

SENATE AGENDA

**Friday, September 16, 2022, 1:30 p.m. – 4:30 p.m.
Arts & Humanities Building, Room 1R40**

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

- 1.0 Land Acknowledgement
- 2.0 Minutes of the Meeting of June 10, 2022 Approval
- 3.0 Business Arising from the Minutes
- 4.0 Report of the President Information

AGENDA

- 5.0 **Report of the Operations/Agenda Committee (E. Chamberlain)**
 - 5.1 Announcement of a Vice-Chair of the Operations/Agenda Committee Information
 - 5.2 Nominating Committee Membership Action
 - 5.3 Report of the ad hoc Working Group Approval
- 6.0 **Report of the Nominating Committee (S. Roland)**
 - 6.1 Announcement of a Chair and Vice-Chair of the Senate Nominating Committee Information
 - 6.2 Membership – Operations / Agenda Committee (OAC) Action
 - 6.3 Membership – Senate Committee on Academic Curriculum and Awards (ACA) Action
 - 6.4 Membership – Subcommittee on Undergraduate Academic Courses (SOC) Action

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- | | | |
|------|--|-------------|
| 6.5 | Membership – Subcommittee on Western Approved Micro-credentials (SWAM) | Action |
| 6.6 | Membership – Senate Committee on Academic Policy (Policy) | Action |
| 6.7 | Membership – University Research Board (URB) | Action |
| 6.8 | Membership – Distinguished University Professor Selection Committee (DUP) | Action |
| 6.9 | Membership – Senate Review Board Academic (SRBA) | Action |
| 6.10 | Membership – Senate Committee on University Planning (SCUP) | Action |
| 6.11 | Membership – Nominating Subcommittee for Members of the General Community | Action |
| 6.12 | Membership – Selection Committee for the Vice-President (Research) | Action |
| 7.0 | Report of the Senate Committee on Academic Policy (M. Milde) | |
| 7.1 | Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy | Information |
| 8.0 | Report of the Senate Committee on Academic Curriculum and Awards (J. Cuciurean) | |
| 8.1 | Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Curriculum and Awards | Information |
| 8.2 | Newly Re-ratified Institutional Quality Assurance Process (IQAP) | Information |
| 9.0 | Report of the Senate Committee on University Planning (M. Davison) | |
| 9.1 | Announcement of a Chair of the Senate Committee on University Planning | Information |
| 10.0 | Report of the University Research Board (L. Rigg) – NO REPORT | |
| 11.0 | Report of the Academic Colleague (P. Barmby) | Information |

12.0 The Unanimous Consent Agenda

12.1 Items from the Operations / Agenda Committee

- | | | |
|---------|---|-------------|
| 12.1(a) | Appointment of Officer of Convocation | Information |
| 12.1(b) | Senate Membership – Vacancies Filled by Appointment | Information |
| 12.1(c) | Annual Report of the Senate Review Board Academic | Information |
| 12.1(d) | Speaking Rights at Senate – Chair of the Senate Committee on Academic Curriculum and Awards (ACA) | Information |
| 12.1(e) | Virtual Senate Meeting for February 2023 | Information |

12.2 Items from the Senate Committee on Academic Policy

- | | | |
|---------|---|----------|
| 12.2(a) | Revisions to the Policy on Accommodation for Medical Illness – Undergraduate Students | Approval |
| 12.2(b) | Revisions to the Progression and Graduation Requirements for the HBA Program | Approval |

12.3 Items from the Senate Committee on Academic Curriculum and Awards

- | | | |
|--------------|---|----------|
| 12.3(a) | Faculty of Arts and Humanities, Department of Languages and Cultures: | |
| 12.3(a)(i) | Renaming of and Revisions to the Minor in German Language and Culture | Approval |
| 12.3(a)(ii) | Renaming of and Revisions to the Certificate in Practical German | Approval |
| 12.3(a)(iii) | Renaming of and Revisions to the Minor in Italian Language and Culture | Approval |
| 12.3(a)(iv) | Renaming of and Revisions to the Certificate in Practical Italian | Approval |
| 12.3(b) | Faculty of Arts and Humanities and Ivey Business School: Introduction of an Honours Double Major with SASAH and HBA Combined Degree Program | Approval |
| 12.3(c) | Faculty of Science, Department of Computer Science: Withdrawal of the Minor in Computer Hardware Design | Approval |

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12.3(d)	Faculty of Social Science, Department of Political Science: Withdrawal of the Honours Specialization and Major in Democratic Governance	Approval
12.3(e)	Brescia University College: Renaming of the Specialization and Major in Consumer Behavior	Approval
12.3(f)	Huron University College: Introduction of a Certificate in Modern Hebrew	Approval
12.3(g)	King's University College:	
12.3(g)(i)	Introduction of an Honours Specialization in Applied Psychology	Approval
12.3(g)(ii)	Renaming of the Honours Specialization, Major and Minor in Political Science	Approval
12.3(g)(iii)	Withdrawal of the Certificate in Critical Security Studies and the Certificate in Refugees, Migration and Forced Displacement	Approval
12.3(h)	School of Graduate and Postdoctoral Studies:	
12.3(h)(i)	Introduction of a Graduate Diploma (GDip) in Business and Sustainability	Approval
12.3(h)(ii)	Introduction of a new degree designation of Master of Health Sciences (MHSc) for the Applied Health Sciences field of the existing Master of Clinical Science (MCISc) in Advanced Health Care Practice	Approval
12.3(h)(iii)	Revisions to the Master of Science in Nursing (MScN) and the Doctor of Philosophy (PhD) in Nursing	Approval
12.3(h)(iv)	Introduction of a Flex-time Registration Option for the PhD in Health and Rehabilitation Sciences	Approval

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12.3(i) Articulation Agreements:

12.3(i)(i) [Revision to the transfer credit granted under the Articulation Agreement between King's University College, Western University, and Fanshawe College for Qualified Graduates of the Social Services Worker Diploma Program](#) Approval

12.3(i)(ii) [Revision to the transfer credit granted under the Articulation Agreement between King's University College, Western University, and Lambton College for Qualified Graduates of the Social Services Worker Diploma Program](#) Approval

12.3(j) [SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Kinesiology, Juris Doctor \(JD\), Epidemiology and Biostatistics, Neuroscience, Philosophy \(Brescia University College\), and Management and Organizational Studies \(King's University College\)](#) Information

12.3(k) [SUPR-G Report: Cyclical Reviews of the Graduate Programs in Advanced Health Care Practice and Family Medicine](#) Information

12.3(l) [New Scholarships, Awards and Prizes](#) Information

12.4 Announcements and Communications

12.4(a) [Election Results – Senate Committee on University Teaching Awards \(SUTA\)](#) Information

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

13.0 [Items removed from Consent Agenda](#)

14.0 [Discussion and Question Period](#)

15.0 New Business

16.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: APPROVAL INFORMATION DISCUSSION

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

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

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

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

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

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

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

ITEM 2.0 – Minutes of the Meeting of June 10, 2022

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the minutes of the meeting held on June 10, 2022,
be approved as circulated.

ATTACHMENT(S):

[Minutes of the June 10, 2022 Meeting](#)



MINUTES OF THE MEETING OF SENATE

June 10, 2022

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

SENATORS:

P. Barmby	D. Kotsopoulos	D. Purcell
A. Barnfield	J. Lacefield	A. Pyati
A. Baxter	D. Laird	G. Read
D. Brou	J. Langille	L. Rigg
S. Burke	M. Lebo	A. Robin
C. Burucúa	D. Lee	H. Samson
E. Chamberlain	W. Lehmann	G. Santos
M. Cleveland	A. Liu	A. Shami
K. Coley	L. Logan	A. Shepard
J. Corrigan	M. H. McMurrin	V. Smye
J. Cuciurean	M. Milde	C. Steeves
S. Datars Bere	L. Miller	L. Stephenson
M. Davison	J. Minac	F. Strzelczyk
G. De Viveiros	K. Mooney	G. Tigert
R. DeKoter	S. Morrison	R. Ventresca
L. Frederking	T. Peace	J. Watson
R. Gros	P. Peddle	K. Yeung
R. Heydon	S. Powell	J. Yoo

Observers: E. Gardner, J. Hutter, M. McGlynn, N. Narain, O. Oloya

LAND ACKNOWLEDGEMENT

J. Minac offered a Land Acknowledgement.

S.22-143 **MINUTES OF PRIOR MEETING**

It was moved by R. Gros, seconded by J. Yoo,

That the minutes of the meeting of May 13, 2022, be approved as circulated.

CARRIED

S.22-144 **REPORT OF THE PRESIDENT**

The Report of the President, distributed with the agenda, contained information on the following topics: COVID-19 update, entrepreneurship updates, renovations for downtown campus, response to reports on gender-based and sexual violence, and recent accolades.

The President additionally commented on the following items:

- Appreciation for Senators whose terms are ending in June 2022 as well as those who are continuing
- Thank you message for Glen Tigert, University Registrar, who is retiring
- Strong enrolment confirmation for students in September
- Vaccine policy will remain in place in September; waiting for confirmation from health officials regarding if a third dose should be added to the requirement
- Convocation began on June 3 and will continue through the beginning of July, including a surprising number of returning grads from 2020 and 2021

S.22-145 **Presentation on Western's Academy for Advanced Research (WAFAR)**

F. Longstaffe, Director, provided a presentation on Western's Academy for Advanced Research. The presentation is attached to the minutes as Appendix "A".

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

S.22-146 **ITEM 5.1 – Nominating Committee Membership**

No nominations were received for the Nominating Committee.

