statistics, Financial Modelling, to change the current “Research Project” milestone, which consists of a report and a presentation, to a “Required Capstone” milestone consisting of two options. Option 1 (new) will involve a required experiential learning opportunity (ELO) (i.e., paid internship). Option 2 (no modification to existing program) will involve a required research project.

Students will declare their intention to complete either Option 1 or 2 during the first term of the program. In all cases, students will have an academic supervisor, will submit a report and will give a presentation. If a student who selects Option 1 fails to secure an ELO by the beginning of the summer term the Capstone will be automatically switched to Option 2. The length of the program will remain the same (i.e, three terms) for both options.

The program will assist students in Option 1 by facilitating connections with the industry, but students are ultimately responsible for securing an ELO internship. The modification will allow both domestic and international students to have the opportunity to engage in a full-time internship.

| | |
|--|---|
| <p>Current Milestone: Research Project</p> <ul style="list-style-type: none"> • During the summer term, students complete a research project under the direction of a supervisor. Research is conducted by the student on a topic of current interest in actuarial science. The student submits a written report and either gives a 15-minute oral presentation or a poster presentation. | <p>Proposed Capstone: ELO (Option 1) or Research Project (Option 2):</p> <ul style="list-style-type: none"> • During the summer term, students will either complete an ELO (Option 1) or a research project (Option 2) with the oversight of a supervisor. The ELO or research project must relate to the program learning outcomes and will be approved by the supervisor and the graduate chair. The student will submit a written report and give a 15-minute oral presentation or a poster presentation. |
|--|---|

The proposed changes will be made available as an option to current students as well.

ITEM 11.1(d)(v) – School of Graduate and Postdoctoral Studies: Renaming of the MA, MSc and PhD in Geography

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective May 1, 2022, the MA, MSc and PhD in Geography be renamed as the MA, MSc and PhD in Geography and Environment.

EXECUTIVE SUMMARY:

The Board of Governors, on the recommendation of the Senate, approved that the Department of Geography be renamed as the Department of Geography and Environment, effective July 1, 2020. The current proposal changes the names of the graduate degree programs to align with the new Department name and the name of the undergraduate degrees. Specifically, the proposal is to rename the MA, MSc and PhD in Geography as the MA, MSc and PhD in Geography and Environment.

The new department name better reflects what Geography is at Western, the study of the environment from both a social science and physical science perspective. It also reflects a trend in other Geography departments in Canada. The new graduate degree program names will more closely align with the Department’s research and teaching practices already in place. There will be no change to course offerings or milestones.

Continuing students who complete degree requirements in the summer 2022 term may choose the new degree name, but must declare this by June 15, 2022, or before their final thesis submission, whichever comes first. Continuing students who complete degree requirements after August 31, 2022, may choose the new degree name, but must declare this by October 15, 2022, or before their final thesis submission, whichever comes first. Continuing students who choose to remain in the “old” degree name will be awarded a “Geography” degree up to a maximum of Autumn Convocation 2025. Any students in the “old” degree name who complete degree requirements after August 31, 2025, will automatically have their degree changed to “Geography and Environment”. New students beginning in September 2022 and beyond will receive a degree in “Geography and Environment” upon completion.

ITEM 11.1(e) – Revisions to the Registration and Progression in Three-Year, Four-Year and Honours Programs Policy (Progression Requirements)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That effective September 1, 2022, the “Registration and Progression in Three-Year, Four-Year and Honours Programs” Policy be revised as shown in Item 11.1(e).

EXECUTIVE SUMMARY:

Changes to the Progression Requirements are recommended to improve clarity on the conditions of probation, when the probation period ends, and when students who do not meet the conditions of probation are required to withdraw. Revisions to the Level 2 progression requirement are proposed to protect transfer students from being immediately required to withdraw after a difficult transition to Western.

ATTACHMENT(S):

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

REVISED CALENDAR COPY

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

The first part of the policy is unchanged

PROGRESSION REQUIREMENTS

Progression Requirements are designed to assist a student in improving **their his/her** grades over time so that **they she/he** may attain the required average for graduation or for entrance to and continuation in Honours or other specialized programs. Progression requirements establish the minimum requirements for a student to continue at the University but the expectation is that a student will aspire to excellence and seek to achieve results well above the minimum requirements for **their his/her** programs.

The **Adjudication Process** involves the assessment of a student's eligibility to progress at the University and/or enter or remain in a program. As part of the adjudication process, progression requirements will be checked twice a year during two adjudication periods: the May adjudication period based on marks obtained during the Fall/Winter term (for the September - December and January - April sessions) and the July-August adjudication period based on marks obtained during the Summer term (Intersession, Summer Evening and Summer Day sessions). Student records for those registered for the term are evaluated/adjudicated to ascertain if a student meets the progression requirements: (a) to remain in good standing at the University, (b) of **their his/her** current program, and/or (c) for entrance to another proposed program in which she/he has indicated an *Intent to Register*.

Average Calculation for progression requirements includes both a term (sessional) and a cumulative average for all applicable courses. Average calculations INCLUDE failed grades. All grades below 50% are considered failures. Grades below 40% will be included in average calculations as 40%, grades from 40% to 49% will be included as the actual grade reported.

A **Course Attempt** is a course registration that is not dropped by the *Last day to drop* deadline date in the Undergraduate Sessional Dates in the Academic Calendar (the latest, including all revisions, will be found on the Office of the Registrar's Web site). The *Last day to drop* will vary according to type of course: full course, first-term half course, full-year half course, and second-term half course. A course that is dropped by the last date for adding a course will be removed from a student's record. A course that is dropped after the last date for adding a course but before the final day for dropping a course will be recorded as WDN (withdrawn) and is not considered a course attempt. A course that is dropped after the final day for dropping a course will be recorded as F (failure) and will receive a mark of 40% for *Average Calculation* purposes.

A **Course Repeat** is any course previously attempted and recorded at UWO. A course attempt having a passing grade may be repeated only once. A course attempt having a failing grade may be repeated only twice. Further course repeats may be authorized only by the Dean of the Faculty in which the student is registered. Grades (including failures) for all course attempts will appear on the transcript and will be included in the accumulation of course attempts and maximum failures allowed. All but the most recent course attempt will appear on the transcript as *Repeated, No Credit* and will be excluded from cumulative average calculations used for progression requirements.

Progression decisions will result in an Academic Standing Status of:

In Good Standing - a student who satisfies the minimum progression requirements for continuation of study will be eligible to continue at UWO.

On Probation - a student who does not satisfy the minimum progression requirements for continuation of study at UWO but who will be allowed to continue at the University under *Conditions of Probation*:

A student must seek the advice of the Academic Counsellor(s) in **his/her their Home Faculty.**

A student will be permitted to take a maximum number of 2.0 courses during the Summer sessions and a maximum of 4.0 during the Fall/Winter sessions, and may be **required** advised to take fewer courses **by their Dean as part of the academic probation.**

Academic probation will begin immediately upon official notification from the Office of the Registrar, and will **last until not end prior** to the first adjudication period at which a minimum of 3.0 **course credits** ~~courses~~ have been attempted.

Notification is defined as one or more of:

- 1) A letter mailed to the student's home address;
- 2) An email sent to the student's official Western email account;
- 3) A notice posted to the Student Centre where student grades are posted.

A student on academic probation must achieve an average of at least 60% with no failures, on all courses taken during the probation period.

If the conditions of probation have been met **as of the first adjudication period at which a minimum of 3.0 courses have been attempted** and the cumulative average remains below 60%, the probation period will be extended automatically until the first adjudication period at which a minimum of 3.0 **additional** courses have been attempted. ~~Failures during the summer portion of an extension of the probationary period will require the student to withdraw for the fall term.~~

A student who fails a course during a period of probation or probation extension will be required to withdraw at the next adjudication period regardless of the number of courses attempted since their last adjudication.

A student will be allowed only one period of probation in the time taken to complete a degree and only one probation extension. A student will be required to withdraw if either the cumulative average or probation conditions are not met during this extended probation period.

A student who fails to meet the Conditions of Probation will be required to withdraw from the University for a minimum of twelve months.

Required to Withdraw - A student who does not satisfy the minimum *Progression Requirements* for continuation of study at UWO and is not eligible for probation, or who has exceeded the maximum number of failed courses allowed, 6.0 courses, will be *Required to Withdraw* from the University for a minimum of twelve months. A student who has been *Required to Withdraw* from the University and whose academic standing has been jeopardized by serious medical or personal difficulties, if they have sought academic accommodation in a timely manner, may apply for a Dean's Waiver of Progression Requirements. A student granted a Dean's Waiver of Progression Requirements must meet the specific conditions imposed in the Dean's Waiver. For a student who has been required to withdraw, readmission will be at the discretion of the appropriate Admissions Office. See READMISSION FOLLOWING UNSATISFACTORY PERFORMANCE section.

Should an appeal be made to Senate on the ruling of a Dean, such an appeal shall be considered on behalf of Senate by the Senate Review Board Academic (SRBA). See STUDENT ACADEMIC APPEALS section.

A student's failure to read a notification is not grounds to appeal academic probation or Required to Withdraw.

Two levels of progression requirements are used to assess a student's *Academic Standing Status*:

Level 1 progression requirement:

A minimum cumulative average of 55% must be obtained at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. If a student has completed more than 3.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student reaches Level 2*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 50-54% will continue On Probation. Students with a cumulative average less than 50% will be Required to Withdraw.

Level 2 progression requirement:

A minimum cumulative average of 60% must be obtained at the first adjudication period at which the student has completed a minimum of 8.0 course attempts **completed through Western University or through one of its Affiliated University Colleges**. If a student has completed more than 8.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative

average. This minimum cumulative average must be maintained for each successive adjudication period until the student graduates*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 55-59% will continue On Probation. Students with a cumulative average less than 55% will be Required to Withdraw.

| Academic Standing Status Cumulative Averages* | Progression Requirement | Required |
|--|--------------------------------|-----------------|
| In Good Standing | Level 1 | > or = 55% |
| On Probation | Level 1 | 50 - 54% |
| Required to Withdraw | Level 1 | < 50% |
| In Good Standing | Level 2 | > or = 60% |
| On Probation | Level 2 | 55 - 59 % |
| Required to Withdraw | Level 2 | <55% |

Maximum number of failures allowed is 6.0 courses.

* **NOTE:** averages required for graduation may differ. Averages required on an overall program and Area of Concentration will not be less than 60%, and will be higher for some three-year and four-year programs and all Honours programs.

Students registered in a Fall/Winter Session, who have applied to register for courses in subsequent Intersession or Summer Evening Session but whose ineligibility for further registration has not yet been determined by the first day of classes, will be permitted to complete any such course(s). Although credit will be retained for courses completed successfully, such credit will not alter ineligibility for further registration. Any such student, required to withdraw for failure to achieve the minimum progression requirements, will not become eligible for further registration before the Summer Day Session in the subsequent year.

PROGRESSION FOLLOWING READMISSION

Progression following readmission will be according to Level 1 or Level 2 progression requirements or according to discretionary requirements established by the appropriate Admissions Office.

Students who fail to maintain satisfactory academic standing in any year subsequent to readmission usually will not be readmissible to the University for a second time.

PROGRESSION FOLLOWING ADMISSION WITH TRANSFER CREDIT (ADVANCED STANDING)

To qualify for a bachelor degree, a transfer student must obtain credit in a minimum of 5.0 senior courses in a 15.0 course degree program, or 10.0 courses in a four-year or an Honours program. These courses must be taken through Western or an Affiliated University College. Students admitted with transfer credit (advanced standing) to a specific program of study must meet the progression and graduation requirements for that program. Progression following admission with transfer credit (advanced standing) will be normally according to Level 1 or Level 2 progression requirements, or according to discretionary requirements established by the appropriate Admissions Office.

PROGRESSION REQUIREMENTS FOR SPECIAL STUDENTS

A Special Student is one who has been awarded a first degree equivalent to at least a three-year degree at Western.

Applicants admitted under regulations governing Special Students will be subject to Level 2 progression requirements (i.e., a minimum cumulative average of 60%) at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. Special Students will then be subject to Level 2 progression requirements for all subsequent adjudication periods. Students who fail to meet this standard will be Required to Withdraw. Readmission shall be at the discretion of the appropriate Admissions Office.

COURSE RESIDENCY REQUIREMENTS

1. Students fulfilling all the requirements for graduation in any bachelor degree program at Western must complete at least 10.0 courses (including 5.0 senior courses) at Western or one of its Affiliated University Colleges;

or

Transfer students admitted with transfer credit must complete a minimum of 5.0 senior courses in the 15.0-course degree programs or 10.0 courses in the four-year and Honours programs.

2. Not more than 5.0 courses may be taken at another university on a Letter of Permission to fulfill graduation requirements for any baccalaureate program at Western.

The remainder of the policy is unchanged

ITEM 11.1(f) – Revisions to Western’s Institutional Quality Assurance Process (IQAP)

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That Senate approved the revised Institutional Quality Assurance Process (IQAP) for Western University as shown in Item 11.1(f).

EXECUTIVE SUMMARY:

Western’s Institutional Quality Assurance Processes (IQAP) were originally outlined and approved in an IQAP document in 2011, in line with the requirements of the Ontario Universities Council on Quality Assurance (known as the Quality Council). As of spring 2021, significant revisions to the Quality Council’s guiding Quality Assurance Framework (QAF) were finalized. As such, all Ontario public Universities must realign their respective IQAP documents with the renewed Quality Assurance Framework.

Following consultation with Western’s quality assurance stakeholders, a revised version of Western’s IQAP document is now submitted for approval. As required, the revisions bring the IQAP document into alignment with the Quality Council’s renewed Quality Assurance Framework ([linked here](#)) and better represent the more enhancement-oriented changes to Western’s quality assurance processes.

These principally include:

- Addition of greater clarity regarding the four mandated quality assurance protocols;
 - Better articulation of the purpose of the quality assurance protocols
- Rewording of the required evaluation criteria (as per the QAF);
- Where relevant, greater mention of the internal processes that support each of the quality assurance protocols;
- An update of the steps (and related flowchart) that are part of the institutional process for each protocol;
- Addition of greater clarity about the reports produced by external reviewers and the final assessment report (for the cyclical program review protocol);
- Addition of a monitoring process (that follows-up on the implementation of recommendations) as required by the Quality Council;
- Addition of required details about the Quality Council’s Audit Process; and
- Integration of the role of Western’s new Office of Academic Quality and Enhancement.

The purpose of the IQAP document is to serve as an overarching institutional statement of quality assurance processes and protocols as they relate to the QAF. This document is somewhat static in that it requires approval by Senate and ratification by the Quality Council. When a program undergoes a review as per a protocol described in the IQAP document, it is accompanied by a series of templates which include those for program self-studies, new program proposals, and external

reviewer reports at the [undergraduate](#) and [graduate](#) levels. These support the implementation of the IQAP at a more operational/practical level and are more flexible in terms of updates and enhancements. As the revised IQAP completes the ratification process, the associated templates (linked above) will equally be revised along with the development of an accompanying guide. Following approval of the revised IQAP by Senate, Western's IQAP will be submitted for re-ratification by the Quality Council.

Attached is a summary of the substantive changes to Western's IQAP as well as a clean copy of revised IQAP document.

ATTACHMENT(S):

[Summary of Changes to the IQAP Document](#)
[Revised Institutional Quality Assurance Process](#)

Summary of Changes to the IQAP Document

Section 1: Introduction

- Expanded preamble to explain purpose of continuous quality assurance (QA) (in 1.0)
- Defined the principal stakeholders of QA processes and described other key informants in the processes (in 1.1)
- Clarified who is Western's internal QA contact and the role of the Office of Academic Quality and Enhancement (OAQE) (in 1.2)
- Clarified QA protocols (as per updates to the QAF) (in 1.3)
- Transferred the list of definitions from Section 1 to the Appendix for ease of reading

Section 2: New Program Approvals

- Expanded preamble for clarity (in 2.0)
- Redesigned and updated the flowchart
- Updated the summary of steps for the approval process (in 2.1.1)
- Aligned the evaluation criteria with new Quality Council (QC) requirements (in 2.1.3)
- Integrated the option of virtual site visits (in 2.1.4)
- Added clarifications regarding the external reviewers' report and administrative responses (in 2.1.5 and 2.1.6)
- Included mention of the possible types of institutional approval outcomes and types of outcomes from the QC's Appraisal Committee (in 2.1.7 and 2.1.8)
- Provided details regarding a new interim monitoring process in compliance with new QC requirements (in 2.1.11)

Section 3: Expedited Approvals

- Expanded preamble for clarity (in 3.0)
- Redesigned and updated the flowchart
- Updated the summary of steps for the approval process (in 3.1.1)
- Added clarifications to the description of the proposal brief (in 3.1.2)
- Included mention of the possible types of approval process outcomes (in 3.2)

Section 4: Major Modifications to Existing Programs

- Moved this protocol into its own section
- Expanded preamble for clarity (in 4.0)
- Added clarifications to the determination of subsection (how to know whether a modification is major or not) (in 4.1)
- Redesigned and updated the flowchart
- Updated the summary of steps for the approval process (in 4.2.1)
- Added a description about the proposal brief to be submitted as part of the major modification protocol (in 4.2.2)
- Added a subsection addressing program closure and the associated program closure brief (in 4.3 and 4.3.1)

Section 5: Cyclical Program Review

- Expanded preamble for clarity (in 5.0)
- Expanded subsection regarding the scope of program reviews (in 5.1)
- Redesigned and updated the flowchart
- Updated the summary of steps for the approval process (in 5.2.1)
- Updated the list of items that self-studies are required to address (in 5.2.2)
- Integrated the option of virtual site visits
- Aligned the evaluation criteria with new QC requirements (in 5.2.3)
- Expanded description of what is to be included in the external reviewers' report (in 5.2.6)
- Updated and expanded the description of the Final Assessment Report and Implementation Plan (in 5.2.7)
- Provided details regarding a new interim monitoring process in compliance with new QC requirements (in 5.3)
- Updated and expanded information about the possibility of combining IQAP and accreditation reviews (in 5.4)

Section 6: Quality Council Audit Process

- Updated and expanded the description of the audit as a preamble (in 6.0)
- Added a subsection outlining the process, as required by the QC (in 6.1)

Appendix

- Updated the list of acronyms used in the IQAP document
- Updated several definitions and added several others to the list

General Changes

- Updated specific terms throughout the document for consistency
- Updated document formatting
- Updated the table of contents in relation to the changes made in the document

Western University's Institutional Quality Assurance Process



Approved by the Quality Council on _____

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1. Introduction

1.0 Preamble

As part of its ongoing commitment to offering graduate and undergraduate programs of high quality, Western University has adopted the Quality Assurance Framework (QAF) of the Ontario Universities Council on Quality Assurance, referred to in this document as the Quality Council (QC). Established by the Council of Ontario Universities, the QC oversees quality assurance processes for all levels of programs across Ontario's publicly assisted universities. In accordance with the QAF and Western's history of commitment to quality education, the University undertakes to establish, maintain and enhance the academic quality of its programs, in keeping with its academic mission and its institutional degree expectations.