REPORT OF THE NOMINATING COMMITTEE

S.22-147 **ITEM 6.1(a) – Senate Committee Membership – Operations/Agenda Committee (OAC)**

Jeff Watson was nominated from the floor of Senate and was acclaimed to the

Operations/Agenda Committee as a member of Senate for a term from July 1, 2022 to June 30, 2023.

Constanza Burucúa was acclaimed to the Operations/Agenda Committee as a member of Senate for a term from July 1, 2022 to June 30, 2024.

Lauren Stoyles was acclaimed to the Operations/Agenda Committee as a student senator for a term from July 1, 2022 to June 30, 2023.

S.22-148 **ITEM 6.1(b) – Senate Committee Membership – Senate Committee on University Teaching Awards (SUTA)**

Mark Cleveland and José Herrera were acclaimed to the Senate Committee on University Teaching Awards as members of faculty for terms from July 1, 2022 to June 30, 2025.

Two graduate students were nominated from the floor of Senate. An election was held following the Senate meeting and Michelle Caplan was elected to the Senate Committee on University Teaching Awards for a term from July 1, 2022 to June 30, 2023.

S.22-149 **ITEM 6.1(c) – Senate Committee Membership – Senate Committee on Academic Curriculum and Awards (ACA)**

Kenisha Arora was acclaimed to the Senate Committee on Academic Curriculum and Awards as an undergraduate student for a term from July 1, 2022 to June 30, 2023.

S.22-150 **ITEM 6.1(d) – Senate Committee Membership – Subcommittee on Program Review – Undergraduate (SUPR-U)**

Celine Tsang, Jordan Ramnarine, and Siddharth Maheshwari were acclaimed to the Subcommittee on Program Review – Undergraduate as undergraduate students for terms from July 1, 2022 to June 30, 2023.

S.22-151 **ITEM 6.1(e) – Senate Committee Membership – Subcommittee on Western Approved Micro-credentials (SWAM)**

Mara De Giusti Bordignon was acclaimed to the Subcommittee on Western Approved Micro-credentials as a graduate student for a term from July 1, 2022 to June 30, 2023.

S.22-152 **ITEM 6.1(f) – Senate Committee Membership – Subcommittee on Undergraduate Academic Courses (SOC)**

Iman Berry was acclaimed to the Subcommittee on Undergraduate Academic Courses as an undergraduate student for a term from July 1, 2022 to June 30, 2023.

S.22-153 **ITEM 6.1(g) – Senate Committee Membership – Senate Committee on University Planning (SCUP)**

Karine Dufresne was acclaimed to the Senate Committee on University Planning as a

postdoctoral fellow for a term from July 1, 2022 to June 30, 2024.

Kenisha Arora was acclaimed to the Senate Committee on University Planning as an undergraduate student senator for a term from July 1, 2022 to June 30, 2023.

S.22-154 **ITEM 6.1(h) – Senate Committee Membership – University Research Board (URB)**

Margaret Martin was acclaimed to the University Research Board as a member of faculty for a term from July 1, 2022 to June 30, 2024.

Michael Paris was acclaimed to the University Research Board as a postdoctoral fellow for a term from July 1, 2022 to June 30, 2024.

Jordan Ramnarine was acclaimed to the University Research Board as an undergraduate student for a term from July 1, 2022 to June 30, 2023.

Matheus Sanita Lima and Hugh Samson were acclaimed to the University Research Board as graduate students for terms from July 1, 2022 to June 30, 2023.

S.22-155 **ITEM 6.1(i) – Senate Committee Membership – Honorary Degrees Committee**

Constanza Burucúa was acclaimed to the Honorary Degrees Committee for a term from July 1, 2022 to June 30, 2024.

Angela Liu was nominated from the floor of Senate and was acclaimed to the Honorary Degrees Committee as a student senator for a term from July 1, 2022 to June 30, 2023.

S.22-156 **ITEM 6.1(j) – Senate Committee Membership – Senate Review Board Academic (SRBA)**

Celine Tsang and Siddharth Maheshwari were acclaimed to the Senate Review Board Academic as undergraduate students for a term from July 1, 2022 to June 30, 2023.

Angela Liu was nominated from the floor of Senate and was acclaimed to the Senate Review Board Academic as an undergraduate student for a term from July 1, 2022 to June 30, 2023.

Joel Welch was acclaimed to the Senate Review Board Academic as a graduate student for a term from July 1, 2022 to June 30, 2023.

S.22-157 **ITEM 6.1(k) – Senate Committee Membership – Distinguished University Professor Selection Committee (DUP)**

No nominations were received for the Distinguished University Professor Selection Committee.

S.22-158 **ITEM 6.2 – Membership – Selection Committee for the University Registrar**

John Cuciurean, Lise Laporte, and Sarah Visscher were acclaimed to the Selection

Committee for the University Registrar.

Angela Liu was nominated from the floor of Senate and was acclaimed to the Selection Committee for the University Registrar as a student senator.

REPORT OF THE UNIVERSITY RESEARCH BOARD

S.22-159 **ITEM 9.1 – MAPP 7.0 – Academic Integrity in Research Activities**

It was moved by J. Cuciurean, seconded by R. Gros,

That Senate approve and recommend to the Board of Governors, that MAPP 7.0 – Academic Integrity in Research Activities be renamed as MAPP 7.0 – Responsible Conduct of Research, and that the policy be revised as shown in Item 9.1.

CARRIED

S.22-160 **ITEM 10.0 – Report of the Academic Colleague**

Senate received the Report of the Academic Colleague for the May 2022 meeting for information.

S.22-161 **CONSENT AGENDA ITEMS**

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE

S.22-162 **Information Items Reported by the Operations / Agenda Committee**

- ITEM 11.1 – Appointment of Officers of Convocation

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS

S.22-163 **ITEM 11.2(a) – Faculty of Arts & Humanities and Faculty of Social Science, Department of Gender, Sexuality, and Women’s Studies: Introduction of a Minor in Black Studies**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, a Minor in Black Studies be introduced as show in Item 11.2(a).

CARRIED BY UNANIMOUS CONSENT

S.22-164 **ITEM 11.2(b) – Faculty of Arts & Humanities, Department of Languages and Cultures: Withdrawal of the Minor in Digital Spanish**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, the Minor I Digital Spanish be withdrawn.

CARRIED BY UNANIMOUS CONSENT

S.22-165 **ITEM 11.2(c)(i) – Faculty of Engineering: Introduction of Artificial Intelligence Systems Engineering Concurrent Degree Programs**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, the following Artificial Intelligence Systems Engineering concurrent degree programs be introduced in the Faculty of Engineering as shown in Item 11.2(c)(i).

Chemical Engineering and Artificial Intelligence Systems Engineering (Option G)

Civil Engineering and Artificial Intelligence Systems Engineering, Smart Cities and Structural Engineering (Option H)

Civil Engineering and Artificial Intelligence Systems Engineering, Smart Cities and Environmental Engineering (Option I)

Electrical Engineering and Artificial Intelligence Systems Engineering (Option M)

Mechanical Engineering and Artificial Intelligence Systems Engineering (Option H)

Mechatronic Systems Engineering and Artificial Intelligence Systems Engineering (Option E)

CARRIED BY UNANIMOUS CONSENT

S.22-166 **ITEM 11.2(c)(ii) – Faculty of Engineering: Policy Revision: Registration and Progression in Three-Year, Four-Year and Honours Degrees (Concurrent Degrees)**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, the policy on Registration and Progression in Three-Year, Four-Year and Honours Degrees (Concurrent Degrees) be revised as shown in Item 11.2(c)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-167 **ITEM 11.2(d) – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BSc) Program” Policy**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, the Weighted Average Chart in the “Admission to

the Bachelor of Medical Sciences (BMSc) Program” policy be revised as shown in Item 11.2(d).

CARRIED BY UNANIMOUS CONSENT

S.22-168 **ITEM 11.2(e) – King’s University College: Introduction of a Minor in Migration and Border Studies and Introduction of Interdisciplinary Studies 2277F/G**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, a Minor in Migration and Border Studies be introduced by King’s University College as shown in Item 11.2(e), and

That effective September 1, 2022, Interdisciplinary Studies 2277F/G: Borders, Bodies and Boundaries be introduced by King’s University College as shown in Item 11.2(e).

CARRIED BY UNANIMOUS CONSENT

S.22-169 **ITEM 11.2(f)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Hispanic Studies**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Hispanic Studies be revised as shown in Item 11.2(f)(i).

CARRIED BY UNANIMOUS CONSENT

S.22-170 **ITEM 11.2(f)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Course-Based Master of Health Information Science (MHIS)**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, the Course-based Master of Health and Information Science (MHIS) be revised as shown in Item 11.2(f)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-171 **ITEM 11.2(g)(i) – Policy Revision: Academic Records and Student Transcripts**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, the policy on Academic Records and Student Transcripts be revised as shown in Item 11.2(g)(i).

CARRIED BY UNANIMOUS CONSENT

S.22-172 **ITEM 11.2(g)(ii) – Policy Revision: Undergraduate Student Academic Appeals**

It was moved by C. Steeves, seconded by M. Milde,
That effective September 1, 2022, the policy on Undergraduate Student Academic Appeals be revised as shown in Item 11.2(g)(ii).

CARRIED BY UNANIMOUS CONSENT

S.22-173 **ITEM 11.2(g)(iii) – Policy Revision: Admission and In-Course Scholarships**

It was moved by C. Steeves, seconded by M. Milde,

That effective September 1, 2022, the policy on Admission and In-Course Scholarships be revised as shown in Item 11.2(g)(iii).

CARRIED BY UNANIMOUS CONSENT

S.22-174 **ITEM 11.2(g)(iv) – Policy Revision: Dean’s Honour List and Graduation “With Distinction”**

It was moved by C. Steeves, seconded by M. Milde,

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

CARRIED BY UNANIMOUS CONSENT

S.22-175 **Information Items Reported by the Senate Committee on Academic Policy and Awards on Unanimous Consent**

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

- ITEM 11.2(h) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Theatre Studies, East Asia Studies (Huron University College) and Economics (King’s University College)
- ITEM 11.2(i) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Comparative Literature, Communication Sciences and Disorders, Health and Rehabilitation Sciences, and Kinesiology
- ITEM 11.2(j) – New Scholarships, Awards and Prizes
- ITEM 11.2(k) – New Scholarships, Awards and Prizes Funded by Operating

REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANNING

S.22-176 **Information Items Reported by the Senate Committee on University Planning on Unanimous Consent**

The following items reported by the Senate Committee on University Planning were received

for information by unanimous consent:

- ITEM 11.3(a) – Annual Report of the Working Group on Information Security
- ITEM 11.3(b) – Reports on Promotion, Tenure and Continuing Appointment
- ITEM 11.3(c) – Distinguished University Professor and Faculty Scholars

REPORT FROM THE UNIVERSITY RESEARCH BOARD

S.22-177 Information Items Reported by the University Research Board on Unanimous Consent

The following items reported by the University Research Board were received for information by unanimous consent:

- ITEM 11.4(a) – Update on Research Centres and Groups

REPORT FROM THE HONORARY DEGREES COMMITTEE

S.22-178 Information Items Reported by the Honorary Degrees Committee on Unanimous Consent

The following items reported by the Honorary Degrees Committee were received for information by unanimous consent:

- ITEM 11.5(a) – Honorary Degree Recipients – Spring 2022

ANNOUNCEMENTS AND COMMUNICATIONS

S.22-179 Information Items Reported through Announcements and Communications on Unanimous Consent

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

- ITEM 11.6(a) – Election Results – Board of Governors

S.22-180 DISCUSSION AND QUESTION PERIOD

1. A Senator asked about the decision to remove an image posted on Western's Instagram account to mark the International Day Against Homophobia, Transphobia, and Biphobia after it was met with criticism from people who found it offensive, and if consultation occurred prior to the removal of the image.

O. Oloya, Associate Vice-President (Equity, Diversity & Inclusion), responded and provided an overview of the timeline with respect to the posting and removal of the image. He noted that the image was selected to show diversity. He noted that the team making the decision was also diverse and confirmed that everyone was confident in the decision to post the image.

The image was posted on May 17, 2022 with a supportive message on both Facebook and Instagram. Within a short time, members of the team reported negative messages but also noted the positive messages being received. A communications specialist from the Office of Equity, Diversion & Inclusion contacted a number of Western clubs to ask for their support, to which one group responded and felt the image was inappropriate. They asked, in writing, for the image to be removed. The Office of Equity, Diversion & Inclusion and Communications considered the request and the *Freedom of Expression Policy* and responded that though the image may be provocative, it is appropriate and should remain online. The same day, a petition began which was open to everyone. More hate messages were being posted online and by the next morning, the petition had tens of thousands of signatures. The group met again to consider the impact of the image and safety concerns became more prominent. At that time, the group decided to remove the image from social media, though the message of support remains online.

O. Oloya also expanded upon the steps the Office of Equity, Diversion & Inclusion are taking to support the LGBTQ+ community, and specifically the Muslim LGBTQ+ community. He noted that they are working on inviting a number of individuals to campus in the fall to discuss how faith communities have created space for LGBTQ+ members to provide guidance and support to the Western community.

ADJOURNMENT

The meeting adjourned at 2:35 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

The Western Academy for Advanced Research



uwo.ca/academy | wafar@uwo.ca | [@WesternUAcademy](https://twitter.com/WesternUAcademy)



Academy Mission

To seek solutions to major issues facing humanity through focused enquiry that combines the spectrum of scholarship at Western with that from around the world.



The Western Academy for Advanced Research

Academy Mandate

- Facilitate and adjudicate *theme* and major participant selection

Semi-Annual Competitions



The Western Academy for Advanced Research

Proposal Adjudication

- Academic Steering Committee, which makes recommendations to the Vice-President (Research) and Provost & Vice-President (Academic)



The Western Academy for Advanced Research

Academic Steering Committee (2021-2022)



Bipasha Barua
Arts & Humanities



Girma Bitsuamlak
Engineering



Jacquelyn Burkell
Information & Media Studies



Craig Dunbar
Ivey Business School



Lauren Flynn
Engineering / Schulich School of Medicine & Dentistry



Andy Hrymak
President's Office



Isaac Luginaah
Social Science



Heather Martin
Western Research



Nadine Wathen
Health Sciences

TBA



The Western Academy for Advanced Research

Academy Themes

- Broad public significance
- Ideas from across the spectrum of scholarship and sectors
- Relevance to major issues in Canada and the world
- Advances that influence the direction of society, government, and/or the private sector
- Public dissemination of outcomes

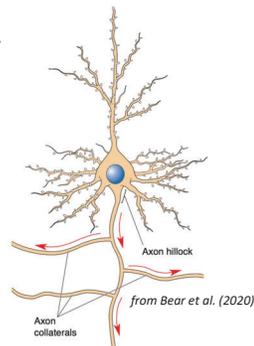


The Western Academy for Advanced Research

Inaugural Themes

Beginning **September 2022**, **Lyle Muller** (Mathematics) will lead *The mathematical methods for biological and artificial brains*.

- Western University (Mathematics, Robarts Research Institute, London Health Sciences Centre)
- Fields Institute (University of Toronto)
- Princeton University
- Yale University
- Hebrew University of Jerusalem



"Neurons are the basic unit of computation in the brain. Mathematical advances are needed to describe how neural networks break down in disease."



The Western Academy for Advanced Research

Inaugural Themes

Beginning **January 2023**, **Keith Porter** (Institute for Catastrophic Loss Reduction, Civil and Environmental Engineering) will lead *Climate resilient infrastructure and buildings*.

- Western University (Social Science, Engineering, Science, Ivey)
- Institute for Catastrophic Loss Reduction
- Wharton School, University of Pennsylvania
- Dr. Lucy Jones Center for Science and Society, USA



"If resilience makes so much sense, why aren't we doing it?"



The Western Academy for Advanced Research

Some Details:

- The Academy provides a structure, funding and place for delivery of *themes*:



Western Fellows

- Seconded for duration of *theme*
- Selected based on excellence and fit to *theme*
- One Western Fellow designated as *Theme Leader*
- Typically, three Western Fellows per *theme*

Visiting Western Fellows

- Internationally established or emerging scholars, thinkers, leaders from university, government, private sector
- Reside at Western (*some flexibility*)
- Typically, two Visiting Western Fellows per *theme*

Western Academy Postdoctoral Scholars

- Competitively selected to work with *Western Fellows* and *Visiting Western Fellows*
- Typically, two Postdoctoral Scholars per *theme*

Others Welcome!

For example,

- Other interested members of the faculty, community, government and private sector
- Students working with *Western Fellows* and *Visiting Western Fellows*

Western 

The Western Academy for Advanced Research

Academy Themes

- Currently, two *themes* of normal duration (10-12 months) per year

Western 

The Western Academy for Advanced Research

Space

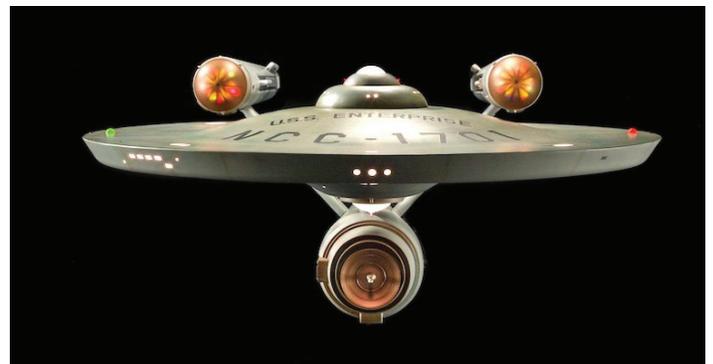


International and Graduate Affairs Building – Level 3, Western University

Western 

Space – Visitor Housing

*The Final Frontier –
we're working on it*



Western 

Not in a Galaxy Far Far Away

Proposing a *Theme*

- Letter of Intent (LOI) required
- Competition now open for September 2023 or January 2024:
 - *LOI due date: July 17, 2022*
 - *Full applications due: October 31, 2022*
- LOI available at:

<https://www.uwo.ca/academy/>



The Western Academy for Advanced Research

The Western Academy for Advanced Research

Fred J Longstaffe, Director
<https://www.uwo.ca/academy/>
@WesternUAcademy



Thank you for your attention!



The Western Academy for Advanced Research

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
Date: September 8, 2022
Re: Monthly report for September 2022

Dear Senators,

I hope you've had a great summer and share my excitement for getting our new academic year underway. The past few months have been busy with preparations to welcome students back to campus, which includes over 6,400 first-year undergrads on main campus, some 5,000 of whom are settling into residence, and about 4,800 international students from 130 countries.

OWeek is unfolding well. We're taking extra care and precaution this year to ensure a safe and inclusive environment for all students, as well as for faculty and staff. Among the new welcome initiatives we've added this year are 'Care Hubs' in three strategic locations around campus. In these hubs, staff, faculty, and mental health counsellors are available to help guide and orient students to their new home, answer questions, and offer support for special needs. Each hub is stocked with a variety of supplies (e.g., water, snacks, hygiene products, resource contact lists, fun give-aways, etc.) and equipped with a private area where students can access one-on-one counselling. Another important addition is upper-year safety ambassadors in all residences – these individuals are on-site in addition to residence staff. I want to thank everyone for making Western a place where we all feel a sense of belonging and commitment to our collective academic mission.