Western has maintained well-established quality assurance processes that have been effective in fostering innovation while maintaining academic excellence. The overarching structure mandated by the QAF has long been operational at Western. Consequently, the ongoing enhancements to Western's Institutional Quality Assurance Process (IQAP) occur regularly to ensure alignment with the principles and procedures of the Quality Council's QAF.

The last decade of engagement in quality assurance work at Western has revealed a wisdom of practice from across the institutional community. Those who have deeply engaged in these processes have advocated for:

- establishing clear mandates, timelines, protocols, and responsibilities for all administrators, faculty members, external reviewers, support staff, students and alumni involved in IQAP procedures, recognizing that a program-driven participatory approach is central to a meaningful and constructive quality assurance process;
- ensuring that the distinctive organizational structures, cultures and external accreditation responsibilities of Faculties, Departments/Schools, and Programs are reflected and respected throughout the program review, in terms of both criteria and processes;
- acknowledging and actioning Western's commitment to Equity, Diversity and Inclusion (EDI), decolonization, Indigenization and the Truth and Reconciliation Calls to Action, and accessibility as part of all programmatic discussions and decisions;
- establishing ongoing, as opposed to episodic, program review and renewal, encouraging continual enhancement of curricula, teaching strategies and program quality in a manner consistent with Western's and each Faculty's strategic plans; and
- adopting an approach to the formulation of program recommendations that results in realistic, concrete, constructive, supportable, data-driven, and demonstrable recommendations, and that encourages the celebration of successes as goals are achieved.

The purpose of this document is to outline the principles, structures, stakeholders, responsibilities, procedures and protocols that support Western University's commitment to quality academic programs, teaching, and learning experiences and that embrace accessibility, equity, diversity, inclusion, decolonization, and Indigenization.

1.1 Stakeholders, Responsibilities and Authorities

Western's Senate holds the ultimate authority with respect to ensuring the quality of all academic programs. The Senate Committee on Academic Policy and Awards (SCAPA) and its two subcommittees, the SCAPA Subcommittee on Program Review – Undergraduate (SUPR-U) and the SCAPA Subcommittee on Program Review – Graduate (SUPR-G), undertake the program reviews on Senate's behalf and bring all program recommendations to Senate for ultimate consideration and/or approval.

The Provost and Vice-President (Academic), along with the Vice-Provost (Academic Programs) [VP (AP)] and the Vice-Provost (Graduate & Postdoctoral Studies) [VP (SGPS)], have oversight of the undergraduate and graduate quality assurance processes. The Provost, VP (AP) and VP (SGPS) are supported by the Office of Academic Quality and Enhancement (OAQE), which monitors all aspects of the program review process at Western and provides advice regarding compliance to, and effectiveness of, quality assurance processes and supports, and ensures public accountability of the review outcomes. With a focus on institutional governance, the University Secretariat monitors and supports approval processes for program reviews.

Beyond the various administrating groups and units listed above, the principal stakeholders of all quality assurance processes are the faculty members, staff and students within the programs under review, seeking modifications, or being created. Self-studies and program proposals/modifications that are part of the quality assurance processes are faculty-driven; however, they must include relevant student participation in quality assurance activities such that student perspectives inform the development, revision, and review of programs. Other key informants and collaborators in the development of self-studies and program proposals include:

- the Office of Institutional Planning and Budgeting
- the Office of the Registrar
- Western Libraries
- the Centre for Teaching and Learning
- the Office of Equity, Diversity & Inclusion
- the Office of Indigenous Initiatives
- Western alumni
- Employers of Western graduates
- Industry and community leaders

Western's IQAP and any subsequent revisions to this process are subject to the approval of Senate and the QC, on behalf of the Council of Ontario Universities.

1.2 Contact

The principal institutional contact person for the QC and the Council of Ontario Universities is the Provost and Vice-President (Academic). Internal to Western, the contact for the IQAP is the Office of Academic Quality and Enhancement (OAQE).

1.3 Overview and Scope of the Quality Assurance Framework

All undergraduate and graduate programs offered by Western and its Affiliated University Colleges (Brescia University College, Huron University College, and King's University College) for which a degree is conferred, or a diploma or certificate is awarded, are subject to Western's IQAP. In addition, Western's IQAP includes all programs offered jointly between Western and another institution (such as joint programs offered by Western and Fanshawe College).

The QAF has five components:

- **Protocol for New Program Approvals** applies to new undergraduate and new graduate programs. New programs require Senate approval, followed by approval by the QC's Appraisal Committee.
- **Protocol for Expedited Approvals** applies to the introduction of a new graduate diploma. It can also optionally apply to requests for the QC's consideration of a new field(s) in a graduate program, or of a proposed major modification to an existing undergraduate or graduate program. Following approval by Senate, proposals are submitted to the QC for expedited approval.
- **Protocol for Major Modifications** applies to existing undergraduate and graduate programs. These are approved by Senate and reported to the QC.
- **Protocol for Cyclical Review of Existing Programs** applies to existing undergraduate and graduate programs and graduate diploma programs. When possible and desirable, undergraduate and graduate program reviews can be conducted concurrently and may be scheduled to coincide with external accreditation reviews.
- **Protocol for the Audit Process** applies to an audit of Western's quality assurance processes. The QC has the authority to approve or not approve the auditors' report. The outcome of an audit cannot reverse the approval of any program.

As per the QAF, all of Western's new for-credit programs approved through the IQAP are forwarded to the QC for final approval. Modifications to existing programs as well as Cyclical Program Reviews are subject only to institutional approval in conformity with the requirements of the IQAP. All modifications and the outcomes of Cyclical Program Reviews are annually reported to the QC.

Table 1 presents key distinctions between the involvement of reviewers and levels of approval for protocols 1 through 4 introduced above. The specifics of each protocol are outlined in the subsequent sections of this document.

Table 1. Western’s Institutional Quality Assurance Process (IQAP) Levels of Approval

| Program / Review | | Internal Reviewers | External Reviewers | SUPR-U | SUPR-G | SCAPA | Senate | Quality Council |
|--|---------------|--------------------|--------------------|--------------------|--------------------|--------------|--------------|-----------------|
| New Program Approval (New Graduate Program; New Undergraduate Degree Program or Disciplinary Program) | Graduate | 2 | 2 | - | for recommendation | for approval | for approval | for approval |
| | Undergraduate | 2 | 2 | for recommendation | - | for approval | for approval | for approval |
| Expedited Approval (Graduate: New Diploma, or new fields for existing programs if requested) | Graduate | | - | - | for recommendation | for approval | for approval | for approval |
| (Undergraduate: Proposed major modification upon request, but not necessary) | Undergraduate | 2 | - | for recommendation | | for approval | for approval | For approval |
| Major Modification Change in Graduate Program Requirements, Introduction of or Change in Field(s) or Collaborative Specialization(s) | Graduate | | - | - | for recommendation | for approval | for approval | report |
| Introduction of Undergraduate Module (except Minor); Introduction of Undergraduate Diploma or Certificate | Undergraduate | - | - | for recommendation | - | for approval | for approval | report |
| Cyclical Review of Existing Programs (All existing Graduate & Undergraduate Programs) | Graduate | 2 | 2 | - | for recommendation | for approval | report | report |
| | Undergraduate | 2 | 2 | for recommendation | - | for approval | report | report |

SUPR-U SCAPA Subcommittee on Program Review – Undergraduate
 SUPR-G SCAPA Subcommittee on Program Review – Graduate
 SCAPA Senate Committee on Academic Policy and Awards

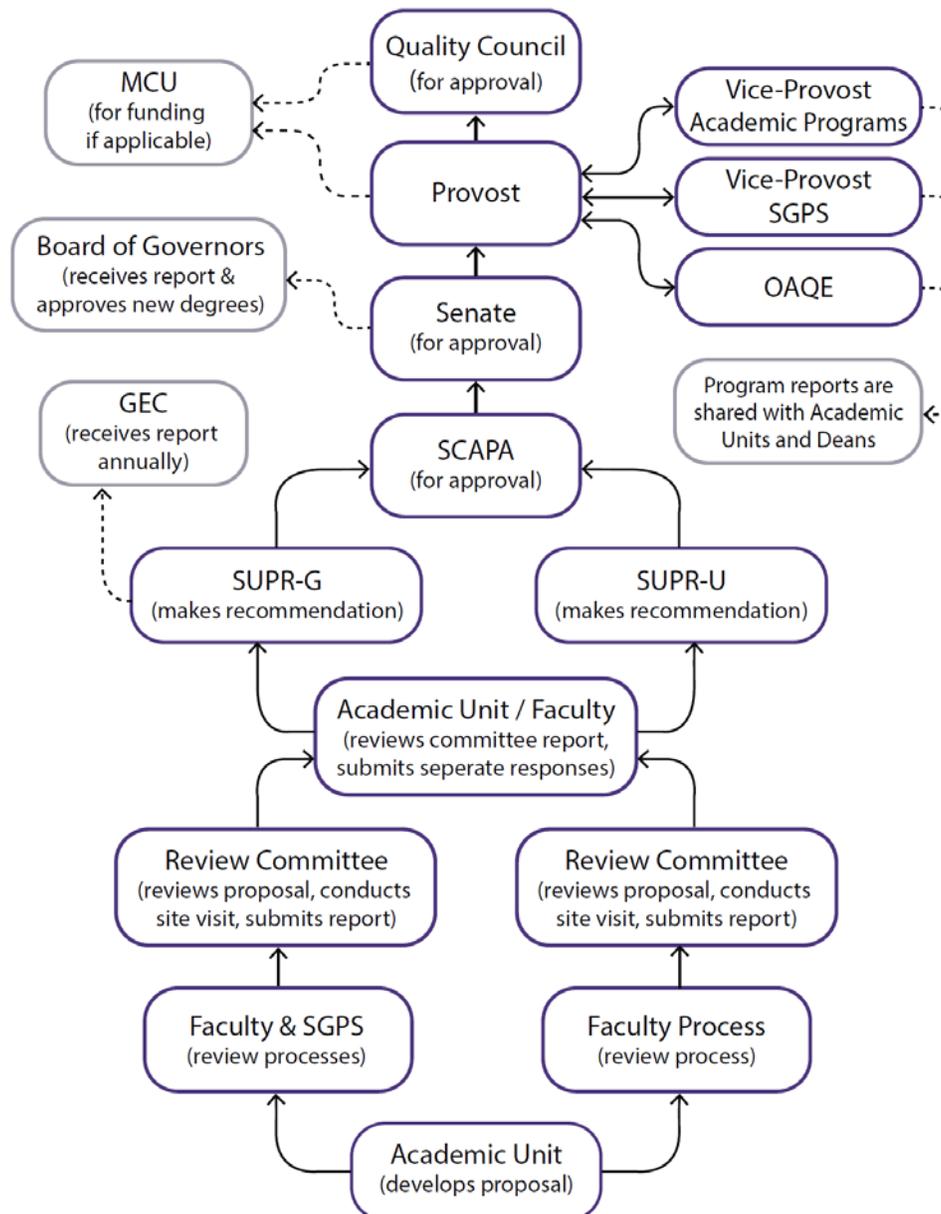
2. New Program Approvals

2.0 Preamble

Proposals for all new undergraduate honours specialization, specialization, and major modules within approved degrees, graduate degrees, and joint programs with other institutions, regardless of whether the University will be applying for provincial funding, require review and approval by Western’s Senate and must be approved by the QC.

The process is designed to ensure that in developing new programs, academic units ensure that the educational experiences offered to students are engaging and rigorous, and that the approved programs through which those experiences are provided are routinely monitored, and revised as necessary, in an ethos of continuous improvement.

2.1 Institutional Process for New Program Approvals



2.1.1 Summary of Steps

1. The proposal is developed by the academic unit(s).
2. Proposals are subject to Faculty-level internal review and approval processes. For graduate programs, the SGPS conducts a review prior to submission.
3. The proposal for a new program is received by SUPR-U/SUPR-G. The Chair(s) of SUPR-U/SUPR-G appoint(s) internal reviewers and external reviewers to review the proposal and conduct a site visit. The external reviewers submit a written report of the review.
4. The external reviewers' report is shared with the academic unit(s)/program and the Faculty for the provision of separate written responses. The internal reviewer (faculty member), in collaboration with the OAQE, will prepare a Final Assessment Report of the review for SUPR-U/SUPR-G.
5. On the basis of the external reviewers' report, the academic unit(s)/program and the Faculty-level responses to the report, and the Final Assessment Report, SUPR-U/SUPR-G makes a recommendation to SCAPA.
6. SCAPA reviews the report of SUPR-U/SUPR-G and, if approved, forwards to Senate.
7. Senate approves the new program.
8. The OAQE submits the proposal to the QC for approval.
9. The proposal is submitted to the Ministry of Colleges and Universities for funding purposes, where applicable.
10. The new program is monitored via the continuous improvement plan outlined in the program proposal and by an Interim Monitoring Report submitted to the OAQE.
11. The first cyclical review occurs within eight years of the first enrolment into the program.

2.1.2 New Program Proposal Brief

For proposed new undergraduate programs, academic units must prepare a New Program Proposal Brief for review by SUPR-U.

For proposed new graduate programs, academic units must meet with relevant SGPS members to initiate discussion. Following discussion of the proposed program with the VP (SGPS) or designate, the unit must prepare a New Program Proposal Brief for review conducted by SUPR-G.

New Program Proposal Briefs must describe unique curriculum or program innovations, creative components, and/or significant high impact practices, and are required to address the evaluation criteria as set out by the QAF. To facilitate this process, new Program Proposal Briefs must follow templates provided by the OAQE.

2.1.3 Evaluation Criteria

Proposals for new undergraduate or graduate degree programs are evaluated against the following criteria.

2.1.3.1 Program Objectives

- a) Clarity of the program’s objectives;
- b) Appropriateness of the degree nomenclature given the program’s objectives; and
- c) Consistency of the program’s objectives with Western’s mission, values, strategic priorities, and academic plans.

2.1.3.2 Program Requirements

- a) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes;
- b) Appropriateness of the program’s structure, requirements and program learning outcomes in relation to the Western Degree Outcomes or the graduate level degree expectations;
- c) Appropriateness of the proposed mode(s) of delivery (e.g., classroom format, online, blended, community-engaged learning, problem-based, compressed part-time, multi-campus, inter-institutional) to facilitate students’ successful completion of the program-level learning outcomes;
- d) Ways in which the curriculum addresses the current state of the discipline or area of study; and
- e) Ways in which the program actions Western’s commitment to Equity, Diversity, Inclusion (EDI), decolonization and Indigenization.

2.1.3.3 Program Requirements Specific to Graduate Programs

- a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time (with a maximum of 6 terms for master’s programs and 12 terms for doctoral programs);
- b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses; and
- c) For research-focused graduate programs, indication of the nature and suitability of the major research requirements for degree completion.

2.1.3.4 Assessment of Teaching and Learning

- a) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and
- b) Appropriateness of the plans to monitor and assess:
 - i. the overall quality of the program;
 - ii. whether the program is achieving in practice its proposed objectives;
 - iii. whether its students are achieving the program-level learning outcomes; and
 - iv. how the resulting information will be documented and subsequently used to inform continuous program improvement.

2.1.3.5 Admission Requirements

- a) Appropriateness of the program’s admission requirements given the program’s objectives and program-level learning outcomes; and

- b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry, or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

2.1.3.6 Resources

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;
- b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;
- c) If required, provision of supervision of experiential learning opportunities;
- d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University;
- e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and
- f) If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation.

2.1.3.7 Resources Specific to Graduate Programs

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate;
- b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and
- c) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

2.1.3.8 Quality and Other Indicators

- a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and
- b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

2.1.4 External Reviewers

All proposals for new programs will be subject to review by external reviewers. For new undergraduate programs, two external reviewers will be chosen from a list supplied via the academic unit (or proposed program) by the Chair(s) of SUPR-U. In addition to reviewing the program brief, the reviewers receive all relevant faculty CVs and will conduct an on-site review, accompanied by two internal reviewers selected by SUPR-U (normally one member of SUPR-U and one student). A desk review or virtual site visit may be undertaken if both the VP (AP) and external reviewers are satisfied that the off-site option is acceptable, and if a clear justification for the alternative format is provided.

For new graduate programs, two external reviewers will be chosen from a list supplied via the academic unit (or proposed program) by the Chair(s) of SUPR-G. In addition to reviewing the program brief, the reviewers receive all relevant faculty CVs and will conduct an on-site review, accompanied by two internal reviewers selected by SUPR-G (normally one member of SUPR-G and one graduate student). While an on-site visit for a new master's or doctoral program is normally required, certain new master's program's (e.g., professional master's programs) may be conducted by desk review, virtual site visit, or equivalent method if both the VP (SGPS) and external reviewers are satisfied that the off-site option is acceptable. This may be the case for programs that are predominantly taught online and/or that do not make use of specialized on-site facilities.

Reviewers will normally be associate or full professors with program administration experience, and must be at "arms length" from the program under review. "Arms length" reviewers have no family ties, partnership links, supervisory relationships or other relationships with anyone in the program being reviewed. A conflict of interest would exist in cases where the proposed reviewer has collaborated or published with a member of the program within the past seven years, has an administrative or family link with a member of the program being reviewed, has been a supervisor or supervisee (graduate or postdoctoral) of a member of the program being reviewed within the past seven years, is a former member of the program being reviewed, is a friend of a member of the program being reviewed, or has been a recent (within the past five years) visiting professor in the program being reviewed.

2.1.5 External Reviewers' Report

The external reviewers will provide a joint report that responds to the evaluation criteria in 2.1.3. In addition, the report will address the substance of the New Proposal Brief, comment on

the adequacy of existing physical, human and financial resources, identify any innovative aspects of the proposed program, and recommend any considerations for improvement. The reviewers will be instructed to submit the report to the OAQE within two weeks of the on-site visit, where possible.

2.1.6 Administrative Responses

The report of the external reviewers will be shared with the Chair(s) or Director(s) of the proposing academic unit(s) and relevant Dean(s) or designate. Separate responses from the academic unit(s) and Faculty(ies) are required. Exceptionally, one report can be submitted where the Dean (or equivalent) acts as divisional head (e.g., for a Faculty without departments). In addition, the report of the external reviewers will be shared with the VP (AP) or the VP (SGPS), who may also provide a written response. Any subsequent amendments to the New Program Proposal Brief, primarily resulting from the external reviewers' recommendations and/or the internal responses, must be summarized in a separate document.

2.1.7 Institutional Approval

SUPR-U/SUPR-G will review the proposal, the report of the external reviewers, the academic unit(s) and Faculty-level responses to the report, and the Final Assessment Report prepared collaboratively between the OAQE and the internal reviewer(s). SUPR-U/SUPR-G will subsequently make a recommendation regarding approval to SCAPA. SCAPA will review the recommendation from SUPR-U/SUPR-G and, if approved, will provide its recommendation to Senate. Recommendations to SCAPA regarding approval generally take two forms:

- a) Approved to commence; or
- b) Approved to commence, with report.

When a program is approved to commence, any reporting condition (generally 1-2 years following program commencement) is typically the result of a provision not yet in place but considered essential for a successful program (e.g., facility, equipment, staff).

2.1.8 Quality Council Secretariat

Following Senate's approval of the new program, the New Program Proposal Brief, along with the report of the external reviewers and the academic unit(s) and Faculty-level responses, and the Final Assessment Report, will be submitted to the QC from the OAQE.

The QC's Appraisal Committee will review the submission and may seek further information. The Committee will submit a recommendation to the QC. Following the consideration of the recommendation, the QC will make a decision, which will typically be one of the following:

- a) Approved to commence;
- b) Approved to commence, with report;
- c) Deferred for up to one year during which time the University may address identified issues and report back;
- d) Not approved; or

- e) Such other action as the QC considers reasonable and appropriate in the circumstances.

Any reporting conditions will require that the Appraisal Committee reviews the subsequently submitted report(s), conducts consultations as needed, and makes one of the following recommendations to the Council:

- a) Approved to continue without condition;
- b) Approved to continue, but the Council requires additional follow-up and report within a specified period, prior to the initial cyclical review; or
- c) Required to suspend admissions for a minimum of two years. The QC will then specify the conditions to be met in the interim in order for admissions to the program to resume.

2.1.9 Announcement of New Programs

Following approval by the Provost or designate, Western can announce its intention to offer a new undergraduate or graduate program in advance of approval by the QC. The announcement must contain the following statement: “Prospective students are advised that the program is still subject to formal approval.”

2.1.10 Implementation Window

After a new program is approved by the QC to commence, the program will begin within 36 months of the approval date; otherwise, approval will lapse.

2.1.11 Monitoring

To facilitate the continuous improvement of the new program, the monitoring process will include a brief Interim Monitoring Report. In general, new programs will be reviewed on the same cycle as other programs offered by the academic unit introducing the program. When the next Cyclical Program Review is more than three years after final approval of the new program, a brief Interim Monitoring Report will be produced by the academic unit(s) between the program’s launch and its first cyclical review, and be submitted to the OAQE (specific date to be determined by SUPR-U/SUPR-G). This Interim Monitoring Report should carefully evaluate program administration, resource allocation and outline the program’s success in realizing its objectives, requirements, enrollment targets and learning outcomes as originally proposed and approved, any changes that have occurred in the interim, and address any notes from the QC’s Appraisal Committee. The Interim Monitoring Report applies to all new programs and is not to be confused with reports requested as part of program approval decisions (e.g., Approved to commence, with report). The outcomes of the Interim Monitoring Report must be considered in the first cyclical review of the new program. Should any issues emerge from the monitoring process, the OAQE will report these to SUPR-U or SUPR-G for consideration.

2.1.12 First Cyclical Review

The first cyclical review of the program will be conducted no more than eight years after the date of the program's initial enrolment and normally in accordance with Western's program review schedule.

2.1.13 Audit Process

Western will undergo an audit process conducted by the Audit Committee of the QC. At least one of the undergraduate and one of the graduate programs selected for the audit sample will be a new program or a major modification to an existing program approved within the period since the previous audit. The audit cannot reverse the approval of a program.

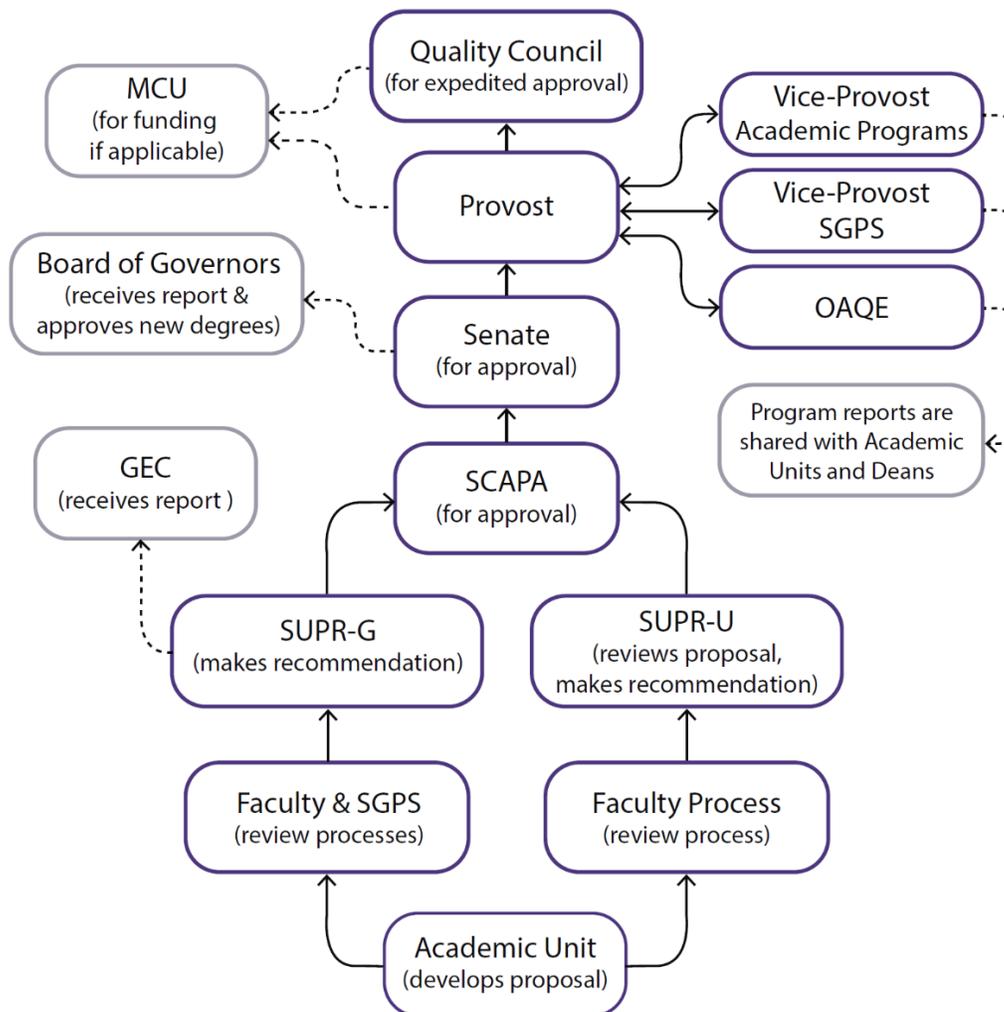
3. Expedited Approvals

3.0 Preamble

The process associated with the Protocol for Expedited Approvals is intended to obtain QC approvals more efficiently for changes that are considered less substantial than New Program Proposals. Expedited Approval processes are less extensive and do not require external reviewers. Expedited Approvals apply only to:

- a) new graduate diploma programs (Types 2 and 3);
- b) new standalone degree programs arising from a long-standing field in a master’s or doctoral program that have undergone at least two Cyclical Program Reviews and have at least two graduating cohorts;
- c) if requested, new fields for existing graduate programs (if seeking an endorsement of the QC); and
- d) if requested, proposed major modifications to an existing program (graduate or undergraduate).

3.1 Institutional Process for Expedited Approvals



3.1.1 Summary of Steps

1. The proposal is developed by the academic unit(s).
2. Proposals are subject to Faculty-level internal approval processes. For graduate programs, the SGPS conducts a review prior to submission.
3. The proposal is received by SUPR-U/SUPR-G. SUPR-U/SUPR-G makes a recommendation to SCAPA.
4. SCAPA reviews the proposal of SUPR-U/SUPR-G and, if approved, forwards to Senate.
5. Senate approves the proposal.
6. The OAQE submits the proposal to the QC for approval.
7. The proposal is submitted to the Ministry of Colleges and Universities for funding purposes, where applicable.
8. In the case of a new program, it is monitored via the continuous improvement plan outlined in the proposal and an Interim Monitoring Report submitted to the OAQE.
9. The first cyclical review occurs within eight years of the first enrolment into the program. If applicable, approved graduate diplomas will be added to the Cyclical Program Review Schedule for review alongside its “parent” master’s or doctoral degree program.

3.1.2 Proposal Brief

As applicable, the proposal brief will describe the new graduate diploma program, new field(s), or the significant change(s) being proposed (including, as appropriate, reference to learning outcomes and the academic unit’s resources). The proposal will provide the rationale for the new graduate diploma program or field and will include, as applicable, the evaluation criteria outlined in Section 2.1.3.

3.2 Expedited Approval Process

Once Senate approval has been obtained, the proposal brief will be submitted by the OAQE to the QC’s Appraisal Committee for consideration. Within 45 days of receipt of a final and complete submission from Western, the Quality Assurance Secretariat will report the decision to the QC for information, and then the University. Outcomes will be one of the following decisions:

- a) Approved to commence;
- b) Approved to commence, with report; or
- c) Not approved.

When a program is approved to commence, any reporting condition (generally 1-2 years following program commencement) is typically the result of a provision not yet in place but considered essential for a successful program (e.g., facility, equipment, staff).

4. Major Modifications to Existing Programs

4.0 Preamble

Continuous improvement is the ultimate goal of the ongoing and dynamic work of academic programs at Western as they create living documents that meet evolving standards and measures of quality in their programs. The quality assurance processes associated with major program modifications arising from program renewal and/or significant changes are designed to ensure that the educational experiences students have are engaging and rigorous, but also that the programs through which the experiences are provided are routinely monitored and, if necessary, revised. Typically, major modifications to a program are made to:

- implement the outcomes of a Cyclical Program Review;
- reflect the ongoing evolution of the discipline;
- accommodate new developments in a particular field;
- facilitate improvements in teaching and learning strategies;
- respond to the changing needs of students, society, and industry; and/or
- respond to improvements in technology.

4.1 Determination

Common programmatic changes that fall under major modifications to existing programs include one or more of the following:

- a) Introduction of a new undergraduate module (honours specialization, specialization, major) that comprises primarily existing courses and that is offered with existing faculty expertise and resources. However, if the proposed module has requirements and learning outcomes that are substantially different from those of any existing module, it must be reviewed as a New Program;
- b) A change in program requirements that differ significantly from those existing at the time of the previous cyclical review or the introduction of the program, including, for example:
 - the merger of two or more existing programs;
 - the introduction of a combined program option;
 - the introduction or deletion of a thesis requirement;
 - the introduction or deletion of a laboratory requirement;
 - the introduction or deletion of a practicum, work-experience, internship, or portfolio requirement; and
 - creation, deletion or renaming of a field in a graduate program or a collaborative specialization.
- c) Changes to program content, other than those listed in a) above, that necessitate changes to the learning outcomes, but do not meet the threshold for a new program. For example:
 - major changes to courses (or program milestones) comprising a significant proportion of the program (approximately one-third or more of courses).

- changing the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person (or vice versa).

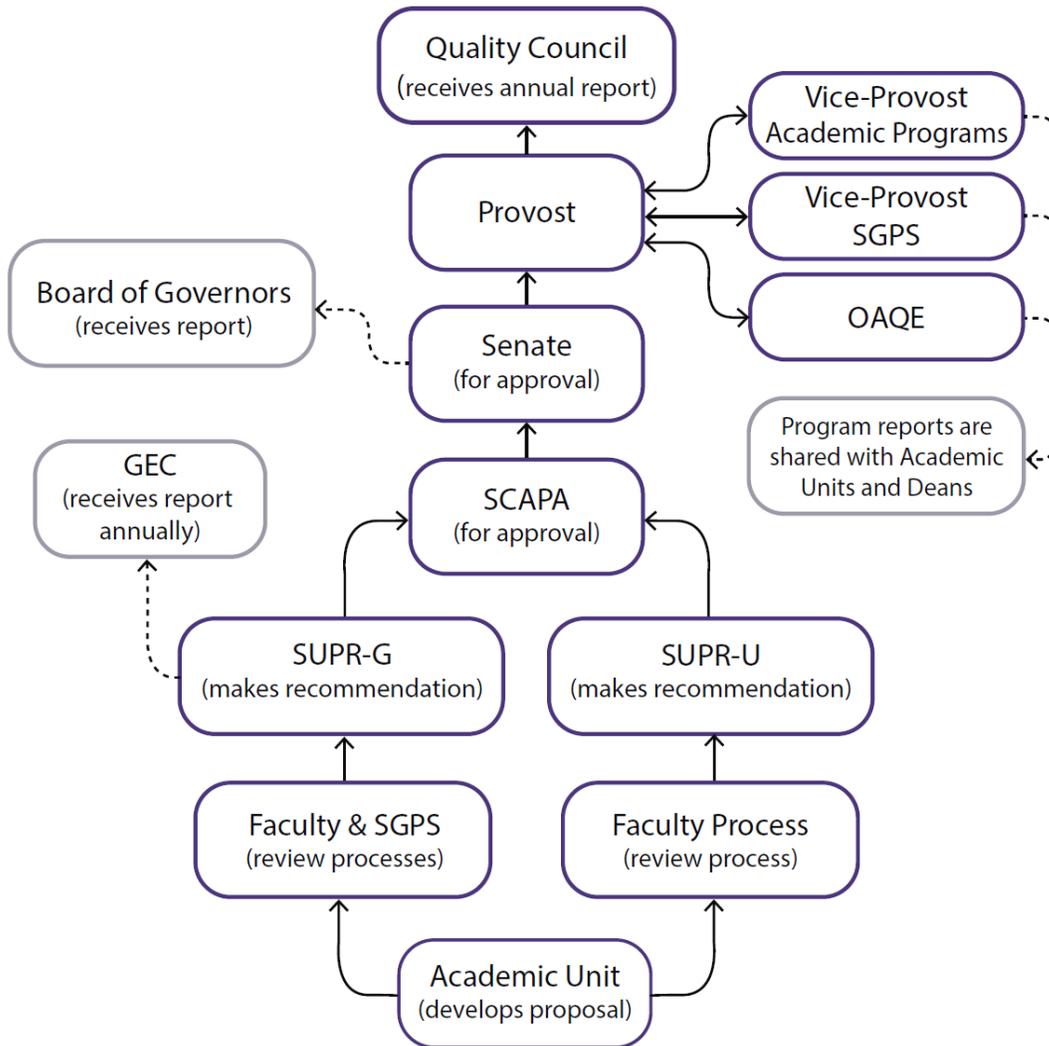
Modifications that are not considered to be "significant changes" and that are considered to be minor consist of changes to courses and curriculum that do not change the nature or essence of a program or the learning outcomes. Western considers minor modifications to include such things as the:

- creation of a new minor module within an existing program (that comprises primarily existing courses and that is offered with existing faculty expertise and resources);
- changes to an existing option or minor module within a program;
- changes to admission requirements;
- changes to subject areas as part of Western's breadth requirements for degrees; and
- creation of a new course (for required graduate courses, this may be treated as a major modification).

Minor modifications are subject to Western's governance processes for internal approval, but do not need to be submitted for consideration through the IQAP process via SUPR-U/SUPR-G as outlined in section 4.2.1.

The list of modifications above is not intended to be inclusive and it may, at times, be difficult to determine whether a proposed change constitutes a "significant change", or is categorized as a new program, a major modification or a minor modification. In such situations, SUPR-U/SUPR-G will serve as the arbiter in determining whether a proposed change constitutes a major or minor modification. In addition, SUPR-U/SUPR-G may, at its discretion, request that the QC review a major modification proposal through the Expedited Approval process. The QC has the final authority to decide if a major modification constitutes a new program and, therefore, if it must follow the protocol for New Program Approvals.

4.2 Institutional Process for Major Modifications



4.2.1 Summary of Steps

1. The proposed major modification is developed by the academic unit(s).
2. Proposals are subject to Faculty-level internal approval processes. For graduate programs, the SGPS conducts a review prior to submission.
3. The proposal is received by SUPR-U/SUPR-G. SUPR-U/SUPR-G makes a recommendation to SCAPA.
4. SCAPA reviews the recommendation of SUPR-U/SUPR-G and makes a recommendation to Senate.
5. Senate approves the proposal.
6. The OAQE will submit an annual report to the QC that includes all Senate approved major modifications made during the academic year.

4.2.2 Proposal Brief

The proposal brief will include the following elements together with the evaluation criteria outlined in Section 2.1.3, as applicable:

- Description of, and rationale for, the major modification and consistency with the unit's academic plan;
- Outline of the major changes to the program description, requirements, and program learning outcomes;
- As appropriate, description of how the proposed modification is in alignment with the relevant program-level learning outcomes;
- Description of any impact that the major modification may have on students or other divisions; description of consultation with those affected;
- Description of the way in which the proposed major modification will improve the student experience; and
- Description of any resulting resource implications, including, but not limited to, such areas as staffing, space, libraries and computing facilities, enrollment/ admissions and revenue/costs.

When changing the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person, consideration of the following criteria is requested as part of the approval process for the proposed major modification:

- Maintenance of and/or changes to the program objectives and program-level learning outcomes;
- Adequacy of the technological platform and tools;
- Sufficiency of support services and training for teaching staff; and
- Sufficiency and type of support for students in the new learning environment.

4.3 Program Closure

An academic program may be closed for a variety of reasons such as low enrollment or a changing disciplinary environment. Whether identified as part of a cyclical review or by the academic unit, program closure is viewed as a specific type of "major modification" that requires its own process.

4.3.1 Program Closure Brief

The brief for program closure will include the following elements, along with any additional requirements that the academic unit(s) choose(s) to apply:

- Rationale for the closure, including alignment with the unit's academic plan;
- Impact on the nature and quality of the division's program of study;
- Impact of closure on other units, including inter-Faculty and inter-institutional agreements/contracts; and
- Impact on and accommodation of any students currently enrolled in the program.

The reporting/approval process will follow the same steps outlined in 4.2.1.

4.4 Annual Report to the Quality Council

All major modifications to existing programs and program closures that were approved through Western’s internal review and approval process will be included in an Annual Report to the QC, submitted by the OAQE.

5. Cyclical Program Reviews

5.0 Preamble

The Cyclical Program Review of undergraduate and graduate programs is a process used to ensure that Western programs meet the highest standards of academic rigor and innovation. The objectives of the process are largely to assess the quality of academic programs, to identify ongoing enhancements to programs, and to ensure the continuing relevance of the program to all stakeholders by fostering increased dialogue and collaboration within and among academic and service units regarding student learning and program improvement. The self-study and external assessment provide internal and external perspectives on the institutional goals, program's objectives, program-level learning outcomes, and student experiences.