The following report highlights some noteworthy developments since my June 3, 2022, report.

COVID-19 update: On September 1, Health Canada approved Moderna's updated COVID-19 bivalent vaccine which targets the Omicron variant. While we don't know exactly when this vaccine will be available, we anticipate it will be early this fall. It's also likely that a new bivalent vaccine from Pfizer will be available soon after. After consulting again with medical experts, we have decided to extend the deadline for submitting proof of vaccination for a booster dose from October 1 to January 9, 2023. Campus members will have the option to get a booster shot of one of the new vaccines once they become available, or getting boosted now with a current vaccine in

order to be eligible again in 90 days for a bivalent vaccine. And, as of September 1, **medical-grade (ASTM level 3) masks are required indoors in instructional spaces for degree credit courses such as classrooms, labs and seminar rooms, and may be required for large indoor events.** If you are presenting, performing, facilitating or speaking to a group you may remove your mask. **Exemptions will be granted for the Faculty of Music, where a mask-friendly policy will be implemented in lieu of the required masking for instructional space when music-making is occurring.** See <https://www.uwo.ca/coronavirus/vaccine.html#faqs> for more details on our safety protocols and watch <https://www.uwo.ca/coronavirus/> for the latest pandemic updates.

In-person convocation: It was a joy returning to Alumni Hall for in-person convocations in June and July to celebrate the achievements of some 8,000 new alumni, including the Class of 2022 as well as graduates from the Classes of 2020 and 2021 who were unable to cross the stage earlier due to pandemic restrictions. We hosted 30 separate ceremonies and conferred honorary degrees upon 18 outstanding individuals, plus held a special graduation ceremony back in March for Indigenous graduates, organized by Western's Indigenous Student Centre.

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

- **Joy MacDermid** (Physical Therapy) and **Juan Luis Suárez** (Languages & Cultures) each awarded Western's 2022 *Hellmuth Prize for Achievement in Research*.
- Forty-three Western scholars awarded funding from the *Social Sciences & Humanities Research Council*, including \$2.4M for a project co-led by **Fiona Webster** (Nursing) examining the marginalization of patients engaged in chronic pain research, and \$2.5M for a project co-led by **Abe Oudshorn** (Nursing) studying homelessness.
- Sixty-seven Western scholars awarded funding from the *Natural Sciences & Engineering Research Council*, including \$1.65M for an international project led by **Yolanda Hedberg** (Chemistry) to train the next generation of corrosion scientists.
- Thirteen Western scholars awarded funding from the *Canadian Institutes of Health Research*, including \$1M to **Nathalie Bérubé** (Anatomy & Cell Biology) for work that aims to improve the memory in children with intellectual disabilities.
- **Marilyn Ford-Gilboe** (Nursing) awarded \$2M in federal funding to support the national research project she is leading to develop an intervention program that aims to improve the safety, health and well-being of women who experience intimate partner violence.
- **Ryan Willing** (Mechanical & Materials Engineering) awarded US\$2.3M from the National Institutes of Health as the co-investigator in an international research project that aims to improve the longevity of artificial knee replacements.

- **Western's Wind Engineering, Energy & Environment Research Facilities** (aka, WindEEE Dome) named recipient of a \$4M grant from the *Canada Foundation for Innovation Major Science Initiative Fund*.
- Nine Engineering faculty members named *Fellows of the Canadian Academy of Engineering*: **Dean Ken Coley** (Mechanical & Materials); **Sohrab Rohani**, **Kibret Mequanint**, **George Nakhla** and **Ajay Ray** (Chemical & Biochemical); **Han-Ping Hong**, **Greg Kopp** and **Moncef Nehdi** (Civil & Environmental); and **Hanif Ladak** (Electrical & Computer).
- MD candidate **Gavin Raner** named recipient of the *Dr. Ramsay Gunton Canadian Medical Hall of Fame Award*, recognizing their being the first non-binary medical student registered with the OMA and for their leadership on EDID issues at Schulich.
- BMSc candidate and Western Board of Governors member **Kenisha Arora** named top-10 finalist for the *Chegg.org Global Student Prize*, which is given to one exceptional student who has made a significant impact on learning, the lives of peers, and society.
- Six first-year students **Brent Davison** (Engineering and Business), **Xander Chin** (Engineering), **Eric Hout** (Science), **Holly Morton** (Science), **Marianna Speranza** (Science), and **Tina Xu** (Engineering) awarded *Schulich Leader Scholarships*, each valued between \$80,000 and \$100,000.
- Masters candidate **Jahin Khan** (Epidemiology & Biostatistics) recognized with the *2022 Women's Health Scholars Award from the Council of Ontario Universities*.
- Alumni **Stacey Ann Allaster** (LLD'14, MBA'00, BA'85); **James Lloyd Cassels** (LLB'80); **Dr. William Foster Clark** (MD'70); **Dr. Zane Cohen** (BA'65); and **Guy Jacques Pratte** (BA'78) appointed to the *Order of Canada*.

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

ACTION: APPROVAL INFORMATION DISCUSSION

The Operations/Agenda Committee elected a Vice-Chair for the July 1, 2022 to June 30, 2023 term as follows:

Vice-Chair: Sophie Roland

ATTACHMENT(S):

[List of Senators](#)

Senate Membership 2022-23

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

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

ELECTED FACULTY (46 voting members)

FACULTY OF ARTS AND HUMANITIES (5)

Term to June 30/23:

Alena Robin (Languages & Cultures)

Anne Schuurman (English & Writing Studies)

Term to June 30/24:

Constanza Burucúa (Languages & Cultures)

Mary Helen McMurrin – on leave until Jan. 1, 2023

Jane Toswell (English & Writing Studies)

Victoria Wolff (Languages & Cultures) – Sept. 1, 2022 – Dec. 31, 2022 only

IVEY BUSINESS SCHOOL (2)

Term to June 30/23: Deishin Lee

Term to June 30/24: Tony Frost

FACULTY OF EDUCATION (2)

Term to June 30/23: Immaculate Namukasa

Term to June 30/24: Katina Pollock

FACULTY OF ENGINEERING (2)

Term to June 30/23: James Lacefield (Electrical & Computer Engineering)

Term to June 30/24: Clare Robinson (Civil & Environmental Engineering)

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (10)

SGPS – At Large

Term to June 30/23: Mark Cleveland (DAN Management & Organizational Studies)

SGPS – Arts and Humanities

Term to June 30/23: Genevieve De Viveiros (French Studies)

SGPS – Business

Term to June 30/24: Adam Fremeth

SGPS – Education

Term to June 30/24: Rachel Heydon

SGPS – Engineering

Term to June 30/23: Abdallah Shami (Electrical & Computer Engineering)

SGPS – Health Sciences

Term to June 30/24: Treena Orchard (Health Studies)

SGPS – Law/FIMS/Music

Term to June 30/23: Kevin Mooney (Music Research & Composition)

SGPS – Medicine & Dentistry

Term to June 30/23: Shawn Whitehead (Anatomy & Cell Biology)

SGPS – Science

Term to June 30/24: Benjamin Rubin (Biology)

SGPS – Social Science

Term to June 30/24: Marc Joanisse (Psychology)

FACULTY OF HEALTH SCIENCES (4)

Term to June 30/23: Shauna Burke (Health Studies)

Rachel Forrester-Jones (Health Studies)

Term to June 30/24: Kenneth Kirkwood (Health Studies)

Carrie Anne Marshall (Occupational Therapy)

FACULTY OF INFORMATION AND MEDIA STUDIES (2)

Term to June 30/23: Ajit Pyati

Term to June 30/24: Melissa Adler

FACULTY OF LAW (2)

Term to June 30/23: Zoe Sinel

Term to June 30/24: Joanna Langille

SCHULICH SCHOOL OF MEDICINE & DENTISTRY (5)

Term to June 30/23: Tisha Joy (Medicine)

Dale Laird (Anatomy & Cell Biology)

Term to June 30/24: Frank Beier (Physiology & Pharmacology)

Rodney DeKoter (Microbiology & Immunology)

Gildo Santos (Dentistry)

DON WRIGHT FACULTY OF MUSIC (2)

Term to June 30/23: Sophie Roland (Music Performance Studies)

Term to June 30/24: Aaron Hodgson (Music Performance Studies) – July 1, 2022 –
June 30, 2023 only

Edmund Goehring (Music Research & Composition) – on leave
until July 1, 2023

FACULTY OF SCIENCE (5)

Term to June 30/23: Stella Conostas (Chemistry)

Anwar Haque (Computer Science)

Terms to June 30/24: Pauline Barmby (Physics & Astronomy)

Beth Gillies (Chemistry)

Jan Minac (Mathematics)

FACULTY OF SOCIAL SCIENCE (5)

Term to June 30/23: Andrew Nelson (Anthropology)

Laura Stephenson (Political Science)

Term to June 30/24: Godwin Arku (Geography)

Kate Choi (Sociology)

Julie Schermer (DAN Management / Psychology)

AFFILIATED UNIVERSITY COLLEGES (9 voting members)

BRESCIA UNIVERSITY COLLEGE (3)

President: Laretta Frederking
Term to June 30/23: Sara Morrison
Term to June 30/24: Jennifer Sutton

HURON UNIVERSITY COLLEGE (3)

President: Barry Craig
Term to June 30/23: Thomas Peace
Term to June 30/24: Dan Smith

KING'S UNIVERSITY COLLEGE (3)

President: David Malloy
Term to June 30/23: Robert Ventresca
Term to June 30/24: TBD (Affiliate Appointment)

STUDENTS (18 voting members)

UNDERGRADUATES (14)

Arts and Humanities/FIMS/Music

Term to June 30/23: *Migrated to At-Large for 2022-23*

Business/Education/Engineering/Law

Term to June 30/23: *Migrated to At-Large for 2022-23*

Health Sciences (1)

Term to June 30/23: Dante Tempesta

Medicine & Dentistry (1)

Term to June 30/23: Margi Patel

Science (2)

Term to June 30/23: Kenisha Arora
Jeff Binoy

Social Science (2)

Term to June 30/23: Hailey Arnott
Emilie Kalaydijan

Brescia, Huron and King's University Colleges

Term to June 30/23: *Migrated to At-Large for 2022-23*
Migrated to At-Large for 2022-23

At Large (8)

Term to June 30/23:

Sahiba Badyal (Ivey)

Iman Berry (Ivey)

Ethan Chen (Ivey)

Maisha Fahmida (Schulich)

Angela Liu (Huron)

Lauren Stoyles (Huron)

TBD (USC Appointment)

TBD (USC Appointment)

GRADUATE STUDENTS (4)

Term to June 30/23:

Mara Bordignon (Education)

Hugh Samson (Information and Media Studies)

Joel Welch (Law)

Matheus Sanita Lima (Science)

ADMINISTRATIVE STAFF (2 voting members)

Term to June 30/23:

Jeff Watson (Careers and Experience)

Term to June 30/24:

Vacant

GENERAL COMMUNITY (5 voting members)

Alumni Association (3)

President designate:

Yvette Laforet-Fliesser

Term to June 30/23:

Anne Baxter

Term to June 30/24:

Dave Ferri

Elected by Senate (2)

Term to June 30/23:

Sheila Powell

Term to June 30/24:

TBD (Subcommittee Appointment)

BOARD OF GOVERNORS (2 voting members)

Term to June 30/23:

Cathy Burghardt-Jesson

Term to June 30/24:

Geoff Pollock

OBSERVERS: (16 to 19 non-voting observers)

Pauline Barmby	Academic Colleague
Susan Lewis	Vice-Provost (Academic Programs)
Margaret McGlynn	Vice-Provost (Academic Planning, Policy & Faculty)
TBD	Vice-Provost and Associate Vice-President (International)
Christy Bressette	Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Ruban Chelladurai	Associate Vice-President (Planning, Budgeting, and Information Technology)
Opiyo Oloya	Associate Vice-President (Equity, Diversity & Inclusion)
John Doerksen	Vice-Provost (Students)
TBD	Director, Undergraduate Recruitment and Admissions
Hiran Perinpanayagam	President, UWO Faculty Association (UWOFA)
Roxanne Isard	UWOFA-Librarians/Archivists (LA) Representative
TBD	Lecturer Representative
Ethan Gardner	President, University Students' Council (USC)
Danica Facca	President, Society of Graduate Students (SOGS)
Karine Dufresne	President, PAW
Junaid Hussain	President, Master of Business Admin. Assoc. (MBAA)
Geoff Read	Academic Dean(s) of Affiliated University College who are not currently in elected positions on Senate. (<i>Up to three, one each from Brescia, Huron and King's</i>).

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

Senate membership as of September 8, 2022

ITEM 5.3 – Report of the *ad hoc* Working Group

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That Senate ratify the SGPS Regulations identified as falling under Senate’s purview as shown in the attached (“SGPS Academic Policies”), and

That effective September 1, 2022, proposals for revisions to SPGS Academic Policies be submitted to the Senate Committee on Academic Policy in accordance with the Policy on Establishing Senate Academic Policies and Procedures.

EXECUTIVE SUMMARY:

At its meeting on September 8, 2022, OAC reviewed and considered the recommendations included in the second Report of the *ad hoc* Working Group to the Operations/Agenda Committee. The report is now presented to Senate.

ATTACHMENT(S):

[Second Report of the *ad hoc* Working Group to the Operations/Agenda Committee
September 2022](#)

**Second Report of the *ad hoc* Working Group to
the Operations/Agenda Committee**

September 2022

In June 2021 the Operations/Agenda Committee (OAC) formed an *ad hoc* Working Group to review the structure and remit of the Senate Committee on Academic Policy and Awards (SCAPA) and its subcommittees.

The composition of the *ad hoc* Working Group includes:

Chair of OAC, who serves as Chair	Erika Chamberlain
Chair of SCAPA	John Cuciurean
Chair of SUPR-U	Jeff Hutter
Co-Chair of SUPR-G	Ruth Martin
Chair of SWAM	John Doerksen

In April 2021, the *ad hoc* Working Group submitted its first report to OAC. The report presented three overarching recommendations which were subsequently approved by OAC and Senate in April 2021. As a result, effective July 1, 2022:

1. The Subcommittee on Teaching Awards (SUTA) was disbanded as a subcommittee of SCAPA and established as a Senate Committee reporting to Senate through the Operations/Agenda Committee.
2. A new Subcommittee on Undergraduate Academic Courses (SOC) was introduced as a subcommittee of SCAPA to replace the existing Dean's Academic Program (DAP) approval process.
3. A three-year pilot restructuring was implemented to divide the mandate of SCAPA between two committees:
 - (i) a renamed SCAPA with a mandate to focus on academic curriculum and student awards – the Senate Committee on Academic Curriculum and Awards (ACA), and
 - (ii) a new Senate Committee on Academic Policy.

The *ad hoc* Working Group now presents its second and final report to OAC. The report presents the *ad hoc* Working Group's recommendations relating to the review and approval of graduate-level academic policy. The recommendations, presented in detail below, are unanimously supported by the *ad hoc* Working Group and the Vice-Provost (Graduate and Postdoctoral Studies).

Background

The School of Graduate and Postdoctoral Studies Council Constitution (the Constitution) was established in June 2014.

Section 3.0 of the Constitution provides that:

There shall be a Graduate Education Council of the School of Graduate and Postdoctoral Studies responsible to the Senate which shall:

- (a) serve as a central forum to propose academic policies to be approved by Senate,
- (b) guide the development of graduate and postdoctoral studies at Western, and
- (c) provide a representative and open forum to give advice on any aspect of graduate education.

Following the establishment of the Constitution in 2014, an informal practice was developed whereby the School of Graduate and Postdoctoral Studies would bring forward proposals for new or revised graduate-level academic policies from the Graduate Education Council to the Associate University Secretary who would determine whether the policy required Senate approval.

The decision as to whether a policy required Senate approval was largely left to the interpretation of the Associate University Secretary. Over time, this resulted in a lack of clarity regarding the decision-making process; it is not evident that a clear set of criteria was ever developed to support this process.

Under this informal practice some proposals for new or revised graduate-level academic policies from GEC were subsequently forwarded to Senate for approval while others were determined to not fall under the purview of Senate and were deemed approved by GEC, sometimes (but not always) being forwarded to Senate for information.

This practice does not fully align with section 3.0 of the Constitution which provides that GEC will serve as a central forum to propose academic policies to be approved by Senate.

The practice also stands in contrast to the approval process on the undergraduate side whereby all proposals to revise undergraduate-level academic policy require Senate approval.

SGPS Regulations

The School of Graduate and Postdoctoral Studies Regulations (see: <https://grad.uwo.ca/resources/regulations/1.html>) are identified on the SGPS website as policies and regulations that apply to all graduate programs within Western and its affiliated university colleges.

As a result of the informal practice outlined above, some of these Regulations have been approved at the level of the Graduate Education Council and have not been forwarded to Senate for approval or even for information in some instances.

The *ad hoc* Working Group noted that many of the SGPS Regulations mirror academic policies at the undergraduate level that are approved by Senate.

The *ad hoc* Working Group and the Vice-Provost (Graduate and Postdoctoral Studies) acknowledged the benefits of Senate oversight of graduate academic policy and committed to jointly exploring options for the review and approval of graduate academic policy moving forward.

The *ad hoc* Working Group, in consultation with the Vice-Provost (Graduate and Postdoctoral Studies) reviewed the current SGPS Regulations and considered the appropriate approval level for each Regulation. The attached spreadsheet itemizes the SGPS Regulations along with the *ad hoc* Working Group's recommendation for approval level (i.e., Senate or Graduate Education Council). SGPS Regulations that contain academic policy have been identified as falling under the purview of Senate. SGPS Regulations that fall outside the scope of academic policy (e.g., financial support; process relating to thesis formatting, SGPS membership) have been identified as falling under the purview of the Graduate Education Council.

Recommendations and Action Items

Recommended: That Senate ratify the SGPS Regulations identified as falling under Senate's purview as shown in the attached ("SGPS Academic Policies"), and

That effective September 1, 2022, proposals for revisions to SPGS Academic Policies be submitted to the Senate Committee on Academic Policy in accordance with the Policy on Establishing Senate Academic Policies and Procedures.

Action Items:

- SGPS Regulations identified as requiring Senate approval should be presented to the Senate Committee on Academic Policy. Some Regulations will be

integrated with existing academic policies at the undergraduate level; others will continue as is.

- All SGPS Regulations should be converted to the template provided in the [Procedures for Establishing New Senate Academic Policies or Amending Existing Policies](#).

The Approving Authority will be noted as Senate or the Graduate Education Council in accordance with the ad hoc Working Group's recommendations (see attached).

SGPS has indicated that it may be able to form a working group to assist with this work.

- Revisions to SGPS Regulations under the purview of the Graduate Education Council should be submitted to Senate through the Senate Committee on Academic Policy for information.