Western's protocol for Cyclical Program Reviews has five principal components:

- a) The preparation of a self-study report by the academic unit(s) offering the program;
- b) External peer review with a report, and separate internal responses from the academic unit(s) and at the Faculty-level to the report;
- c) Institutional evaluation of all program review documents and reports contributing to recommendations for program quality improvement;
- d) Preparation and adoption of plans to implement the recommendations and to monitor their implementation; and
- e) Follow-up on the principal findings of the review and the implementation of the recommendations.

The principal outcome of the Cyclical Program Review is a Final Assessment Report and associated Implementation Plan, which become the basis of a continuous improvement process. The primary responsibility to execute the Implementation Plan rests with the leadership of the program as per established timelines and any reporting requirements.

5.1 Schedule and Scope of Reviews

Reviews are conducted on a regular basis, frequent enough to ensure that Chairs, Deans, Vice-Provosts and the Provost are kept informed of developments in all academic units, but at sufficiently long intervals that the effects of actions deriving from Implementation Plans can be assessed and that the system is not over-burdened by the logistical demands of the process. The schedule of Cyclical Program Reviews ensures that the period between reviews does not exceed eight years. New Programs must equally be reviewed no more than eight years after the date of the program's first enrolment. The schedule is designed to allow the undergraduate and graduate programs within an academic unit to be reviewed concurrently; however, although the reviews may occur concurrently, they will normally undergo separate review processes with different external reviewers. Where multiple programs are reviewed together, the quality of each academic program and the learning environment of the students in each program must be addressed distinctly.

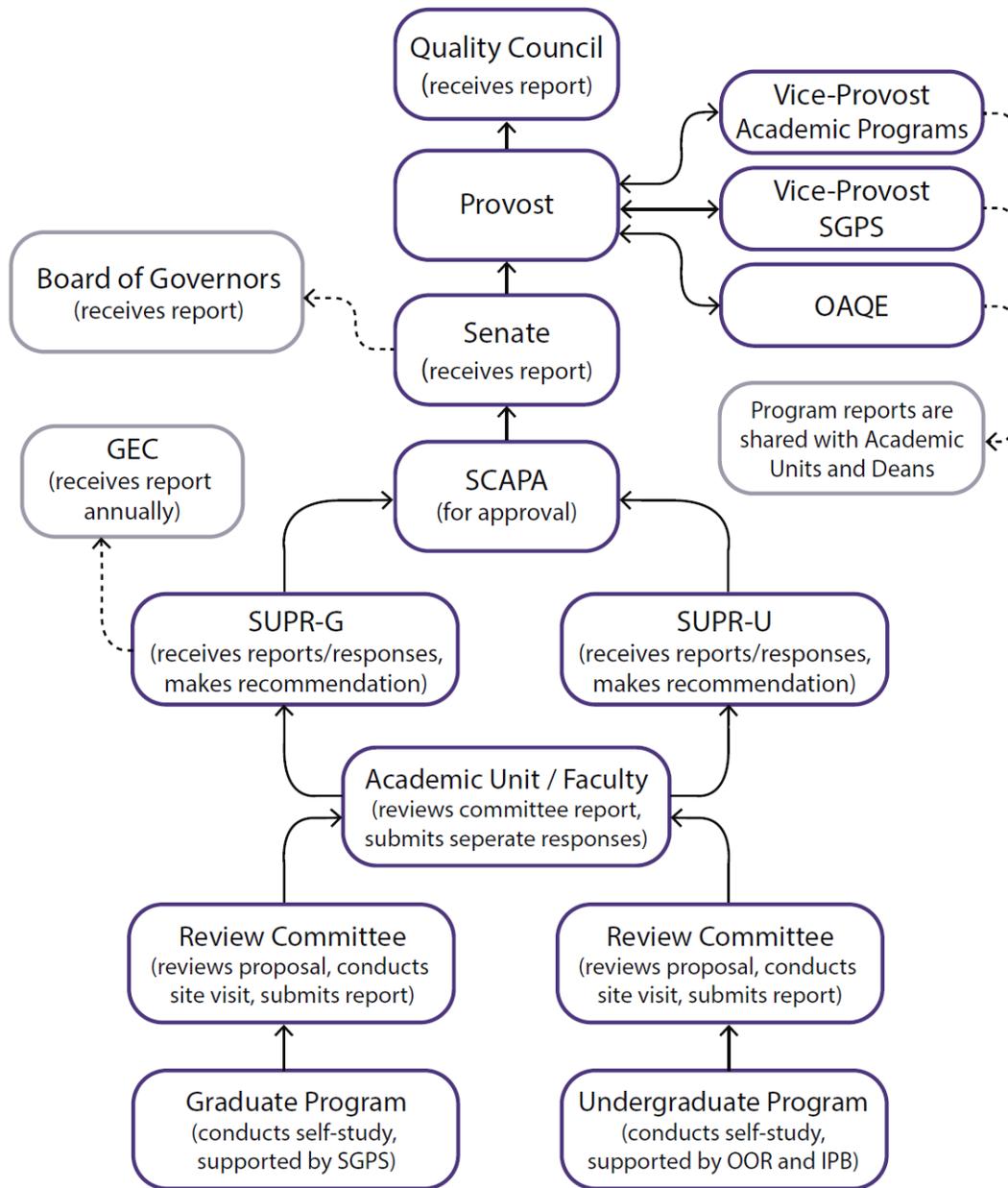
Western's cyclical reviews may not be waived because an externally commissioned review, such as an accreditation, has recently been, or will be conducted. While reviews of academic programs for professional accreditation bodies are intended to ensure that mutually agreed-upon standards of quality are maintained in new and existing programs, such reviews may serve different purposes than those outlined by Western's IQAP. In some cases, however, the cyclical review process may be streamlined if the mandates of both sets of reviews are closely aligned and any gaps can be addressed via the provision of supplementary documentation as necessary.

The scope of the cyclical review includes multiple degree options, including the varied honours specialization, specialization, and major modules within a program. Therefore, the evaluation criteria to be considered in the self-study, as well as the external reviewer recommendations, will apply to the suite of modules related to a program. Any programs, or related modules, that have been closed or for which admission has been suspended are outside the scope of the review process.

The review schedule also includes all joint and interdisciplinary programs. In addition, the programs offered by Western's affiliated University Colleges are included in the schedule. Joint programs that involve more than one institution will identify a lead institution to prepare the self-study report and any subsequent follow-up or Monitoring Reports, consulting and obtaining relevant input from all participating institutions.

5.2 Institutional Process for Cyclical Program Reviews

The Provost and Vice-President (Academic) is responsible for Cyclical Program Reviews and for reporting their outcomes to the QC. The Provost initiates the scheduled review, identifying the specific programs that will be reviewed. The review process is administered by the OAQE and supported by the VP (AP) for undergraduate programs and the VP (SGPS) for graduate programs. The University Secretariat monitors and supports all related approval processes.



5.2.1 Summary of Steps

1. The self-study report is developed by the program with support from Institutional Planning & Budgeting and the Office of the Registrar (for undergraduate programs) and from the SGPS (for graduate programs).
2. The report is received by SUPR-U/SUPR-G. The Chair(s) of SUPR-U/SUPR-G appoint(s) internal reviewers and external reviewers to review the self-study report and conduct a site visit. The external reviewers submit a written report of the review.
3. The external reviewers' report is shared with the academic unit/program and the Faculty for the provision of separate written responses. The internal reviewer (faculty member), in collaboration with the OAQE, will prepare a Final Assessment Report of the review for SUPR-U/SUPR-G.

- On the basis of the external reviewers' report, the academic unit/program and Faculty-level responses to the report, and the Final Assessment Report, SUPR-U/SUPR-G submits the Final Assessment Report to SCAPA along with a recommendation regarding approval.
4. SCAPA reviews the report of SUPR-U/SUPR-G and makes a determination. SCAPA submits report to Senate.
 5. Senate receives report for information.
 6. The OAQE includes the outcome of the cyclical review in an annual report to the QC, and ensures that recommendations for improving the program, and a plan for their implementation, are shared with the Dean of the program's Faculty.
 7. Implementation of the recommended improvements is monitored via a continuous improvement Monitoring Report to be submitted to the OAQE approximately 3-4 years following the review.

5.2.2 Self-Study

The self-study will comprise a broad, reflective, critical and forward-looking analysis of the program based on pertinent qualitative and quantitative data. It will reflect the involvement and consultation of faculty members, staff and students of the program being reviewed, and it will include data on University-recognized indicators. In large part, these data will be provided by, or corroborated by, Institutional Planning & Budgeting (IPB) and the Office of the Registrar (OOR) (for undergraduate programs) and the SGPS (for graduate programs). Where multiple programs within an academic unit are reviewed at the same time (e.g., undergraduate and graduate programs, programs at different locations), the preparation of separate self-study reports for each discrete program is required.

The self-study report will address:

- Objectives of the program;
- Program regulations;
- Consistency of the program's learning outcomes with the University's mission and with the Western Degree Outcomes or graduate degree level expectations;
- Assessment methods and instructional strategies used to support student achievement of the program's learning outcomes;
- Engagement with Equity, Diversity, Inclusion (EDI), decolonization and Indigenization;
- Fields of specialization (for graduate programs with fields);
- Unique curricular and/or program innovations, creative components and/or significant high impact practices, where appropriate;
- Concerns and recommendations raised in the previous review of the program and how these have been addressed, especially those detailed in the Final Assessment Report, Implementation Plan, and subsequent monitoring reports from the previous Cyclical Review of the program;
- For the first Cyclical Review of a new program, steps taken to address any issues flagged in the Monitoring Report and/or any items identified for follow-up by the QC.
- Enrolments, graduations, and withdrawals;

- Program-related data and measures of performance, where applicable and available;
- Indicators relevant to the evaluation criteria (as identified in Section 5.2.3);
- Academic services and resources that contribute to the academic quality of the program, including library resources and support;
- Employment or subsequent academic pursuits of graduates;
- How faculty, staff, and student perspectives were included in the self-study;
- Financial support for students (as applicable for graduate programs);
- Publications of current students and recent graduates (for graduate programs);
- The integrity of the data included;
- Areas for improvement identified through the self-study;
- Opportunities for enhancement; and
- A discussion of the results of the self-study that summarizes key points from the analysis, and recommends actions that the program can undertake to maintain and/or enhance quality.

The self-study requires a participatory and transparent approach, involving program faculty, staff, and students, documentation of how their views were obtained, and how they were taken into account in the development of the report. Where appropriate, input of others deemed to be relevant may be included in the self-study brief. For example, input from graduates of the program, professionals, industry representatives, and employers may be included. In the case of professional programs, soliciting and reporting on the views of employers and professional associations is a necessary inclusion.

It is expected that academic units will plan in advance to gather stakeholder data from multiple sources. Support may be procured through the OAQE and/or the Centre for Teaching and Learning.

The VP (AP), or their delegate, will review and approve the self-study report for undergraduate programs undergoing cyclical reviews. The VP (SGPS), or their delegate, will review and approve the self-study report for graduate programs undergoing cyclical review.

5.2.3 Evaluation Criteria

5.2.3.1 Program Objectives

- a) Consistency of the program's objectives with Western's mission, values, strategic priorities, and academic plans.

5.2.3.2 Program Requirements

- a) Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes;
- b) Appropriateness of the program's structure, requirements and associated learning outcomes in relation to the Western Degree Outcomes or the graduate degree level expectations;

- c) Appropriateness and effectiveness of the mode(s) of delivery (e.g., classroom format, online, blended, community-engaged learning, problem-based, compressed part-time, multi-campus, inter-institutional) to facilitate students' successful completion of the program-level learning outcomes;
- d) Ways in which the curriculum addresses the current state of the discipline or area of study; and
- e) Ways in which the program actions Western's commitment to Equity, Diversity, Inclusion (EDI), decolonization and Indigenization.

5.2.3.3 Program Requirements Specific to Graduate Programs

- a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required (with a maximum of 6 terms for master's programs and 12 terms for doctoral programs);
- b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses; and
- c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

5.2.3.4 Assessment of Teaching and Learning

- a) Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and
- b) Appropriateness and effectiveness of the plans to monitor and assess:
 - i. the overall quality of the program;
 - ii. whether the program continues to achieve in practice its objectives;
 - iii. whether its students are achieving the program-level learning outcomes and the Western Degree Outcomes or graduate degree level expectations; and
 - iv. how the resulting information will be documented and subsequently used to inform continuous program improvement.

5.2.3.5 Admission Requirements

- a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and
- b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

5.2.3.6 Resources

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

- a) Participation of a sufficient number of qualified core faculty members who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;

- b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;
- c) If required, provision of supervision of experiential learning opportunities;
- d) Adequacy of the academic unit's utilization of existing human, physical, technology, and financial resources to support the program; and
- e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

5.2.3.7 Resources Specific to Graduate Programs

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

- a) Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;
- b) Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students; and
- c) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty.

5.2.3.8 Quality and Other Indicators

- a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring);
- b) Any other evidence that the program and faculty ensure the intellectual quality of the student experience; and
- c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.

5.2.4 The Review Team

The cyclical review process for each program will include internal and external reviewers. The review team will normally include:

- a) one faculty member internal to Western (normally a member of SUPR-U/SUPR-G), but not a member of the academic unit under review;
- b) one undergraduate or graduate student who is not from the program being reviewed; and
- c) two faculty members external to Western with expertise in the discipline.

The faculty member internal to Western and the student comprise the internal reviewers. The Chair(s) of SUPR-U or SUPR-G may invite additional members of the Review Team if

circumstances warrant (such as appropriately qualified and experienced individuals selected from industry or the professions).

All members of the review team will be at “arm’s length” from the program under review. Internal reviewers will not be from the program being reviewed. Additional conflicts of interest may include family ties, partnership ties, supervisory relations or other types of relationships with individuals in the program being reviewed. Any such relationships must be declared to determine the potential for conflict of interest. The Chair(s) of SUPR-U/SUPR-G, in consultation with the Provost, will evaluate the potential for conflict of interest.

External reviewers will normally be associate or full professors with program administration experience, and must be at “arms length” from the program under review. “Arms length” reviewers have no family ties, partnership links, supervisory relationships or other relationships with anyone in the program being reviewed. A conflict of interest would exist in cases where the proposed reviewer has collaborated or published with a member of the program within the past seven years, has an administrative or family link with a member of the program being reviewed, has been a supervisor or supervisee (graduate or postdoctoral) of a member of the program being reviewed within the past seven years, is a former member of the program being reviewed, is a friend of a member of the program being reviewed, or has been a recent (within the past five years) visiting professor in the program being reviewed.

The Chair(s) of SUPR-U/SUPR-G will appoint the internal reviewers. The faculty member internal reviewer will be selected by SUPR-U/SUPR-G. Student members of the review teams will be selected from a list of student volunteers provided by varied student councils/societies and/or student members of SUPR-U/SUPR-G. The Chair(s) of SUPR-U /SUPR-G, will select the external reviewers from the list of potential reviewers provided by the program.

All members of the Review Team will receive the program’s self-study report. In addition, they will be provided with a volume containing the CVs of all of the full-time faculty members in the program under review. The Chair(s) of SUPR-U/SUPR-G has the responsibility to ensure that the Review Team will:

- a) understand its role and obligations;
- b) identify and commend the program’s notably strong and creative attributes;
- c) describe the program’s strengths, areas for improvement, and opportunities for enhancement;
- d) recommend specific steps to be taken to improve the program, distinguishing between those that the program can itself take and those that require action or support from outside of the program;
- e) recognize the University’s autonomy to determine priorities for funding, space, and Faculty allocation; and
- f) respect the confidentiality required for all aspects of the review process.

These expectations will be shared with the Review Team in the form of written instructions and through face-to-face meetings.

5.2.5 The Site Visit

For undergraduate programs, the site visit will be arranged by the Office of the VP (AP) in collaboration with the academic unit(s). The internal reviewers will participate with the external reviewers in all aspects of the site visit. External review of undergraduate programs will normally be conducted on-site, but the VP (AP) may propose that the review be conducted by desk review, virtual site visit, or an equivalent method if a clear justification for the alternative format is provided and if the external reviewers are satisfied that the off-site option is acceptable. The visit will include meetings with:

- the Director of Academic Quality and Enhancement at the beginning of the site visit (optional);
- the Vice-Provost (Academic Programs);
- the Vice-Provost (Academic Planning, Policy and Faculty);
- the University Librarian and/or Assistant/Associate University Librarian;
- the Dean and/or Associate Dean of the program undergoing review;
- the Undergraduate Chair of the program undergoing review;
- the Department/School Chair or Director of the program undergoing review;
- faculty members of the program undergoing review (including limited duties faculty);
- undergraduate students of the program undergoing review; and
- support staff of the program undergoing review.

For graduate programs, the site visit will be arranged by the Office of the VP (SGPS) in collaboration with the program. The internal reviewers will participate with the external reviewers in all aspects of the site visit. While an on-site visit for doctoral programs is required, certain master's programs and graduate diplomas (e.g., professional master's programs, fully online programs, etc.) may be conducted by desk review, virtual site visit or an equivalent method if there is a clear justification for the alternative format and if both the VP (SGPS) and external reviewers are satisfied that the off-site option is acceptable. The visit will include meetings with:

- the Director of Academic Quality and Enhancement at the beginning of the site visit (optional);
- the Vice-Provost (Graduate & Postdoctoral Studies) and/or an Associate Vice-Provost (Graduate & Postdoctoral Studies);
- the Vice-Provost (Academic Planning, Policy and Faculty);
- the University Librarian and/or Assistant/Associate University Librarian;
- the Dean and/or Associate Dean of the program undergoing review;
- the Graduate Chair of the program undergoing review;
- the Department/School/Centre Chair or Director of the program undergoing review;
- faculty members of the program undergoing review (including limited duties faculty);
- graduate students of the program undergoing review; and

- support staff of the program undergoing review.

Site visits normally take place over one or two days but may be longer if appropriate to the size and complexity of the program(s) being reviewed. For both undergraduate and graduate reviews, the review team will be free to seek information from other sources and to suggest other individuals and groups with whom to meet during the site visit.