ATTACHMENT(S):

[Proposed Approval Level for SPGS Regulations](#)

SGPS Regulations			
Section	Subsection	Comments	ad hoc Working Group Recommendation for Approval Authority
1.General Information	1. General Information	statement that regulations relate to all graduate students at Western and affiliates	approved by other processes
	1.01 Calendar of Events	lists dates from Academic Calendar; list includes grad specific dates (such as Thesis-Defense-Only submission deadline) which are determined by other SGPS Regulations	approved by other processes
	1.02 Personal Information Collection Notice	provides summary of Western's information privacy policy and link to the university's information and privacy website	approved by other processes
	1.03 Graduate Studies at Western	provides general descriptive overview to grad studies	approved by other processes
	1.04 Degrees and Certificates Offered	provides link to SGPS Programs webpage, which lists all currently approved/offered grad programs	approved by other processes
2. Admissions	2. General	describes general admission requirements pertaining to all graduate programs (eg, minimum average; 4-yr degree for masters; masters or equivalent for doctoral)	Senate
	2.01 Proficiency in English	lists English proficiency tests that are accepted and the minimum scores set by SGPS (noting programs may have higher requirements)	Senate
	2.02 Graduate Record Examination	notes that some programs may require GRE scores in the application submission and that the cost of completing the test is the applicant's responsibility	Graduate Education Council
	2.03 Application Procedure	includes a list of the standard information required on all admission applications, noting programs may require additional information	Graduate Education Council
3. Programs	3. Programs	provides a general description of graduate level education	Graduate Education Council
4. Registration	4.01 Initial Registration	notes admission is for the term noted in the offer; deferral requires approval of program and SGPS	Senate
	4.02 Registration and Fee Payment	statement of tuition requirement and referral to OOR website for information regarding fees and refunds	Graduate Education Council
	4.03 Registration Requirements	notes need for continuous registration; describes maximum enrolment for masters and doctoral programs	Senate
	4.04 Categories of Registration	describes FT and PT enrolment, lists programs approved to be delivered PT; describes Thesis-Defense-Only registration; describes non-degree PT student enrolment; lists currently approved concurrent degree programs	Senate* (*Graduate Education Council for listing of approved PT programs and concurrent degree programs)
	4.05 Transfer from Masters to Doctoral Degree Status in a Program	notes that transfer from masters to doctoral may be allowed based on approval of program and SGPS	Senate

	4.06 Leave of Absence	describes the terms and conditions of leaves of absence and describes specific types of leaves	Senate
	4.07 Withdrawal	describes withdrawal and explains voluntary withdrawal and a requirement to withdraw	Senate
	4.08 Admission After Withdrawal	notes the need to formally re-apply for admission if previously withdrawn and explains conditions or readmission if fees were previously outstanding	Senate
	4.09 Refunds	notes that refunds are made on pro rata basis and refers students to refund schedule on OOR website	Graduate Education Council
	4.10 Time Away From Studies & Vacation Time	notes grad student entitlement to days off for holidays and personal/vacation time	Graduate Education Council
	4.11 Academic Integrity Module	states requirement for all incoming grad students to complete the SGPS online Academic Integrity module	Senate
5. Financial Support	5. General overview	statement that funding packages provided to FT students in research-based programs are provided to offset the cost of FT studies	Graduate Education Council
	5.01 Funding For Students in Research-Based Programs	describes the types of funding included in funding packages	Graduate Education Council
	5.02 Academic Requirements and Eligibility for Financial Support	notes requirements for funding (eg, FT, meeting progression requirements)	Graduate Education Council
	5.03 Program Duration and Eligibility for Financial Support	explains the number of terms of funding for masters and PhD	Graduate Education Council
	5.04 Minimum Annual Financial Package for Doctoral Students	defines the minimum funding for PhD students and sources of funding included	Graduate Education Council
	5.05 External Scholarships on Transcripts	lists the external scholarships that are noted on transcripts	Senate
	5.06 Completion of the Student's Program	explains that some portion of the funding package may need to be repaid if student completes or withdraws part way through a term	Graduate Education Council
6. Program Design	6.01 Definitions	provides definition of a "course" and "milestone"	Senate
	6.02 Course Outlines	provides link to Course Outlines policy in Academic Handbook, and notes additional information to be included on graduate course outlines	Senate
	6.03 Course Numbering	notes grad course numbers range from 9000 to 9999	Senate
	6.04 Adding or Dropping Graduate Courses	explains process for adding or dropping course; provides deadlines	Senate
	6.05 Auditing Graduate Courses	explains process and approvals needed for auditing; includes link to audit form	Senate
	6.06 Repeated Courses	explains how grades are recorded on transcript for repeated courses	Senate
	6.07 Incomplete Courses	explains INC notation	
	6.08 Adding, Auditing, or Withdrawing from Undergraduate Courses	explains process and approvals to take an undergrad course; includes link to form	Senate
	6.09 Compulsory Student Evaluation of Courses	notes that all grad courses are to include a student questionnaire	Graduate Education Council

	6.10 Credit for Prior Graduate Work	notes that credit for prior work may be credited toward degree	Senate
7. Visitor & Exchange Programs	7.01 Visitor and Exchange Programs	explains process for our students to engage in opportunities, including OVGS Program, Canadian Universities Graduate Transfer agreement and provides links to application forms explains exchanges and provides link to IESC explains approval process to take courses at other university	Graduate Education Council
	7.02 Graduate Study at Western for Non-Western Students	explains requirements for students visiting Western, including Visiting Grad Student-Research Only, OVGS, and Canadian University Graduate Transfer students	Senate
8. Thesis	8.1 General Thesis Regulations	Explains thesis requirement in masters and PhD programs	Senate
	8.2 Completion of All Non-Thesis Degree Requirements	explains that all other degree requirements must be completed prior to scheduling of thesis examination	Senate
	8.3 Thesis Preparation and Format	describes thesis formats	Graduate Education Council
	8.4 Doctoral Candidate - Completion of the Thesis Degree Requirement	Explains the process of submitting a doctoral thesis, forming an examination board, the examination process, and final submission process	Graduate Education Council
	8.5 Masters Candidate - Completion of the Thesis Degree Requirement	Explains the process of submitting a masters thesis, forming an examination board, the examination process, and final submission process	Graduate Education Council
9. Professional & Career Engagement	9. Professional & Career Engagement	General statement that students have the right to engage in professional development and career-related activities	Graduate Education Council
10. SGPS Membership	10. General Statement that involvement in graduate teaching and supervision requires membership	general overview	Graduate Education Council
	10.01 Categories	lists categories of membership	Graduate Education Council
	10.02 Duration	defines duration of membership for categories	Graduate Education Council
	10.03 Privileges, Criteria and Qualifications	specifies the criteria and qualifications required for each membership category and the privileges associated with each	Graduate Education Council
11. Supervision	11. General statement of the importance of supervision	notes importance of supervision and the variations in supervision across areas	Graduate Education Council
	11.01 Supervisory Roles	explains the role of a supervisor and committee member	Graduate Education Council
	11.02 Expectations & Requirements of Supervisors	lists the expectations and requirements of faculty members in supervisory roles	Graduate Education Council
	11.03 Expectations & Requirements of Students in Thesis-Based Programs	lists the expectations and requirements of students	Graduate Education Council
	11.04 Changing a Supervisor	describes the process for changing supervisors	Graduate Education Council
	12.01 Overview	overview of importance of monitoring student progress to support timely completion; states requirement that program evaluate student progress and communicate feedback at least annually	Senate

12. Assessing Student Progress	12.02 Meeting Program Expectations	explains that degree requirements must be clearly communicated to students and student are expected to make timely progress	Senate
	12.03 Annual Progress Evaluations	notes that program must communicate and support the process of evaluation	Graduate Education Council
	12.04 Annual Progress Evaluations and the Use of Pathfinder	explains the use of Pathfinder to review progress and provide feedback to students	Graduate Education Council
	12.05 Guidelines When a Student is not Meeting Degree Expectations	explains the steps to address lack of progress	Graduate Education Council
	12.06 Sustained Lack of Progress: Guidelines for Withdrawal for Failure to Meet Program Expectations	explains process when student consistently fails to meet progress expectations	Graduate Education Council
	12.07 Pathfinder and Confidentiality	explains that Pathfinder adheres to the Official Student Record Information Privacy Policy and provide link to the policy	Graduate Education Council
13. Graduation	13. Graduation	Lists requirements and process for graduation	Senate
14. Appeals & Discipline	14.01 Scholastic Discipline for Graduate Students	includes general statement of importance of academic integrity; provides link to policy in Academic Handbook	Senate
	14.02 Academic Appeals for Graduate Studets	includes general statement of right to appeal; provides link to policy in Academic Handbook	Senate
	14.03 Code of Student Conduct	includes general statement of purpose of code; provides link to the Code in MAPP	Board of Governors
15. Support Services for Students with Disabilities	15. Support Services for Students with Disabilities	provides statement of commitment to barrier-free accessibility and description of AE services; includes link to Accessible Education website	outside of GEC

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

ACTION: APPROVAL INFORMATION DISCUSSION

The Senate Nominating Committee elected a Chair and Vice-Chair for the July 1, 2022 to June 30, 2023 term as follows:

Chair: Sophie Roland

Vice-Chair: Jane Toswell



ITEM 6.2 – Membership – Operations/Agenda Committee (OAC)

Workload: Meets monthly on Thursday at 3:00 p.m. in the week prior to Senate.

Composition: Nine (9) current members of Senate, at least one (1) of whom shall be a student. The Vice-Chair of Senate is the Chair *ex officio* of this Committee.

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

Pauline Barmby (Sci), Thomas Jenkyn (Eng), Dale Laird (Schulich),
Andrew Nelson (SS), Ajit Pyati (FIMS)

Terms continuing to June 30, 2024:

Constanza Burucúa (AH), Deishin Lee (Ivey), Sophie Roland (Music)

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

Nominees: _____ (Student,
UNDG/GRAD) Term to June 30, 2023

ITEM 6.3 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)

ACTION: ACTION INFORMATION DISCUSSION

Workload: Meets monthly on Wednesday at 2:30 p.m. in the week prior to Senate.