5.2.6 The Report of the External Reviewers

The external reviewers will normally provide a joint report that appraises the standards and quality of the program by:

- a) addressing the substance of the self-study report, with particular focus on responding to the evaluation criteria detailed therein (Section 5.2.3);
- b) identifying and commending the program's notably strong and creative attributes;
- c) describing the program's respective strengths, areas for improvement, and opportunities for enhancement;
- d) commenting on proposed changes to the program emerging from the review process, if applicable;
- e) making at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require support external to the program; and
- f) identifying the distinctive attributes of each discrete program documented in the self-study in those cases where the University chooses to simultaneously review more than one program / program level (for example, graduate and undergraduate), program modes, and/or programs offered at different locations.
- g) Tying any recommendations that are within the purview of the University's budgetary decision-making processes (e.g., faculty complement, space requirements) directly to issues of program quality and/or sustainability.

The reviewers will be instructed to submit a joint report to the OAQE within two weeks of the site visit. A template will be provided to ensure that all elements of the program review are addressed. Should the reviewers' report not adequately address all of the above, revisions will be requested of the reviewers by the OAQE.

The report of the external reviewers will be shared with the relevant Dean(s), or designate, and unit/program Chair(s) or Director(s). Separate Faculty-level and program-level responses to the report will be requested. In addition, the report will be shared with the VP (AP) or the VP (SGPS), who may also provide a written response. The academic unit(s) and Faculty-level responses will comment on:

- a) the plans proposed in the self-study report;
- b) the recommendations advanced in the report of the external reviewers; and
- c) the academic unit's response to the report of the external reviewers (in the case of the Faculty-level response).

and will describe:

- d) any changes in organization, policy or governance that would be necessary to meet the recommendations;
- e) the resources, financial and otherwise, that would be provided in supporting the implementation of selected recommendations; and
- f) a proposed timeline for the implementation of any of those recommendations.

5.2.7 Final Assessment Report and Implementation Plan

Once the report of the external reviewers and the responses to the report are received, the OAQE will draft a Final Assessment Report with the support of the internal reviewers. The Final Assessment Report provides the institutional synthesis of the external evaluation of the program and strategies for continuous improvement, and:

- a) identifies significant strengths of the program;
- b) identifies opportunities for further program improvement and enhancement with a view towards continuous improvement;
- c) lists all recommendations of the external reviewers and the associated separate internal responses and assessments from the academic unit(s) and from the Faculty(ies);
- d) explains why any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized;
- e) includes any additional recommendations that the unit, the Dean(s) and/or the University may have identified as requiring action as a result of the program's review;
- f) identifies who will be responsible for approving and implementing the recommendations set out in the Final Assessment Report;
- g) provides a timeline for implementing recommendations;
- h) provides a strategy for monitoring the implementation of recommendations, which will include a brief report from the academic unit(s) to the OAQE midway between the year of the last and next cyclical reviews; and
- i) may include a confidential section (for example, where personnel issues need to be addressed).

The Final Assessment Report, excluding any confidential information, will be published on Western's IQAP website. This report will include an Implementation Plan that will:

- a) set out and prioritize those recommendations that are selected for implementation;
- b) identify the group or individual responsible for providing resources needed to address recommendations from the external reviewers or action items identified by the University;
- c) identify who will be responsible for acting on those recommendations; and
- d) provide specific timelines for acting on and monitoring the implementation of those recommendations.

5.2.8 Report to SCAPA and Senate

SUPR-U/SUPR-G will review the Final Assessment Report along with the report of the external reviewers and the responses to the report. SUPR-U/SUPR-G may consult with the VP (AP), the VP (SGPS), or the Provost in its evaluation of a program's review. SUPR-U/SUPR-G will forward its final recommendation to SCAPA.

SCAPA will review the Final Assessment Report from SUPR-U/SUPR-G. SCAPA may seek clarification or additional information from SUPR-U/SUPR-G prior to acceptance of the report. The Final Assessment Report, exclusive of any confidential information, will be provided to the program and to the Dean(s) responsible for the program. SCAPA will submit the report to Senate for information.

Following Senate's receipt of the Final Assessment Report, the University will post a copy (including the Implementation Plan of the review) on Western's IQAP webpage. It is strongly recommended that academic units post a copy of the Final Assessment Report on the program's website as well. Implementation of the recommendations resulting from the review will be monitored via a continuous improvement Monitoring Report to be submitted to the OAQE approximately 3-4 years following the review. As received, Monitoring Reports will equally be posted on Western's IQAP webpage.

The VP (AP) and VP (SGPS), in consultation with the University Secretariat, will determine the extent of public access to:

- information made available for the self-study;
- the self-study report;
- the report of the external reviewers;
- the responses to the report of the external reviewers; and
- any follow-up and/or Monitoring Reports.

5.2.9 Report to the Quality Council

Western will provide an annual report to the QC that includes the Final Assessment Reports for all Cyclical Program Reviews conducted during the year, as well as all major modifications approved by Senate during the year.

5.3 Monitoring

To facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report and Implementation Plan, a monitoring process will include a brief Monitoring Report. At a time designated by SUPR-U/SUPR-G (approximately 3-4 years following each cyclical review), a Monitoring Report shall be prepared by the academic unit(s) to follow up on the implementation of recommended improvements approved during the last cyclical review and be submitted to the OAQE. The Monitoring Report applies to all academic programs and is not to be confused with specific reports requested as part of program review decisions (e.g., Good Quality with report). Should any issues emerge from the monitoring process, the OAQE will report these to SUPR-U or SUPR-G for consideration.

5.4 Accreditation Reviews

Cyclical Program Reviews may be scheduled to coincide with accreditation reviews. The normal period between reviews may be shortened to allow a program's cyclical review to coincide with an accreditation review; however, synchronization of the cyclical review and accreditation review will only be permitted in cases where the maximum period between cyclical reviews does not exceed eight years.

Although Cyclical Program Reviews may be scheduled to coincide with accreditation reviews, accreditation reviews will not take the place of cyclical reviews. In consultation with the OAQE and the relevant Vice-Provost, the combined reviews may allow for the substitution or addition of some documentation or specific processes associated with the accreditation of a program. While some stages of the review process may be substituted or augmented by an accreditation review, the evaluation criteria detailed in section 5.2.3 must be addressed in the self-study and by the external reviewers. Where a synchronized review takes place, a Record of Substitution or Addition, and the grounds on which decisions were made, will be drafted by the OAQE.

5.5 Western's IQAP Website

Western has established an institutional website that describes and/or links to quality assurance processes, committee structures, and mandates in detail. The website includes instructions for external reviewers and internal reviewers, along with templates for proposal briefs and review briefs. More specifically, the website:

- provides guidance on the conduct of rigorous, objective and reflective self-studies;
- establishes the criteria for the nomination and selection of arm's length external reviewers;
- identifies responsibilities for the collection, aggregation, and distribution of institutional data and outcome measures required for self-studies;
- specifies the format required for the self-study and review reports;
- sets out the institutional cycle for the conduct of graduate and undergraduate program reviews; and
- posts the Senate approved Final Assessment Report (including the Implementation Plan) of all programs reviewed under the direction of the IQAP.

In addition to the information and templates available on the IQAP website, support documents specific to the cyclical review process are available on the Centre for Teaching and Learning website.

6. Quality Council Audit Process

6.0 Preamble

As a mechanism of accountability to post-secondary education's principal stakeholders (i.e., universities, students, government, employers, and the public) a cyclical audit will assess the degree to which Western's internally-defined quality assurance processes, procedures, and practices align with and satisfy internationally agreed upon standards, as set out in Ontario's QAF.

Set on an eight-year cycle, the audit provides an opportunity for Western to evaluate its quality assurance policies and practices. It is supported by an assessment of performance by the QC. The cyclical audit begins with a self-study, which enables the University to reflect on current policies and practices, and the extent to which it demonstrates a focus on continuous improvement in the development of new programs and the cyclical review of existing ones.

6.1 Process

For each cyclical audit, an Audit Team is established, comprised of members of the QC's Audit Committee plus the Quality Assurance Secretariat. The Audit Team reviews the University's self-study, conducts a desk audit of documentation associated with the development and review of a selection of Western's programs, and conducts a site visit. The Audit Team independently selects a sample of programs for audit that represents the New Program Approval Protocol (normally two examples of new programs developed under this Protocol) and the Cyclical Program Review Protocol (normally three or four examples of programs that have undergone a Cyclical Program Review). Programs that have undergone the Expedited Approval and/or the Protocol for Major Modifications will not normally be subject to audit.

In preparation for the audit, relevant members of Western will participate in a half-day briefing with the Quality Assurance Secretariat and an Audit Team member approximately one-year prior to the scheduled Cyclical Audit. Following this briefing, the OAQE will coordinate the institutional quality assurance self-study to assess Western's quality assurance processes, including challenges and opportunities, within the institutional context. Once completed, the self-study will be submitted to the Quality Assurance Secretariat in advance of the desk audit and will form the foundation of the Cyclical Audit.

After the desk audit, auditors will conduct a site visit over two or three days, as needed. The auditors will prepare a report that will comment on the Western's commitment to the culture of engagement with quality assurance and continuous improvement, and will:

- a) describe the audit methodology and the verification steps used;
- b) comment on the self-study submitted for audit;
- c) describe whether Western's practices are in compliance with its IQAP as ratified by the QC, on the basis of the programs selected for audit;
- d) note any misalignment of its IQAP with the QAF;

- e) respond to any areas that the auditors were asked to pay particular attention to;
- f) identify and record any notably effective policies or practices revealed in the course of the audit of the sampled programs; and
- g) comment on the approach that Western has taken to ensure continuous improvement in quality assurance through the implementation of the outcomes of Cyclical Program Reviews and the monitoring of new programs.

The University will publish the audit report, along with the follow-up institutional response on its IQAP website.

Should the audit report identify any cause for concern, the QC may require closer scrutiny via a focused audit. Should this be requested, Western will participate and agrees to publish the resulting report on its website.

Appendix A: Acronyms and Definitions

| Acronyms | |
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| DAP | Deans' Academic Programs Committee |
| GEC | Graduate Education Council |
| IPB | Office of Institutional Planning and Budgeting |
| IQAP | Institutional Quality Assurance Process |
| MCU | Ministry of Colleges and Universities |
| OAQE | Office of Academic Quality and Enhancement |
| OOR | Office of the Registrar |
| QAF | Quality Assurance Framework |
| QC | Ontario Universities Council of Quality Assurance / Quality Council |
| SCAPA | Senate Committee on Academic Policy and Awards |
| SGPS | School of Graduate and Postdoctoral Studies |
| SUPR-G | SCAPA Subcommittee on Program Review – Graduate |
| SUPR-U | SCAPA Subcommittee on Program Review – Undergraduate |
| VP (AP) | Vice-Provost (Academic Programs) |
| VP (SGPS) | Vice-Provost (School of Graduate and Postdoctoral Studies) |

| Definitions | | |
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| | Graduate | Undergraduate |
| Certificate Program | <ul style="list-style-type: none"> Not offered at the graduate level. | <ul style="list-style-type: none"> A structured set of courses specified by a Department, Faculty or Affiliated University College to allow students to acquire a specific set of skills or competencies. May be pursued concurrently with, or subsequent to, the completion of a Bachelor's degree. Should be awarded when the following criteria are met: <ol style="list-style-type: none"> normally a pre-degree program; normally requiring up to the equivalent of one calendar year or more to complete; and normally consisting of a minimum of 3.0 courses, frequently in combination with a certificate-credit component. |
| Joint Program | <ul style="list-style-type: none"> Not offered at the graduate level. | <ul style="list-style-type: none"> A 2 + 2 (or similar) program with a community college or with another University. |
| Collaborative Specialization | <ul style="list-style-type: none"> A multidisciplinary or interdisciplinary field of specialization that spans multiple programs. Students are registered in a participating degree program and meet the requirements | <ul style="list-style-type: none"> Not offered at the undergraduate level. |

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| | of the participating program as well as those of the collaborative specialization. | |
| Diploma Program | <ul style="list-style-type: none"> • A structured set of courses specified by a Program to allow students to acquire a set of skills or competencies. • For-credit diploma program that meets one of the following specifications: <ul style="list-style-type: none"> ○ Type 1: Awarded when a candidate admitted to a master’s program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs. ○ Type 2: Offered in conjunction with a master’s (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master’s (or doctoral) program. This represents an additional, usually interdisciplinary, qualification. ○ Type 3: A stand-alone, direct-entry program, generally developed by a unit already offering a related master’s or doctoral degree, and is designed to meet the needs of a particular clientele or market. | <ul style="list-style-type: none"> • A structured set of courses specified by a Department, Faculty or Affiliated University College to allow students to acquire a specific set of skills or competencies. • Normally post-graduate programs. • Should be awarded when the following criteria are met: <ol style="list-style-type: none"> 1. normally a post-degree program; 2. normally requiring the equivalent of one calendar year or more to complete; and 3. normally consisting of a minimum of 5.0 courses. |
| Field | <ul style="list-style-type: none"> • An area of strength, specialization or concentration within a program that is approved through the review process. • Collaborative specializations are fields that span multiple programs. | <ul style="list-style-type: none"> • Not offered at the undergraduate level. |
| Major Modification | <ul style="list-style-type: none"> • A significant change in program requirements, which may include: <ul style="list-style-type: none"> ○ a significant change to the learning outcome(s) of the program. <ul style="list-style-type: none"> ▪ a significant change to the learning outcome(s) is one that changes, broadens or limits the subsequent career or educational opportunities of the graduates (e.g., a master’s program currently aimed at educating doctoral program-bound graduates revises its curriculum to yield master’s graduates with practical experience in applied areas directly relevant to professional careers). ▪ changes to course content and/or requirements when one-third or more of the courses are affected. | <ul style="list-style-type: none"> • Introduction of a new module (honours specialization, specialization, or major) that comprises primarily existing courses and that is offered with existing faculty expertise and resources. • Introduction of a new for-credit diploma or certificate program. • Any change to an existing program that affects the learning outcome(s) of the program. <ul style="list-style-type: none"> ○ a significant change to the learning outcome(s) is one that changes, broadens or limits the subsequent career or educational opportunities of the graduates. ○ changes to the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person (or vice versa). |

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| | <ul style="list-style-type: none"> ▪ changes to the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person (or vice versa). ○ elimination, introduction, or replacement of a thesis requirement. ○ introduction of a course-based option. ○ replacement of a course-requirement with a practical or experiential requirement ○ creation, deletion or renaming of a field, or collaborative specialization. | <ul style="list-style-type: none"> • Any change that is considered more substantive than what is appropriate for Western’s Deans Academic Process (DAP) for review and approval. |
| <p>Minor Modification</p> | <ul style="list-style-type: none"> • A change to the content or title of a course. • A change that does not affect the program requirements or learning outcomes. | <ul style="list-style-type: none"> • Submissions to DAP (the Deans’ Academic Programs Committee or "Virtual Committee" of SCAPA), which: <ul style="list-style-type: none"> ○ introduce, revise or withdraw a course ○ change the weight of a 1.0 (full) course to a 0.5 (half) course, or vice versa. (This is done by withdrawing one course and introducing a new one in its place with a new number. The former course is listed as an antirequisite.) ○ change the essay designation on a course, e.g., A/B to F/G or vice versa ○ delete, change, or add an antirequisite, prerequisite or corequisite • Introduction of a new module that has requirements and learning outcomes substantially the same as an existing module. • Introduction of a new minor module that comprises primarily existing courses that is offered with existing faculty expertise and resources. • Minor course changes include: <ul style="list-style-type: none"> ○ changes to titles or descriptions of courses that do not substantively change the course content ○ changes to course hours • Changes to subject areas as part of the breadth requirement for a Western degree. |

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| <p>Module</p> | <ul style="list-style-type: none"> • Not offered at the graduate level. | <ul style="list-style-type: none"> • A structured set of courses specified by a Department, Faculty or Affiliated University College to fulfill the requirements of an Honours Specialization, Specialization, Major or Minor. Modules are the central components that determine the disciplinary character of a degree. Students can combine different modules from different subjects, Departments and Faculties to construct individualized, interdisciplinary degrees. <p>Honours Specialization module:</p> <ul style="list-style-type: none"> ○ Comprised of 9.0 or more courses designated by a Department, Faculty or Affiliated University College; available only in an Honours Bachelor Degree (Four-Year). <p>Specialization module:</p> <ul style="list-style-type: none"> ○ Comprised of 9.0 or more courses designated by a Department, Faculty or Affiliated University College; available only in a Bachelor Degree (Four-Year). ○ The Specialization module is typically distinguished from the Honours Specialization module by virtue of its admission and progression requirements. <p>Major module:</p> <ul style="list-style-type: none"> ○ Comprised of 6.0 or 7.0 courses designated by a Department, Faculty or Affiliated University College. This module is available in the Bachelor Degree (Four-Year), the Bachelor Degree (Three-Year), and the Honours Bachelor Degree (Four-Year). <p>Minor module:</p> <ul style="list-style-type: none"> ○ Comprised of 4.0 or 5.0 courses designated by a Department, Faculty or Affiliated University College. A degree with a single Minor is not available. A Minor may be combined with another Minor in a Bachelor Degree (Three-Year) or a Minor module may be taken as an additional module within the Honours Bachelor Degree (Four-Year), the Bachelor Degree (Four-Year), or the Bachelor Degree (Three-Year). |
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| <p>New Program</p> | <ul style="list-style-type: none"> • Any degree credential or program currently approved by Senate that has not been previously approved by the QC or its predecessor. • A “new program” is brand new; the program has substantially different program requirements and substantially different learning outcomes from those of any existing program offered at Western. • A new master’s or doctoral program (e.g., introduction of a PhD Program in Film Studies). • A new professional master’s program in an area where Western already has a thesis/research-based master’s program (e.g., introduction of a MA in Professional Writing). | <ul style="list-style-type: none"> • Any degree credential, degree program, or specialization currently approved by Senate that has not been previously approved by the QC or its predecessor. • A “new program” is brand new; the program has substantially different program requirements and substantially different learning outcomes from those of any existing program offered at Western. • A new program is a program consisting primarily of new courses offered predominantly (in most circumstances) by new faculty members who are recruited to provide the program area expertise previously lacking at Western. In addition to the need for new faculty members, new programs also require additional resources, such as space and library collections. • A new program could be: <ul style="list-style-type: none"> ○ A new degree program (e.g., BHS – Bachelor of Health Sciences). ○ A new disciplinary program (e.g., BSc with an Honours Specialization in Oceanography). ○ A new module, if the module has requirements and learning outcomes that are substantially different from those of any existing module. |
| <p>Program-Level Learning Outcomes</p> | <p>Clear and concise statements that describe what successful students should have achieved and the knowledge, skills, and abilities that they should have acquired by the end of the program. Program-level learning outcomes emphasize the application and integration of knowledge – both in the context of the program and more broadly – rather than coverage of material; make explicit the expectations for student success; are measurable and thus form the criteria for assessment/evaluation; and are written in greater detail than the program objectives.</p> | |
| <p>Program Objectives</p> | <p>Clear and concise statements that describe the goals of the program. Program objectives explain the potential applications of the knowledge and skills acquired in the program; seek to help students connect learning across various contexts; situate the particular program in the context of the discipline as a whole; and are often broader in scope than the program-level learning outcomes.</p> | |

ITEM 11.1(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Mechanical and Materials Engineering and Occupational Therapy

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on March 9, 2022, SCAPA approved, on behalf of the Senate, the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs in Mechanical and Materials Engineering and Occupational Therapy.

| Faculty | Program | Date of Review | SUPR-G recommendation |
|-----------------|--------------------------------------|-----------------------|------------------------------|
| Engineering | Mechanical and Materials Engineering | November 2-3, 2021 | Good Quality |
| Health Sciences | Occupational Therapy | July 7-8, 2021 | Good Quality |

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

ATTACHMENT(S):

[Final Assessment Report – Mechanical and Materials Engineering](#)
[Final Assessment Report – Occupation Therapy](#)



Mechanical and Materials Engineering
Final Assessment Report &
Implementation Plan
February 2022

| | | |
|--|---|--|
| Faculty / Affiliated University College | Engineering | |
| Degrees Offered | MEng, MEngSc and PhD | |
| Date of Last Review | 2012-2013 | |
| Approved Fields | Automation Technologies and Systems Materials and Solid Mechanics Mechanical Engineering Thermofluids Micro and Nano Systems Biomechanics Composite Materials Heating, Ventilation and Air Conditioning (HVAC) | MEng, MEngSc, PhD MEng, MEngSc, PhD MEng, MEngSc, PhD MEng, MEngSc, PhD MEngSc, PhD MEngSc, PhD MEng MEng |
| External Reviewers | Dr. Cecile Devaud, Professor, Department of Mechanical and Mechatronics Engineering, University of Waterloo | Dr. Morris Flynn, Professor, Dept. of Mechanical Engineering University of Alberta |
| Internal Reviewers | Dr. Jisuo Jin Professor, Associate Dean, Graduate & Postdoctoral Studies, Faculty of Science | Jason Tzu Chieh Kai, Graduate Student Medical Biophysics |
| Date of Site Visit | November 2 & 3, 2021 | |
| Date Review Report Received | November 22, 2021 | |
| Date Program/Faculty Response Received | Program: December 15, 2021 Dean: December 17, 2021 | |
| Evaluation | Good Quality | |
| Approval Dates | SUPR-G: February 28, 2022 SCAPA: March 9, 2022 Senate (for information only): March 18, 2022 | |
| Year of Next Review | 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 Mechanical and Materials Engineering Graduate program delivered by the Faculty of Engineering

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

- the program’s self-study,
- the external consultants’ report,
- the response from the Mechanical and Materials Engineering Graduate Program Chair, and
- the response from the Dean’s Office, Faculty of Engineering.