- Composition:** Thirteen (13) members elected by Senate, including:
- Eleven (11) faculty members, at least seven (7) of whom must be members of Senate. No more than two (2) may be from the same Faculty, School, or Affiliated University College. No more than one (1) may be a Dean. At least four (4) must have membership in the School of Graduate and Postdoctoral Studies.
 - Two (2) students:
 - One (1) graduate student
 - One (1) undergraduate student

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

Kenisha Arora (UNDG), John Cuciurean (Music), Donna Kotsopoulos (Edu), Immaculate Namukasa (Edu), Mark Workentin (Sci), Ken Yeung (Sci)

Terms continuing to June 30, 2024:

Godwin Arku (SS), Tisha Joy (Schulich), Ken Kirkwood (HS), Anne Schuurman (AH), Shawn Whitehead (Schulich)

- Required:** One faculty member (term from July 1, 2022 to June 30, 2024):
- No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College
 - No more than one (1) faculty member may be a Dean

Nominees: Susan Knabe (FIMS) (Faculty) Term to June 30, 2024

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

Nominees: _____ (Student, GRAD) Term to June 30, 2023

ITEM 6.4 – Membership – Subcommittee on Undergraduate Academic Courses (SOC)

ACTION: ACTION INFORMATION DISCUSSION

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

Composition:

One representative from each Faculty, School or Affiliated University College, appointed by the Dean/President, who is either an Associate Dean Academic (or equivalent) or a faculty member familiar with course/module development.*

Six (6) members elected by Senate, including:

- Four (4) faculty members who are familiar with course/module development, at least two (2) of whom have served as an Undergraduate Chair (or equivalent)
- Two (2) undergraduate students

One Academic Counsellor, appointed by the Academic Counsellors.

Ex officio (voting):

Chair of ACA
Director, Western Continuing Studies

Ex officio (non-voting):

University Registrar
University Secretary

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

Iman Berry (UNDG), Eric Gair (UNDG), Richard Moll (AH)

Terms continuing to June 30, 2024:

Ken Yeung (Sci)

Required: Two faculty members who are familiar with course/module development (one term from July 1, 2022 to June 30, 2023 and one term from July 1, 2022 to June 30, 2024):

Nominees:	_____	(Faculty)	Term to June 30, 2023
	Kevin Mooney (Music)	(Faculty)	Term to June 30, 2024

ITEM 6.5 – Membership – Subcommittee on Western Approved Micro-credentials (SWAM)

ACTION: ACTION INFORMATION DISCUSSION

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

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

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

Lorraine Davies (SGPS), Mara De Giusti Bordignon (GRAD),
Miranda Green-Barteet (AH), Jeff Hutter (Sci), Laura Murray (HS)

Required: One (1) faculty member (term from July 1, 2022 to June 30, 2023):

Nominees: Pam McKenzie (FIMS) (Faculty) Term to June 30, 2023

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

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

ITEM 6.6 – Membership – Senate Committee on Academic Policy (Policy)

ACTION: ACTION INFORMATION DISCUSSION

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

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

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

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

Terms continuing to June 30, 2024:

Melissa Adler (FIMS), Robert Klassen (Ivey), WG Pearson (AH)

Required: One faculty member (term from July 1, 2022 to June 30, 2024):

Nominees: Mark Workentin (Sci) (Faculty) Term to June 30, 2024

ITEM 6.7 – Membership – University Research Board (URB)

ACTION: ACTION INFORMATION DISCUSSION

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

- Composition:** Seventeen (17) members elected by Senate, including:
- Eleven (11) members of faculty
 - One (1) from each Faculty/School, excluding SGPS
 - At least one (1) of whom occupies a senior position in a Research Centre or Institute
 - One (1) undergraduate student
 - Two (2) graduate students
 - Two (2) postdoctoral fellows
 - One (1) senior member of administrative staff serving in a leadership position with a research focus

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

Oana Branzei (Ivey), Caroline Calmettes (Senior Admin – Research Focus), Amanda Grzyb (FIMS), Jim Lacefield (Eng), Matheus Sanita Lima (GRAD), John Nassichuk (AH), Andrew Nelson (SS), Hugh Samson (GRAD)

Terms continuing to June 30, 2024:

Sarah Gallagher (Sci), Margaret Martin (Law), Michael Paris (Post-Doc), Katina Pollock (Edu), Cheryle Séguin (Schulich)

Required: One (1) member of faculty to complete the term of a member who is on sabbatical (term from July 1, 2022 to June 30, 2023)

Nominees: Janis Cardy (Faculty, HS) Term to June 30, 2023

Required: One (1) member of faculty (term from July 1, 2022 to June 30, 2024)

Nominees: Jana Starling (Faculty, Music) Term to June 30, 2024

Required: One (1) postdoctoral fellow (term from July 1, 2022 to June 30, 2023)

Nominees: Karine Dufresne (Post-Doc) Term to June 30, 2023

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

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

ITEM 6.8 – Membership – Distinguished University Professor Selection Committee (DUP)

ACTION: ACTION INFORMATION DISCUSSION

Composition: Four (4) senior scholars at Western, elected by Senate

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

David Bentley (AH), Jeremy McNeil (Sci)

Terms continuing to June 30, 2024:

Dale Laird (Schulich)

Required: One (1) faculty member who is a senior scholar (term from July 1, 2022 to June 30, 2024)

Nominees: Maya Shatzmiller (SS) (Sr Scholar, Faculty) Term to June 30, 2024

ITEM 6.10 – Membership – Senate Committee on University Planning (SCUP)

Workload: Meets Mondays at 3:00 p.m. as required in the week prior to Senate.

- Composition:** Twelve (12) members elected by Senate, including:
- Six (6) members of faculty who are members of Senate at the time their term on the Committee begins, only one (1) of whom may be a Dean
 - Two (2) graduate students
 - One (1) undergraduate student senator
 - Two (2) members of administrative staff
 - One (1) postdoctoral fellow

Current Senate-Elected Members:

Terms ending June 30, 2023:

Kenisha Arora (UNDG), Daniel Brou (SS), Shauna Burke (HS),
Danica Facca (GRAD), Robert Gros (Schulich), Lisa Latif (Admin),
Kevin Moore (GRAD), Stephen Pitel (Law)

Terms continuing to June 30, 2024:

Matt Davison (Sci), K. Dufresne (Post-Doc), Rachel Forrester-Jones (HS)

Required: One (1) member of administrative staff to complete the term of a previous committee member (term to June 30, 2024)

Nominees: _____ Sylvia Kontra _____ (Admin) Term to June 30, 2024

ITEM 6.11 – Membership – Nominating Subcommittee for Members of the General Community

Workload: Meets once or twice in January/February.

Composition: Five (5) members of Senate, elected by Senate, and the Chair of the Nominating Committee who chairs the subcommittee.

Current Senate-Elected Members:

Terms continuing to June 30, 2023:

K. Mooney (Music), V. Smye (HS)

Terms continuing to June 30, 2024:

T. Joy (Schulich), D. Kotsopoulos (Edu)

Required: One (1) member of Senate to complete the term of a previous committee member (term to June 30, 2023)

Nominees: Alena Robin (AH) (Senator) Term to June 30, 2023

ITEM 6.12 – Membership – Selection Committee for the Vice-President (Research)

ACTION: ACTION INFORMATION DISCUSSION

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

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

Required: Five (5) persons elected by the Senate, one of whom shall be a student

- No two members of faculty may be from the same Faculty
- Only one may be a Dean

Nominees: Michael Kim (Music) (Dean) (Faculty/Staff/Com/Stu)
 Valerie Oosterveld (Law) (Faculty/Staff/Com/Stu)
 Janis Cardy (HS) (Faculty/Staff/Com/Stu)
 Jesse Zhu (Eng) (Faculty/Staff/Com/Stu)
 Daryl Wakunick (AH) (Student)

ITEM 7.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy

ACTION: APPROVAL INFORMATION DISCUSSION

The Senate Committee on Academic Policy elected a Chair and Vice-Chair for the July 1, 2022 to June 30, 2023 term as follows:

Chair: Michael Milde

Vice-Chair: Ken Yeung



ITEM 8.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Curriculum and Awards

ACTION: APPROVAL INFORMATION DISCUSSION

The Senate Committee on Academic Curriculum and Awards (ACA) elected a Chair and Vice-Chair for the July 1, 2022 to June 30, 2023 term as follows:

Chair: John Cuciurean

Vice-Chair: Donna Kotsopoulos

ITEM 8.2 – Newly Re-ratified Institutional Quality Assurance Process (IQAP)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Following the revisions to Western’s IQAP document, approved by Senate on March 18, 2022, the Quality Council has re-ratified Western’s IQAP over the summer following a few further edits. These edits largely relate to the use of specific terms and wording that reinforces alignment with the Council’s Quality Assurance Framework.

For undergraduate programs, the only significant change required by the Quality Council is the addition of minor modules to the purview of IQAP protocols. The implications of this change are that programs under review will be required to include reference to any minor modules as part of their self-study and that the creation of a minor module will now be considered by SUPR-U as a major modification (see section 4.1 on page 15 of the IQAP document).

The ratified IQAP is active effective September 1, 2022, and will now be the guiding document used to navigate the protocols related to the quality assurance of Western’s academic programs. For any questions, please contact the Office of Academic Quality and Enhancement (OAQE) at OAQE@uwo.ca.