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 Engineering, the Mechanical and Materials Engineering graduate program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Executive Summary

The graduate programs offered in the Department of Mechanical and Materials Engineering (MME) have two themes with distinct objectives: (i) a Professional theme that leads to the MEng degree, and (ii) a Research theme that leads to MEng and PhD degrees.

The MME MEng program is structured to assist qualified engineers in the advancement of their professional careers and to provide students with the skills necessary to address key technological challenges. The MEng program is also a great preparation strategy for those planning to apply for registration with the Professional Engineers of Ontario. The goal of the MME research-based graduate degree programs is to train MEng and PhD students for independent research in today's changing technological world in either industry or academia. These research intensive, thesis-based programs provide leading-edge research using state-of-the-art experimental and computational facilities.

To inform the self-study, three graduate student surveys (1: MEng; 2: MEng & PhD; 3: alumni of MEng & PhD) were conducted in spring 2020. Current and past students were asked about: Research Facilities and Resources, Supervision, Courses, Program, Financial Support and the Graduate Academic Experience.

The external reviewers shared a particularly positive assessment of the MME graduate programs. They offer some considerations and a series of recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- For the MEng program, specialized options focus on topics of current industrial interest, industrial projects, cooperation with Fraunhofer Project Centre and local HVAC companies.
- The MME department offers a 2+2 joint PhD program with Soochow University, China.
- Several opportunities to participate in Collaborative Specializations (e.g., Engineering in Medicine, Musculoskeletal Health Research, Environment and Sustainability, and Scientific Computing).
- Graduate students in the MME program (Research and Professional) have the opportunity to be involved in industry-oriented projects at the International Composite Research Centre (ICRC) and gain unique training through the NSERC-funded CREATE program.
- The MME department graduate seminar series is a weekly seminar taking place during the fall and winter terms, in which different speakers are featured weekly. This is a required milestone for both MEng and PhD students, aiming to provide an opportunity for students to develop presentation skills and enrich the academic experience.
- A Course Map for research students in the MEng and PhD programs has been developed to enrich their learning experience and ensure the current learning

outcomes are properly met. The Course Map divides graduate courses into three categories: Methodology, Fundamentals and Advanced.

- Opportunity for each graduate student (MEd and PhD) to self-assess his/her thesis work against the expected learning outcomes via a rubric developed as part of the thesis review package.

Concerns and Areas of Improvement Identified by the Program

- Some dissatisfaction is observed in the number and variety of courses available for students in both the professional and research streams.
- MEd students have shared that they feel less informed about career-related issues/opportunities, professional development, and departmental student social activities.

Upcoming Program Changes Proposed During this Cyclical Program Review

(to be submitted for approval at a future date as per Western's internal governance process)

- Addition of a new field of research to the MEd graduate program titled "Biomechanics"

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate 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 Engineering
- Associate Dean, Graduate and Postdoctoral Studies, Faculty of Engineering
- Acting Department Chair
- Associate Chair, Graduate Research Programs
- Associate Chair, Graduate Professional Programs
- Program Assistant and Administrative Officer
- Associate Chief Librarian
- Graduate Research Programs Committee
- Graduate Professional Programs Committee
- Program faculty members
- Graduate students

These formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report of the Mechanical and Materials Engineering Graduate

Programs, collated and submitted to 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

Strengths of the Program

- Detailed program-level Learning Outcomes have been developed for each of the MEng, MEd and PhD programs.
- Over 95% of graduate courses are taught by the MME primary faculty members and approximately 50% of primary faculty members teach/have taught two courses or more/year.
- Course offerings, particularly those from the Advanced category, emphasize the current state-of-the-art in mechanical engineering.
- The thesis self-assessment form for research students.
- MEd and PhD students indicated very positive views about the quality of research supervision and interactions with their supervisor.
- About 50% of primary faculty members currently supervise research graduate students in other programs, like the biomed graduate program – a good indicator of multidisciplinary research engagement on the part of students and MME faculty members.
- Opportunities for an accelerated MEd and direct entry PhD, which are excellent vehicles to retain and attract top domestic students.
- Respecting the different needs of MEng vs. MEd and PhD students, course- and research-based programs are administered separately.
- A strong culture of equipment sharing/facilitation seems to exist within MME.
- MME/Faculty of Engineering/Western University provides notably more internal financial support than is available at select comparator institutions.
- There is a clear and positive sign of collaborative research projects between MME and other departments within Western University and outside.

Areas of Concern or Prospective Improvement

- The utility of the thesis examination rubrics were mixed. When evaluating the student performance relative to the learning outcomes, some examiners indicated that the evaluation scores did not significantly influence the discussion of a student’s strengths and weaknesses.
- The MEng program has been tuned towards international MEng students. The department may want to think of ways to attract more domestic students into the MEng program. This effort may include, for example, an expansion of online course offerings to make it easier for working students to participate in the MEng program.
- The possible expansion of online course offerings in the MEng program and/or graduate diplomas provides a potentially attractive way of providing high-quality training opportunities to a broader audience of working professionals.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

| Reviewers’ Recommendation <i>Recommendations requiring implementation have been marked with an asterisk (*).</i> | Program/Faculty Response |
|--|---|
| <p>1. We recommend that opportunities for temporary work placements be explored, particularly at the MEng level. Such opportunities would naturally align with the GDLEs Level of Application of Knowledge, Professional Capacity/Autonomy and Level of Communication Skills. Such opportunities would also satisfy the requests of select program participants.</p> | <p>Program: The Faculty of Engineering has initiated the process of adding the Co-op option to the MEng programs in all Engineering Departments, including the MEng Program in Mechanical and Materials Engineering (MME). The additional option will allow MEng students to complete one term of Co-op in an industrial organization in order to augment their experiential learning as well as engage in other learning activities of practical interest. The Co-op option will also provide students with an opportunity to gain practical experience that is relevant to their academic field and therefore will assist their future career advancements. The addition of the Co-op option will also enhance the learning outcomes for the MEng students, to become better aligned with the GDLEs level of Application of Knowledge, Professional Capacity/Autonomy and Level of Communications Skills. The students registered in the Co-op option will complete a one-term internship (though in exceptional cases the duration of the Co-op might be extended to two terms) in addition to the regular duration of their MEng program. This option will also allow international MEng students to apply for the Co-op work permit and complete a Co-op placement.</p> <p>Faculty: The Faculty has already started the process of major modification to add a “Co-op” option to the MEng program (in all Engineering Departments). This option will allow students to complete a co-op at an industrial organization that would enhance their experiential learning as well as professional skills. The proposed modification has been reviewed and approved by all participating Departments as well as the Engineering Faculty Council, and has been submitted for the review and approval by SUPR-G.</p> |
| <p>2. We recommend that the graduate seminars include EDI-training on par with training in professional ethics and career preparation.*</p> | <p>Program: To better train and educate graduate students on EDI topics, the program will include EDI training as a mandatory component of the professional ethics and career preparation that takes place during graduate seminar series. For this purpose, the program will coordinate with the Faculty EDI committee, the Office of the Associate Vice-President (EDI) and the Office of Indigenous Initiatives to invite guest speakers to deliver training seminars on various EDI topics in both Fall and Winter terms, starting with Winter 2022.</p> <p>Faculty: The Faculty of Engineering has established a Faculty-level EDI committee with the mandate to review current policies and practices, and to provide recommendations to integrate EDI considerations and support EDI-focused training initiatives, related to</p> |

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| | <p>undergraduate and graduate education as well as inclusivity in the Faculty. The EDI Sub-Committee on Graduate and Research will work with the departmental graduate offices and other units on the campus to facilitate EDI training initiatives in graduate studies.</p> |
| <p>3. We recommend that the forms titled “Comprehensive Exam Assessment Form” and “Thesis Exam Assessment Form” be modified to include a brief set of instructions that explain (i) how the form may be used in evaluating student performance, and, (ii) whether the primary purpose of the form is evaluate the student or, more generally and in aggregate, the program.*</p> | <p>Program: The program will modify these forms by adding clear instructions on how the rubrics are being used to evaluate student performance and learning outcomes according to WDLOs/GDLEs principles starting from Summer 2022. While the primary purpose of the form is to evaluate the performance of the student and measure the learning outcomes, its secondary role is in fact to maintain and enhance the quality of the graduate research program.</p> |
| <p>4. We recommend an examination of the “minimum path” associated with the MEng degree to verify that the desired level of specialization is realized to the extent implied by the above Learning Outcome.</p> | <p>Program: The External Consultants’ recommendation to examine the “minimum path” associated with each specialization interest is well received. For this purpose, the program carried out a review with the help of a “course map table” that contains various “Learning Outcome” measures related to all courses offered to the MEng students (all graduate courses in MME include a table that outlines which of the six graduate attributes tied to GDLEs are covered in a given course). Careful examination of these courses revealed that the required “learning outcomes” aligned with the program-level GDLEs are successfully met, regardless of the course combinations chosen by students within each course category. The program will continue to monitor the total attributes of the GDLEs associated with the current courses that are offered as well as the future courses that will be offered for MEng program. Hence, the current structured approach of the MEng program (two mandatory core courses, two professional courses, and six technical elective courses or four technical elective courses with a project) sets requirements equivalent to a “minimum path” in the MEng program.</p> |
| <p>5. We recommend that, if sufficient funds are available, a fund be established (by MME and/or the Faculty of Engineering) that may provide to faculty members short-term "bridge" funding for PhD students in the event of non-overlapping grants of brief duration. Such a support mechanism may incentivize the recruitment of PhD students but should obviously be implemented with due care so as to discourage applications from professors</p> | <p>Program: Without having a formal funding mechanism in place, MME Department currently provides short-term “bridge” funding support for faculty members who have non-overlapping grants (such is the case of a temporary loss of NSERC Discovery Grant, for instance). Furthermore, formal “Bridge” funds/grants are provided by the university and administrated within the faculty by the Associate Dean, Research. Prior to the pandemic, MME leadership has initiated discussions to establish a fund to incentivize the recruitment of PhD students by allocating \$5,000 to each faculty member who hires a doctoral student. Nonetheless, the plan was temporarily halted due to the reduced graduate enrollment caused by the pandemic. It is anticipated that the incentive plan will resume once the graduate enrollment will approach or exceed the pre-pandemic level. Similar plans are presently under</p> |

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| <p>without sincere intentions for securing follow-on funding.</p> | <p>consideration at faculty level in an overall effort to elevate the number of doctoral students enrolled in Western Engineering.</p> <p>Faculty: The Associate Deans of Graduate Studies and Research in the Faculty have already started to explore initiatives to incentivize the recruitment of PhD students (particularly for junior faculty) and also to use such initiatives to motivate faculty members to secure more external funding.</p> |
| <p>6. A) Creation of a database of past MEng students with their application GPA, previous degree and university, failed courses in the MEng program, and graduate GPA. This would help make informed decisions and keep the knowledge through the rollover of administrative staff and Associate Chairs.*</p> <p>B) GRE scores may help give another indicator of student background knowledge for applicants from outside North America.</p> | <p>Program: A) The program agrees that creating its own database would be extremely beneficial, particularly if the program will attempt to establish retrospective correlations between the undergraduate programs completed by the incoming students and their performance in the MEng program. As such, the program will work towards the generation of this database.</p> <p>B) At this time, standardized tests, such as GRE, are not a compulsory component of graduate student admission at Western Engineering or Western SGPS in general. For consistency reasons, the program believes that it would be better that such initiatives will be led and set by the Faculty of Engineering, rather than individual departments. Furthermore, the program believes that the inclusion of GRE on the list of admission criteria for the professional programs will become a strong disincentive for any Canadian engineering professionals looking to upgrade their personal skills by means of the MEng program.</p> |
| <p>7. We recommend that MEng students be permitted to credit only two MME 9500- level courses. Exceptions to this rule (e.g. for reasons of scheduling or specialization) should be at the discretion of the Associate Chair, Graduate Professional Programs.*</p> | <p>Program: The MME Graduate Professional Programs Committee plans to meet soon to discuss the rules around course selection for MEng students. To address this concern, the program plans to limit the number of 9500-level of courses to two with case-by-case exceptions to be granted by the MME Associate Chair, Graduate Professional Programs. The current plan is to ensure that this change will be in effect for all students starting their MEng program in Fall 2022.</p> |
| <p>8. We recommend reminding students of the self-assessment form and process at each annual supervisory meeting.*</p> | <p>Program: Presently, these reminders are mandatory component of the new student orientation coordinated by the MME Associate Chair, Graduate Research Programs. Nonetheless, additional reminders about the self-assessment form and process will be integrated in the Progress Report (a component of Western’s Pathfinder system), that is required for completion and approval after each supervisory committee meeting. The program expects that this additional mechanism will continue to provide student guidance and support towards thesis writing throughout the entire duration of the graduate program.</p> |
| <p>9. We recommend that MME adjust the balance between required mandatory attendance and the number of presentations/topics. For instance, the department could let research</p> | <p>Program: To address this recommendation, the program plans to actively consult with MME Graduate Student Society on ways to improve the delivery of the graduate seminar. In this regard, the program remains hopeful that a superior seminar delivery structure will be in place for the next academic year.</p> |

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| <p>students choose the seminars that they want to attend and reduce the mandatory attendance to once a month.*</p> | |
| <p>10. We recommend that, where possible, better tracking of graduate student alumni be performed. Of particular interest would be to determine whether the individuals in question pursue technical employment, non-technical employment or further educational opportunities upon leaving Western Univ. Also relevant would be to ascertain whether graduate students remain in Canada after graduation. Data collected from former MEng, MEng and PhD students could also be used to inform strengths and weaknesses of the different programs.*</p> | <p>Program: To address this concern, the program is presently investigating ways to establish a better and closer contact with the alumni of the graduate research-focused and professional programs. In this regard, Western Engineering plans to create alumni groups via social and professional networking portals (Facebook, LinkedIn, etc.) since this will allow us to obtain more accurate and up-to-date information about the postgraduation career trajectory of MME graduates. These types of connections will also enable current graduate students to establish more connections for their future career development. Finally, the program plans to invite some MME alumni to speak to current graduate students about their post-graduation professional experience.</p> <p>Faculty: The Faculty Graduate Office in collaboration with the Communications Team in the Faculty have already started some preliminary discussions to explore the appropriate tools and platforms (e.g. LinkedIn) to track graduate alumni, which will be shared with departmental graduate programs.</p> |
| <p>11. We recommend that exit interviews be conducted for PhD students who leave the program prematurely. Doing so should inform the combination of factors that led each individual to withdrawal from the PhD program. With these data to hand, broader trends may become apparent that help to reduce the rate of withdrawal in future. In a similar vein, and consistent with the last recommendation, we further recommend that an exit survey be distributed to graduate students who successfully complete their program of study. Such a survey may probe strengths and weaknesses of the program in question.*</p> | <p>Program: According to experience with these cases, the program has identified two major factors that contribute to PhD student withdrawals: failure to pass the comprehensive examination and personal reasons (family-related, professional opportunities, relocation, etc.). Evidently, the investigation and monitoring of the personal reasons is outside of the program’s area of responsibility and/or control. On the other hand, the continuous collection/monitoring of doctoral comprehensive exam assessment data will allow us to better understand the knowledge gaps for some of the doctoral students such that they will be better prepared for their comprehensive examinations. To directly address the concern, the program will introduce the suggested exit surveys collecting data from all MME graduates. Such exit surveys are presently being sent out to the graduates of Western Engineering undergraduate programs such that the MME graduate programs will build on that experience to design and deploy their own surveys targeting the graduates of the MEng, MEng and PhD programs.</p> |

Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced given that several are already underway or completed as explained in the program and faculty responses.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
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| <p>Recommendation #2: We recommend that the graduate seminars include EDI-training on par with training in professional ethics and career preparation.</p> | <p>include EDI training as a mandatory component of the professional ethics and career preparation that takes place during graduate seminar series.</p> <p>Invite guest speakers to deliver training seminars on various EDI topics in both Fall and Winter terms.</p> | <p>Associate Chair, Graduate Research Programs (MME) to coordinate with:</p> <ul style="list-style-type: none"> - Faculty EDI committee - Office of the Associate Vice-President (EDI) - Office of Indigenous Initiatives | <p>By April 2022</p> |
| <p>Recommendation #3: We recommend that the forms titled “Comprehensive Exam Assessment Form” and “Thesis Exam Assessment Form” be modified to include a brief set of instructions.</p> | <p>Modify the forms by adding clear instructions on how the rubrics are being used to evaluate student performance and learning outcomes according to WDLOs/GDLEs principles.</p> | <p>Associate Chair, Graduate Research Programs (MME)</p> <p>(Consult Associate Dean, Graduate and Postdoctoral Studies, if needed)</p> | <p>By June 2022</p> |
| <p>Recommendation #6: Creation of a database of past MEng students with their application GPA, previous degree and university, failed courses in the MEng program, and graduate GPA.</p> | <p>Develop a database of past MEng students and consider how that may inform holistic admission processes to support EDID.</p> | <p>Associate Chair, Graduate Research Programs (MME)</p> | <p>By June 2022</p> |

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| <p>Recommendation #7: We recommend that MEng students be permitted to credit only two MME 9500-level courses.</p> | <p>Discuss the rules around course selection for MEng students.</p> <p>Limit the number of 9500-level of courses to two with case-by-case exceptions to be granted by the MME Associate Chair, Graduate Professional Programs. The current plan is to ensure that this change will be in effect for all students starting their MEng program in Fall 2022.</p> | <p>Associate Chair, Graduate Research Programs (MME)</p> <p>MME Graduate Professional Programs Committee</p> | <p>By August 2022</p> |
| <p>Recommendation #8: We recommend reminding students of the self-assessment form and process at each annual supervisory meeting.</p> | <p>Additional reminders about the self-assessment form and process will be integrated in the Progress Report (a component of Western’s Pathfinder system).</p> | <p>Associate Chair, Graduate Research Programs (MME)</p> | <p>By June 2022</p> |
| <p>Recommendation #9: We recommend that MME adjust the balance between required mandatory attendance and the number of presentations/topics for the graduate seminars.</p> | <p>Consult with MME Graduate Student Society on ways to improve the delivery of the graduate seminar.</p> | <p>Associate Chair, Graduate Research Programs (MME)</p> <p>MME Graduate Student Society</p> | <p>By June 2022</p> |
| <p>Recommendation #10: We recommend that, where possible, better tracking of graduate student alumni be performed.</p> | <p>Create alumni groups via social and professional networking portals (Facebook, LinkedIn, etc.).</p> <p>Invite some program alumni to speak to current graduate students about their post-graduation professional experience.</p> | <p>Associate Chair, Graduate Research Programs (MME)</p> <p>AD (Graduate) and Office and Communications Team</p> | <p>By December 2022</p> |
| <p>Recommendation #11: We recommend that an exit survey be distributed to graduate students who successfully complete their program of study.</p> | <p>Design and deploy exit surveys targeting the graduates of the MEd, MEng and PhD programs.</p> | <p>Associate Chair, Graduate Research Programs (MME)</p> <p>Survey form should be approved by AD (Graduate) to meet Western policies</p> | <p>By December 2022</p> |

Other Opportunities for Program Improvement and Enhancement

- Neither the graduate program committee for professional or research-based students includes a student member. The committees may find it informative to include such representation.
- We were left with the impression that MEng students enjoy less departmental engagement overall as compared to their research-based counterparts. While there may be good reasons for this (e.g. many MEng students must work off-campus to support themselves financially), MME may find it helpful arrange a series of educational or social events specifically for the benefit of this group of students.



**Occupational Therapy
Final Assessment Report &
Implementation Plan
December 2021**

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| Faculty / Affiliated University College | Faculty of Health Sciences | |
| Degrees Offered | MScOT | |
| Date of Last Review | 2012 | |
| Approved Fields | none | |
| External Reviewers | Jackie Bosch | Ben Mortenson |
| | Associate Professor and Assistant Dean, McMaster | Associate Professor, Dept of Occupational Science and Occupational Therapy, UBC |
| Internal Reviewers | Pauline Barmby | Alexandra Irimia, PhD Candidate |
| | Associate Chair, Undergraduate Programs, Department of Physics & Astronomy, former member of SUPR-G | Comparative Literature, Department of Languages and Cultures, Faculty of Arts and Humanities |
| Date of Site Visit | July 7 & 8, 2021 | |
| Date Review Report Received | July 27, 2021 | |
| Date Program/Faculty Response Received | Program: October 13, 2021 Dean: November 1, 2021 | |
| Evaluation | Good Quality | |
| Approval Dates | SUPR-G: February 28, 2022 SCAPA: March 9, 2022 Senate (for information only): March 18, 2022 | |
| Year of Next 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 Master of Science in Occupational Therapy (MScOT) delivered by the Faculty of Health Sciences.

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

- the program’s self-study,
- the external consultants’ report,
- the response from the School of Occupational Therapy Graduate, and
- the response from the Dean, Faculty of Health Sciences.

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 Health Sciences, the School of Occupational Therapy graduate program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Executive Summary

The MScOT is a two-year, full-time, professional master's degree program (non-thesis) and was the first such program at a Master's level in Canada. The first student graduated in 1999 and we continue to admit students with a range of undergraduate degrees. The curriculum integrates theoretical content, practice knowledge and research skills essential to the development of reflective, evidence-informed, competent, entry-level occupational therapy practitioners. This degree also prepares students for registration with provincial regulatory bodies and membership in national and international professional organizations. The numbers have grown from an original admission cohort of 47 to a current class size of 62 to 75 students.

The School of Occupational Therapy underwent an 18-month extensive curriculum review and revision beginning in the summer of 2018. The first class admitted to the program with the revised curriculum will be in the fall of 2020 and will graduate from the program in the summer of 2022.

The external reviewers commend the faculty and staff associated with the MScOT stating that "it is clear that there has been extensive work on the curriculum and a commitment to sustaining the quality of the program. The quality has a breadth and depth that meets all standards that were outlined." They offer some considerations and a series of recommendations for further enhancement.

Strengths and Innovative Features Identified by the MSc in Occupational Therapy Program

- Achievement of a seven-year accreditation from the Canadian Association of Occupational Therapists (CAOT) in 2017, which is the highest possible award.
- Program's innovative teaching and evaluation methods (e.g. mock court trial in OT9531; clinical OT mentorships in OT9571/9671; and cased-based online simulation in OT9613).
- Interprofessional education (IPE) Elborn Series, which allows the occupational therapy students opportunities to learn about and from their interprofessional peers from the Schools of Communication Sciences & Disorders and Physical Therapy.
- International fieldwork experiences available to the students as well as an interdisciplinary program sponsored by the Northern Ontario School of Medicine (NOSM).
- Combined Master of Science in Occupational Therapy/Doctor of Philosophy (MScOT/PhD) degree.
- Robust process for regular curriculum review designed to allow incorporation of new and emerging issues relevant to occupational therapy, and innovative methods of instruction. Feedback from students, community members, faculty members and clinicians is collected in multiple ways throughout the year.

Concerns Identified by the MSc in Occupational Therapy Program

- Due to space restrictions at Elborn College (including the number and size of existing classrooms) the program's intake number will alternate between 62 and 75 students in alternating years.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate 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 Health Sciences
- Associate Dean – Graduate and Postdoctoral Programs, Faculty of Health Sciences
- Director of the Program
- Graduate Chair
- Chair, Admissions Committee
- Chair, Curriculum Committee
- Member, Research Committee
- Member, Fieldwork Advisory Committee
- Administrative Assistant, Occupational Therapy
- Graduate Program Assistant, Rehab Sector Schools
- Fieldwork Assistant OT/PT
- Office Assistants, Rehab Sector Schools
- Associate Chief Librarian
- Program faculty members
- Graduate students

Formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report of the MSc in Occupational Therapy Program, collated and submitted to 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

Strengths of the Program

- High graduation rate (>99%)
- Students engaged in curriculum revision process (lunches and surveys) – students helped to create the School's educational conceptual framework.
- Faculty members worked to honor Indigenous ways of knowing and integrate concepts into the curriculum in a meaningful way. The program involved the Office of of Indigenous Initiatives and other groups on campus.
- Money available through Health Sciences for some bursaries: the opportunities for funding seem easily accessible.

Areas of Concern Identified

- Some uncertainty about how placements are assigned.
- More financial support would allow more students to pursue placements in areas outside of London.
- Need for more large classroom spaces (n=75); not enough breakout rooms for small group activities.
- Lacking technology to provide an equivalent virtual experience for on-site classes; inability to consistently broadcast across rooms; sound systems do not support zoom based learning on site.
- Students and faculty members don't always know who to contact for specific concerns, and the admin staff spend a lot of time referring items between each other.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

| Reviewers’ Recommendation <i>Recommendations requiring implementation have been marked with an asterisk (*).</i> | Program/Faculty Response |
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| <p>1. Consider whether current admissions process maximizes the likelihood of diversity.*</p> | <p>Program: The School of Occupational Therapy initiated a new admissions process involving inclusion of CASPer ratings two years ago. At that time, the program switched from a primary reliance on sub-GPA to using a combined score that considers sub-GPA and CASPer score (70/30%) split. Part of the rationale for this was to increase diversity in admissions through not relying solely on sub-GPA figures. However, the program also desired to achieve the appropriate balance in the split to ensure that admitted students would academically succeed in this intense, highly demanding program. Thus, the plan of the Admissions Committee was to implement the 70/30 split for a 3-year period and then examine if this has an impact on retention rates, completion rates, time to completion and composition of the class in relation to descriptive information (e.g. identified gender, undergraduate university, self-identified Indigenous status). The School of Occupational Therapy is also exploring approaches to modifying the admission process for applicants to the existing two spots that are designated for self-identifying Indigenous applicants. The School is working to make these modifications prior to the next admissions cycle and, via the Admissions Committee, is committed to working with FHS and SPGS to ascertain further modifications to its recruitment and admission processes aimed at enhancing student diversity.</p> |
| <p>2. Consider perhaps a 4-year curriculum review cycle.*</p> | <p>Program: The program agrees with implementing a 4-year curriculum review cycle, as opposed to a 3-year cycle, particularly as the implementation of the revised curriculum began in 2020.</p> |
| <p>3. To get a better sense of how the program prepares students for post-graduation activity, take efforts to improve response rate to alumni survey and track program graduates.*</p> | <p>Program: Previously, the alumni survey for occupational therapy graduates was coordinated by a GAA designated to the School of Occupational Therapy. The program has faced challenges in re-allocating this task with the changing organizational structure in FHS. It is anticipated that having a GAA allocated to the School of OT in the near future; working with this person, in collaboration with Western Alumni, will help devise better ways to track program alumni.</p> |

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| <p>4. Ensure program delivery is consistent with Universal Design principles applied to accessibility.*</p> | <p>Program: Consistent with Universal Design Principles, over the past 3 years, the School of Occupational Therapy has worked in collaboration with the Occupational Therapy Student Council to set up a student volunteer notetaker system. This system is fully operational – each term, a student volunteer is assigned to each course within the OT curriculum and works with the course instructor to ensure student notes are electronically posted and available to all students in the course. In addition, within courses with in-class quizzes/brief assignments, program instructors use a universal design approach providing all students with extra time (up to three times what an instructor expects completion time to be) to write in-class quiz/assignments.</p> <p>Within the Occupational Therapy Student Handbook, all students are also advised to reach out to the Graduate Chair to discuss accommodation needs, both short term and long term. This information is also communicated to students during orientation, and within the context of Town Hall meetings that occur each term.</p> |
| <p>5. There is a need to explore ways to improve the process for providing student accommodations.</p> | <p>Program: The School of Occupational Therapy works closely with Accessible Education at Western to ensure provision of student accommodations. The program’s approach to the provision of accommodations is in line with the policies and procedures used by Accessible Education, as well as those of the School of Graduate and Postdoctoral Studies (e.g. pertaining to students with disabilities, appeal processes, etc.). For a small number of students needing extra time to complete the program, provisions were made to transition them to a part-time basis and in some cases ensuring they received tuition waivers.</p> |
| <p>6. Upgrade technological solutions that maximize on site experiences for virtual learners (blended learning environments) if virtual learning will remain a method of curriculum delivery. Consider increasing TA support.</p> | <p>Program: The switch to remote delivery was necessary but was not the ideal or most appropriate mode of delivery for the curriculum, particularly given the emphases on relational, experiential, and reflective learning in the program’s signature pedagogies.</p> <p>Beginning in Fall, 2021, the program has switched back to a primarily in-person delivery format, and this format will remain the primary approach. Blended or hybrid learning approaches are not a key part of the curriculum, nor is it expected to be in the future.</p> <p>In exceptional instances where students’ accommodation needs necessitate remote engagement, further resources will be made available to optimize the technology and TA resources to enable such engagement. However, even in such instances, there are aspects of the program – such as fieldwork courses and practice skills labs – that cannot be fully completed via remote engagement.</p> |

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| <p>7. Review student feedback with students at the beginning of Term or Year would be helpful. Students do appreciate the opportunity to discuss the issues as they recognize that not all feedback can be implemented but would like to be a part of the process for discussion.*</p> | <p>Program: The program agrees that this recommendation requires attention from the Year Coordinators and Faculty, but also add in the Curriculum Committee given that each occupational therapy class has a representative who sits on and provides feedback to the Curriculum Committee. There is also agreement that this recommendation is a shared responsibility of students and faculty. Over the past year, Dr. Mandich (Director) and Dr. Rudman (Associate Director) have worked closely with the Occupational Therapy Student Council co-Presidents to promote student-faculty dialogue, allowing for feedback to be discussed. The program hosted virtual Town Halls for each class, at least once per term.</p> <p>The program is instituting this Town Hall process again this year, with both a Year 1 and Year 2 Town Hall remote meeting occurring in October. In addition to the Town Hall mechanism, there are Year 1 and Year 2 student representatives who sit on the Curriculum Committee.</p> |
| <p>8. To better understand the need for and effect of EDI activities, more information at a university level (demographics of student and faculty) is needed in order to address issues of EDI within the program.*</p> | <p>Program: The program agrees that it is challenging to fully understand the need for and effect of EDI-D activities on student and faculty in the absence of greater information regarding the demographics of students and faculty. The recently launched Western wide census is an important step that is aligned with this recommendation.</p> <p>Faculty: The SGPS is exploring mechanisms to garner data related to diversity of graduate students on Western's campus. This will be a welcome process to assist the Faculty of Health Sciences and the School of Occupational Therapy to understand the current diversity of students in the Occupational Therapy program and to develop and monitor EDI-D activities. Additionally, the Faculty has recently appointed an EDI-D coordinator to support the Schools in this important work and has plans to create a new administrative position, an Assistant Dean of Equity, Diversity, Inclusion, Indigeneity and Accessibility, to spearhead this portfolio. The SGPS and FHS Associate Dean of Graduate and Postdoctoral Studies have already begun working with the School of Occupational Therapy to identify modifications to their admission process that would encourage applications from Indigenous and other diverse learners; the aim is to have revisions to the admission process completed by late spring/early summer so as to support the 2023 admissions process.. Both the Faculty of Health Sciences and the School of Occupational Therapy are deeply committed to EDI-D and will avail themselves of the growing number of supports offered by Western.</p> |
| <p>9. Need for newer and better equipped instructional spaces, including smaller breakout rooms.</p> | <p>Program: Given changes implemented within the program's revised curriculum, space issues are an increasing challenge. The integration of additional case-based small group work elicits a greater need for smaller breakout rooms. As well, with increases in the class enrolment to 75 within each enrolment year (as of the 2021 intake), the program also faces the challenge of having few classrooms that accommodate this number of students. In many ways,</p> |

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| | <p>Elborn does not have adequate space to support the optimal execution of the curriculum or provide students with important amenities, and members of the program look forward to being part of discussions regarding long-term, more permanent solutions.</p> <p>Faculty: The Faculty of Health Sciences and the University are aware of Elborn College’s space and age-related limitations and have been actively seeking both short- and long-term solutions. The long term solution is a new building! In the meantime, there is a plan for the Faculty of Health Sciences to have access to additional space in the south wing of Elborn once the Western Libraries moves to their new space elsewhere on campus. Because of the pandemic, several Faculty of Health Sciences Schools and programs primarily located in Elborn have found that some courses that historically offered in an in person format are better suited for an on-line format; this change in format will assist, albeit modestly, in scheduling in-person classes in Elborn. It should also be noted that the School of Occupational Therapy, like the other programs primarily housed in Elborn, does have the opportunity to schedule courses in large and small classrooms in other campus buildings. Currently, a new classroom is being built in the Health Sciences Building, designed for a capacity of 100 students; this classroom should be available for use starting March, 2022.</p> |
| <p>10. A key element of the program is experiential learning, however there is no access to standardized patients or simulated lab space (medicine may have a standard patient program but it is not accessible to the School of OT and there is very limited lab space).*</p> | <p>Program: The FHS Leadership team has been engaged in on-going conversations regarding the need for increased simulated lab space. At the School level, if faculty request funds for standardized patients, the program attempts to fund this for relevant courses through its budget.</p> <p>Faculty: The School of Occupational Therapy may allocate resources from their School budget for standardized patients if they opt to utilize these patients in certain courses. The Faculty of Health Sciences is dedicated to supporting and expanding experiential learning across its constituent Schools: Increasing experiential learning opportunities is one of the “Educational Excellence” objectives in the Faculty of Health Sciences’ draft of its revised Strategic Plan.</p> |
| <p>11. It would be beneficial to have a standing committee to review awards that are applicable to faculty and students.</p> | <p>Program: The School of Occupational Therapy does have a standing award committee for student awards. The School of Occupational Therapy Research Committee keeps faculty apprised of research award and funding opportunities.</p> |

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| <p>12. Additional service load (requests from outside the OT Program) should be recognized on the workload document.</p> | <p>Program: Service work outside of the OT program are recognized in the current APE criteria and within workload documents.</p> |
| <p>13. Clarify staffing roles and reporting structures for the program going forward as it is substantially adding workload to both faculty and staff.</p> | <p>Program: The program agrees that changes in staffing roles have presented challenges and often resulted in downloading of workload to faculty and staff, as well as some tasks not being managed in a timely fashion. Having a designated GAA for OT would be a vital part of any solution to these noted challenges.</p> <p>Faculty: Amalgamation of administrative duties and responsibilities across the health professional programs housed in Elborn College has been a process in implementation over the past two years, in which the majority of that time, staff have been required to work from home during COVID-19. Full integration of the 'new' administrative structure was challenging because of the health safety measures during COVID-19 and a return to an in-person office has only been implemented this fall semester once it was safe to do so. Regular meetings are held with administrative staff, led by the Director, Operations & Finance, and the Manager, Rehabilitation Sector Schools, to address staff concerns, realign duties and responsibilities, and increase efficiencies. A number of workshops have been held with staff to facilitate their input into duties and role assignments. The new administrative structure is designed to 'bundle' similar tasks required to operate the three rehabilitation Schools into the work for a single staff member. In this way, staff complete similar tasks for all the Schools creating efficiencies and ensuring there is back-up and service continuity during vacations and absences. More time is needed for the full complement of staff (hiring of two staff members is currently underway) to implement the new structure. Faculty and School leaders will continue to meet with staff to hear their thoughts, receive input and jointly problem-solve to create and sustain a positive and engaging work environment.</p> |
| <p>14. Consider developing a formal plan to support the promotion or hiring of permanent faculty to the positions of Associate and full Professor.</p> | <p>Program: The program agrees that that there is a need for the hiring of an additional tenure stream position at the Associate or Full Professor level, and the Director of the School of Occupational Therapy has been advocating for such a hire. Such a hire would serve to replace a recently lost full professor who moved to another university, help to ensure a sufficient number of senior faculty to fulfil service roles requiring seniority and provide mentorship to junior faculty, and help the program move towards the faculty/student ratio required by the accreditation body (Canadian Association of Occupational Therapists, CAOT).</p> <p>Faculty:</p> |

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| | <p>As noted by the Program, the formal procedures and criteria for promotion and tenure at Western are specified in the UWOFA Collective Agreement. These criteria are based on the strength of the faculty member's performance in the areas of research, teaching, and service. Therefore it would be inappropriate to put forward faculty for promotion on the basis of a timing plan. The School of Occupational Therapy is in an exciting transition period with six outstanding Assistant Professors being hired over the last 5 years. The Faculty of Health Sciences is committed to replacing faculty lines within its Schools when a faculty member leaves or retires, and the Director Selection Committee – School of Occupational Therapy has recommended searching externally (including internationally) for the new School Director at the level of full professor. This search process is underway.</p> |
| <p>15. Consider timing so that there are a reasonable number of faculty going forward in a year.</p> | <p>Program: The timing of promotion is established within the tenure and promotion process as outlined in the Collective Agreement. It is not within the purview of the School of Occupational Therapy to alter this timing so as to control the number of faculty going forward in a year.</p> |
| <p>16. Encourage senior faculty to take on greater load of service responsibilities to allow more junior faculty focused research/teaching time.</p> | <p>Program: The basis for this recommendation is unclear as it seems to imply that additional service responsibilities should be assumed by senior faculty in the School of Occupational Therapy. At this point in time, the School has a limited number of senior faculty (3 Associate Professors, inclusive of the Director; 1 Full Professor) and all have active service responsibilities. As noted above, there is agreement with the recommendation to hire an additional faculty member at the Associate Professor or Professor level.</p> |
| <p>17. Enable OT students to be eligible for OGS or provide alternative funding opportunities to help address student concerns over costs incurred for placements.*</p> | <p>Program: Although occupational therapy students at Western used to be eligible to apply for OGS, a change was made when the OGS program moved to be administered by each university. Although health professional Masters students remain eligible for OGS at some Ontario universities, they are not eligible at Western. The program supports having this decision revisited and enabling students to apply for OGS funding.</p> |
| <p>18. Additional funding for Indigenous students might encourage students to apply.*</p> | <p>Program: The program supports the suggestion of using Faculty of Health Sciences funding to support bursaries specifically for Indigenous students, and additional bursaries for students from equity-deserving groups. Students accepted via the two admissions spots for self-identified Indigenous students may face financial barriers to attending the program (e.g. tuition costs, relocation costs, living costs). For example, in the 2021 admissions process, four offers were made to self-identified Indigenous students to fill the 2 designated spots; however,</p> |

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| | <p>none of these students accepted these offers. The School of Occupational Therapy Awards Committee could assist in the review of applications for such bursaries.</p> <p>Faculty: Schools within the Faculty of Health Sciences are aligned with Western’s commitment to increasing Indigenous voices and presence across all levels of work, study and research. The Office of Indigenous Initiatives plays a leading role in championing Indigenous strategic directions, building collaborative and community-engaged partnerships, and supporting campus partners in implementing Western’s Indigenous Strategic Plan. Both Western (within the People, Community, and Culture theme of the new strategic plan) and the Faculty of Health Sciences aims to bolster bursary and scholarship opportunities for Indigenous students as well as those from other equity-deserving groups.</p> |
| <p>19. Suggest the Director and Associate Director raise student concerns about limited opportunities for experiential learning and preparedness for practice at both provincial and national levels to catalyse discussions about how deficits could be addressed.</p> | <p>Program: The COVID pandemic has definitely affected learning opportunities for program students, in relation to class, labs and practicum/fieldwork opportunities. In line with parameters outlined by Western and various levels of Public Health, the program primarily switched to remote learning in the previous academic year, while maintaining in-person opportunities for practical skill learning. The program also worked to ensure the maximum number of in-person fieldwork opportunities, while also having to support and create virtual fieldwork opportunities. This mode of delivery was not optimal for students and did set boundaries on experiential learning opportunities. As noted by the reviewers, these issues were experienced by programs across the country. The Director, Fieldwork Coordinator and other School of Occupational Therapy faculty have been part of provincial and national level discussions regarding the on-going effects of COVID on occupational therapy student education and preparedness for practice. Given the foci on experiential, relational and reflective learning, and the program’s responsibility to ensure students develop essential competencies for practice, the program has returned to an in-person curriculum and a policy is in place that indicates that a student’s fieldwork opportunities cannot be solely virtual.</p> |

Implementation Plan

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

Reviewers' recommendations related to staffing are not typically prioritized in the implementation plan as they are outside the scope of the review. The number of recommendations prioritized for implementation has been reduced given that several are already underway or are outside of the control of the program/faculty, as explained in the program and faculty responses.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
|--|---|--------------------------------|----------------|
| Recommendation #1: Consider whether current admissions process maximizes the likelihood of diversity. | Once this 3-year cycle is complete, the Admissions Committee will review the admissions process based on the data available, including reviewing the current 70/30 split. | Admissions Committee | By August 2023 |
| Recommendation #2: Consider perhaps a 4-year curriculum review cycle. | The use of a 4-year curriculum cycle will be added into the Terms of Reference for the Curriculum Committee when these are reviewed. | Director, Curriculum Committee | By August 2022 |
| Recommendation #3: To get a better sense of how the program prepares for students for post-graduation activity, take efforts to improve response rate to alumni survey and track program graduates. | Once in place, the School of Occupational Therapy's Graduate Administrative Assistant will work in collaboration with Western Alumni to devise better ways to track program alumni. | Director, Associate Director | By August 2022 |
| Recommendation #4: Ensure program delivery is consistent with Universal Design principles applied to accessibility. | Within future Curriculum Committee meetings and Town Hall discussions (regular mechanisms for student input; next meetings are scheduled for Oct.19th, 2021, Year 1 and Oct.26th, 2021, Year 2), the program will seek clarification as to any discrepancies students are reporting and will clarify the processes used to provide accommodations as well as the steps taken that align with Universal Design Principles. | Curriculum Committee | By April 2022 |

| | | | |
|--|--|--|-------------------------|
| <p>Recommendation #7: Review student feedback with students at the beginning of Term or Year would be helpful. Students do appreciate the opportunity to discuss the issues as they recognize that not all feedback can be implemented but would like to be a part of the process for discussion.</p> | <p>The Curriculum Committee will implement a mechanism within this academic year to address student feedback. This communication will occur through the Year 1 and Year 2 Coordinators, with key items also to be added to the agenda of the Town Halls.</p> | <p>Curriculum Committee, Year Coordinators</p> | <p>By April 2022</p> |
| <p>Recommendation #8: To better understand the need for and effect of EDI activities, more information at a university level (demographics of student and faculty) is needed in order to address issues of EDI within the program.</p> | <p>The School of Occupational Therapy will work with the Faculty’s recently appointed EDI-D coordinator and the SGPS to examine data related to the diversity of the program’s students. The program will equally reach out to the Office of the Vice-Provost EDI to follow-up on the Western wide census results.</p> | <p>Director, Associate Director</p> | <p>By December 2022</p> |
| <p>Recommendation #10: A key element of the program is experiential learning, however there is no access to standardized patients or simulated lab space (medicine may have a standard patient program but it is not accessible to the School of OT and there is very limited lab space).</p> | <p>Given the Faculty’s commitment to support increasing simulation space and technology needs among its schools, the School of Occupational Therapy will stipulate its simulated technology and space needs (e.g. standardized patients) to the Dean.</p> | <p>Director, Associate Director, Dean of Health Sciences</p> | <p>By August 2022</p> |
| <p>Recommendation #17: Enable OT students to be eligible for OGS or provide alternative funding opportunities to help address student concerns over costs incurred for placements.</p> | <p>The Program and Faculty will explore other donor based awards to support the students in OT.</p> | <p>Director, Associate Director, Dean of Health Sciences</p> | <p>By December 2022</p> |
| <p>Recommendation #18: Additional funding for Indigenous students might encourage students to apply.</p> | <p>In its aim to bolster bursary and scholarship opportunities for Indigenous students and equity-deserving groups, the Faculty of Health Sciences, in consultation with the new Assistant Dean EDIIA, will prepare a proposal regarding funding options to be discussed at Faculty Council and the GEC.</p> | <p>Dean of Health Sciences</p> | <p>By December 2022</p> |

ITEM 11.1(h) – New Scholarships, Awards and Prizes

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on March 9, 2022, SCAPA approved, on behalf of the Senate, the terms of reference for the new scholarships, awards and prizes shown in Item 11.1(h), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Scholarships, Awards and Prizes](#)

New Scholarships, Awards and Prizes

Cory Brekelmans Hockey Award (Athletics)

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

Value: 1 at \$1,500

Effective Date: 2022-2023 to 2031-2032 academic years inclusive

Jacques Menard Memorial Award (Ivey)

Awarded annually to a full-time graduate student entering the Master of Business Administration program at the Ivey Business School based on academic achievement and demonstrated community leadership. Final selection of the recipient will be made by the MBA Scholarship Review Committee, with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$4,000

Effective Date: May 2022

Stephen G.A. Pitel Award in Private International Law (Law)

Awarded annually to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to students taking International Commercial Litigation (Law 5670A/D). If International Commercial Litigation (Law 5670A/D) is not taught in a particular year then preference will be for a student in any other private international law course. The Faculty of Law will select the recipient. This award is made possible by a generous gift from Maureen Littlejohn (LLB '08).

Value: 1 at \$2000

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

Jim Henderson Continuing Award in Medicine (Schulich School of Medicine & Dentistry)
Awarded annually to a full-time student entering first year of the Doctor of Medicine (MD) program, based on academic achievement and demonstrated financial need. Preference will be given to Indigenous students (First Nations, Métis, or Inuit) or students from under-serviced areas of Canada. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipient. This award will continue for up to four years provided that the recipient progresses satisfactorily and continues to demonstrate financial need each year. If the recipient fails to retain the award, another student who meets the criteria will be selected from the same year. This award was established by the family and friends of the late Donald James (Jim) Henderson.

Value: 1 at \$1,000, only one student may hold this award at any one time
Effective Date: 2022-2023 academic year

Jim was a humanitarian, with a lifelong interest in public and current affairs. He had a long career as a psychiatrist, with a special interest in underserved communities. Jim was elected as the member of Provincial Parliament for the riding of Humber (renamed Etobicoke - Humber), for three terms from 1985 to 1995. Jim died in 2020 at the age of 79.

Dr. Kwan Yee (K.Y.) Lo Undergraduate Research Fellowship (Engineering)
Awarded annually to a full-time undergraduate student in the Faculty of Engineering based on academic achievement and a desire to complete a research experience prior to completing their final year of study under the supervision of a faculty member in the Faculty of Engineering's Geotechnical Research Centre. Candidates must complete an application and hold an Undergraduate Student Research Award (USRA) or Undergraduate Student Research Internship (USRI) through the Faculty of Engineering and be eligible to work in Canada. Recipients will be selected by a faculty committee in the Geotechnical Research Centre. This fellowship is made possible through generous donations honouring Dr. Kwan Yee (K.Y.) Lo from his colleagues and friends to recognize and encourage bright engineering students to pursue a summer research opportunity within the Geotechnical Research Centre.

Value: 1 at \$3,900
Effective: 2022-2023 academic year

During his 45 years at Western, Dr. Lo has made lasting contributions to the development of stress measurements in rocks, applicable to design and construction of underground structures. He was instrumental in developing the university's Geotechnical Research Centre and has trained and mentored over 50 graduate students, many who rose to senior leadership positions throughout the world. Dr. Lo has also authored many papers, research reports and contributed as an editor or author to the writing of six books.

ITEM 11.1(i) – New Scholarships, Awards and Prizes Funded by Operating

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

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

ATTACHMENT(S):

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

New Scholarships, Awards and Prizes Funded by Operating

PPE 4100E Senior Essay Prize (Social Science)

Awarded to the student in Politics, Philosophy and Economics 4100E whose essay for the course is judged to be the best essay that year. The student must be registered in the PPE-E or PPE-P module. If the selected paper was co-authored, the prize will be awarded jointly to the coauthors. The recipient(s) will be selected by the PPE Steering Committee in consultation with the instructor of the course. The award was established by the Department of Economics.

Value: certificate and book prize valued at \$150

Effective Date: 2021-2022 academic year

ITEM 11.2(a) – Election Results – Selection Committees for the Vice-Provost (Students) and the Vice-Provost and Associate Vice-President (International)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At the February 17, 2022 Senate meeting, one additional nomination was received for faculty membership on the Selection Committee for the Vice-Provost (Students) and two additional nominations were received for faculty membership on the Selection Committee for the Vice-Provost and Associate Vice-President (International).

An electronic vote was subsequently held on February 22-23, 2022.

The following two faculty members have been elected to the **Selection Committee for the Vice-Provost (Students)**:

- Jacquelyn Burkell
- Lorraine Davies

Please note that during the February 17, 2022, meeting of Senate, three members were acclaimed to the Selection Committee for Vice-Provost (Students):

- Susan Knabe (Faculty, Associate Dean Academic)
- Stephanie Hayne Beatty (University Community)
- Chris Lengyell (University Community)

The following two faculty members have been elected to the **Selection Committee for the Vice-Provost and Associate Vice-President (International)**:

- Sophie Roland
- Jane Toswell

Please note that during the February 17, 2022, meeting of Senate, two members were acclaimed to the Selection Committee for Vice-Provost and Associate Vice-President (International)

- Nick Harney (Dean)
- Sandra Zivkovic (Student Senator)

The certified Simply Voting election results are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

Feb 23, 2022

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

To Whom It May Concern:

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

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - Selection Committees: VP(Students) and VP/AVP (International)

Start: 2022-02-22 09:00:00 America/Toronto

End: 2022-02-23 16:00:00 America/Toronto

Turnout: 54 (53.5%) of 101 electors voted in this ballot.

Selection Committee for the Vice-Provost (Students)

| Option | Votes |
|--------------------|------------|
| DAVIES, Lorraine | 39 (41.1%) |
| BURKELL, Jacquelyn | 35 (36.8%) |
| WHITEHEAD, Shawn | 21 (22.1%) |

VOTER SUMMARY

| | |
|---------|----------|
| Total | 54 |
| Abstain | 1 (1.9%) |

Selection Committee for the Vice-Provost and Associate Vice-President (International)

| Option | Votes |
|-----------------------|------------|
| TOSWELL, Jane | 29 (31.9%) |
| ROLAND, Sophie | 28 (30.8%) |
| PARRAGA, Grace | 21 (23.1%) |
| BRAVO ROMAN, Cristian | 13 (14.3%) |

VOTER SUMMARY

| | |
|---------|----------|
| Total | 54 |
| Abstain | 2 (3.7%) |



ITEM 11.2(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 March 2022.

ATTACHMENT(S):

[Academic Administrative Appointments](#)

Academic Administrative Appointments

| Information for Senate - March 2022 | | | | |
|--|-----------------|-----------------|---------------------------|-------------------------------|
| Start Date | End Date | Name | Admin Appointment | Department |
| 2/1/2022 | 1/31/2023 | Hatch, Kelly | Associate Chief Librarian | Office of the Chief Librarian |
| 2/1/2022 | 6/30/2022 | Teasell, Robert | Clinical Department Chair | Physical Medicine and Rehab |
| 2/1/2022 | 1/31/2027 | McKay, Scott | Clinical Department Chair | Family Medicine |
| 3/1/2022 | 6/30/2022 | Santos, Maria | Assistant Dean | Schulich - Office of the Dean |

ITEM 12.0 - Items Removed from the Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

QUESTIONS FOR SENATE TO BE ADDRESSED DURING QUESTION PERIOD

1.

Mark Cleveland, Senator

Faculty are struggling with the increased workload imposed by Covid. Specifically, there has been a sharp increase in the number of academic accommodations that are being granted to students (SIRT, SRA, etc.), which means that faculty have been responsible for developing an even greater number of makeup exams, alternative assignments, and other forms of accommodation. These often must be achieved on a piecemeal basis, which is highly inefficient. As the number of deferrals has sharply increased, the number of hours that faculty members must devote to such activities has expanded, upsetting our work/life balance.

Given the unique circumstances of the Covid pandemic, it is understandable that Western has implemented policies that accommodate students. However, it is important to remember that the faculty are the ones that are dealing with the workload challenges associated with accommodations, SRA, and now SIRT. Many faculty feel that there has been no response from the administration, other than to merely acknowledge the workload implications that we, as faculty, have to live with every day.

According to Senate regulations, final grades must be submitted within one week after the writing of each final examination. In light of the additional workload arising from the sharp increase in academic accommodations, a one-week deadline to grade a huge volume of exams and assignments seems unreasonable (and especially since these tasks, for many people, fall over what is supposed to be “holiday time”). Can the university relax the 7-day deadline, by granting additional time for faculty to submit final grades?

2.

Alena Robin, Senator

As a senator from the Faculty of Arts and Humanities, I received the following from a colleague:

They would like to receive clarification on how SPF applications are adjudicated and request that applications that are not accepted be given meaningful feedback on why that’s the case. The application they made was rejected and the only feedback they received was that they should seek funding through the regular Faculty budget process. Why they should do that or why the funding couldn’t come from the SPF remains a complete mystery.

3.

Jamie Baxter, Senator

Are there plans underway to provide a 2022 COVID graduate student bursary program to help graduate students cope with pandemic-related delays?

4.

Mary Helen McMurrin, Senator

Regarding the President's report on 450 Talbot:

Could we have more detailed explanation about how proposals are prioritized? What is the overall vision for 450 Talbot? *Who* is making decisions about them, how transparent will that process be? What opportunities for collaboration across proposals are being explored?

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.
-