ATTACHMENT(S):

[Western University’s Institutional Quality Assurance Process \(IQAP\)](#)

Western University's Institutional Quality Assurance Process



**Approved by Senate on March 18, 2022
Approved by the Quality Council on August 18, 2022**

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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. Senate Committee on Academic Curriculum and Awards (ACA) and its two subcommittees, the ACA Subcommittee on Program Review – Undergraduate (SUPR-U) and the ACA 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.

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	ACA	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 (New Diploma, or new fields for existing programs if requested; Proposed major modification upon request)	Graduate		-	-	for recommendation	for approval	for approval	for approval
	Undergraduate (Proposed major modification upon request, but not necessary)	2	-	for recommendation		for approval	for approval	For approval
Major Modification Change in Program Requirements, Introduction of or Change in Field(s) or Collaborative Specialization(s)	Graduate		-	-	for recommendation	for approval	for approval	report
	Undergraduate Change in Program Requirements; Introduction of Undergraduate Diploma or Certificate	-	-	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 ACA Subcommittee on Program Review – Undergraduate
 SUPR-G ACA Subcommittee on Program Review – Graduate
 ACA Senate Committee on Academic Curriculum and Awards

2. New Program Approvals

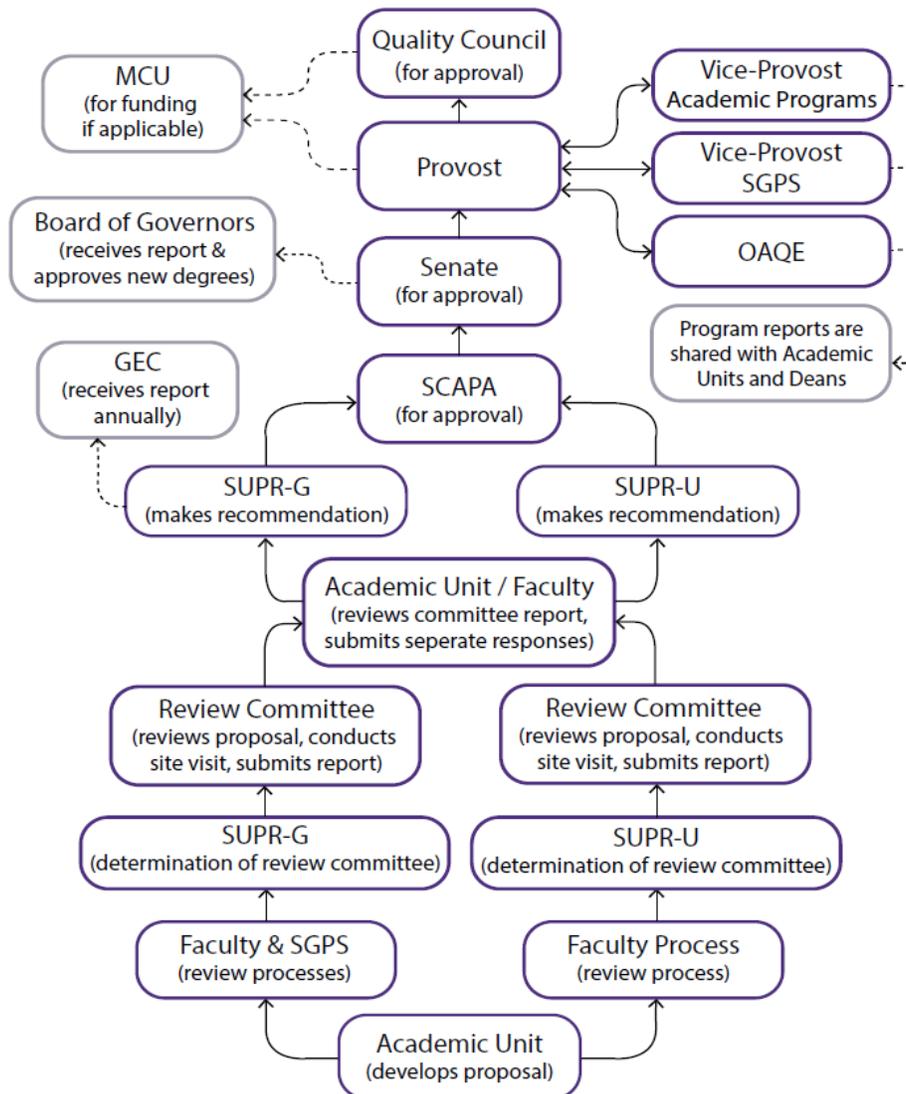
2.0 Preamble

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.

As part of the development of a new joint program or inter-institutional programs, the IQAPs of all the participating institutions granting the degree should be followed. See the [Quality Council’s guidance](#) for elements to consider in the development and approval of joint programs.

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 ACA.
6. ACA 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 Ongoing Improvement Progress 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 degree level 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 the Western Degree Outcomes or the graduate 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 programs (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 suitable disciplinary expertise, qualifications and program administration experience, including an appreciation of pedagogy and learning outcomes, 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 has the responsibility to ensure that the Review Team will:

- a) understand its role and obligations;

- b) identify and commend the proposed program's notably strong and creative attributes;
- c) describe opportunities for improvement and further enhancement;
- d) recommend specific steps to be taken to improve the proposed program, distinguishing between those that the program can itself take and those that require action or support from outside of the academic unit;
- 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.

2.1.5 External Reviewers' Report

Using a report template provided by the OAQE, the external reviewers will complete 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. While the authors of the report are the external reviewers, internal reviewers may be invited to provide comment, in particular to institution specific information, terms and/or structures. The external 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

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, recommendations for further enhancement, and strategies for continuous improvement. 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. SUPR-U/SUPR-G will subsequently make a recommendation regarding approval to ACA. ACA will review the recommendation from SUPR-U/SUPR-G and, if approved, will provide its

recommendation to Senate. Recommendations to ACA 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

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. As part of the submission checklist to be included, a brief commentary regarding the qualifications of the two external reviewers will be added, as well as whether the proposed program will be cost-recovery.

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 Ongoing Improvement Progress 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 Ongoing Improvement Progress 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 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 Ongoing Improvement Progress 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 Ongoing Improvement Progress 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 approved within the period since the previous audit. The audit cannot reverse the approval of a program.

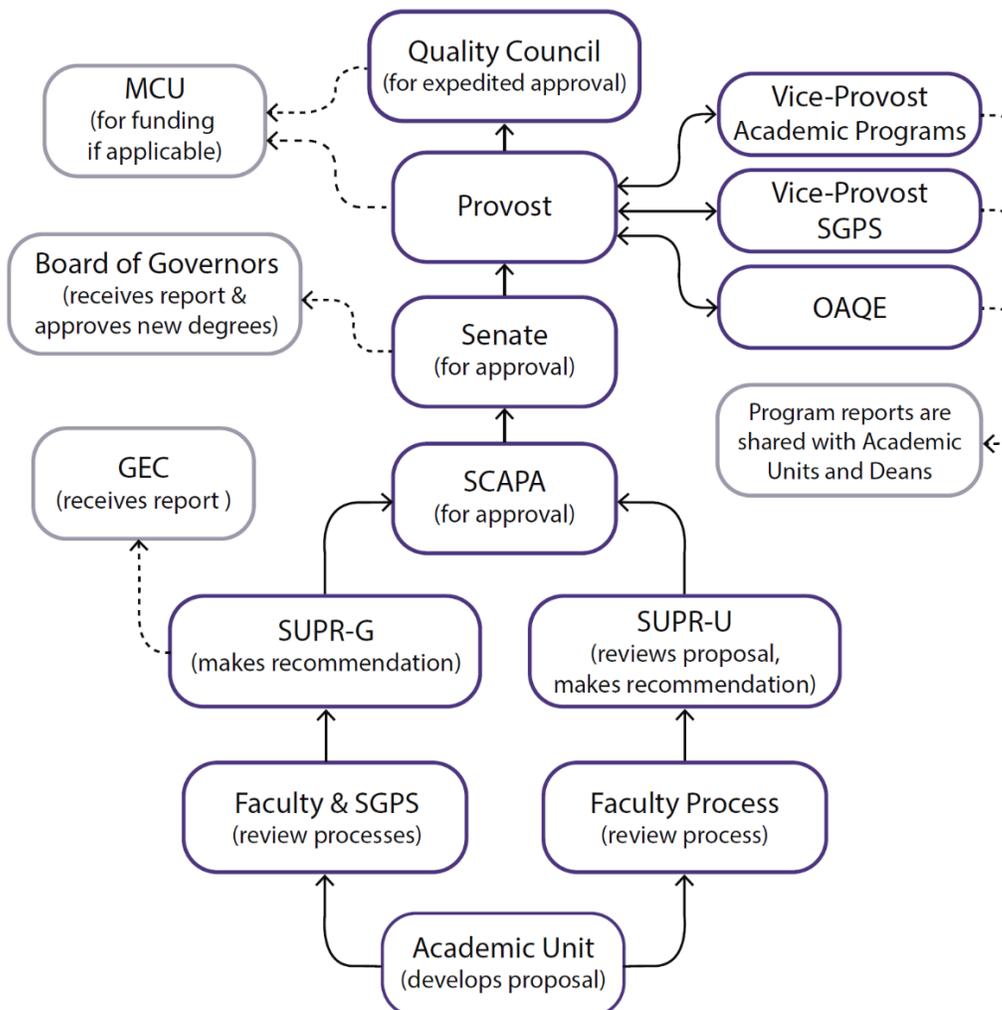
3. Expedited Approvals

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 ACA.
4. ACA 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 Ongoing Improvement Progress 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, and minor) 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) A change in program name and/or degree nomenclature, when this results in a change in learning outcomes;
- d) 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).

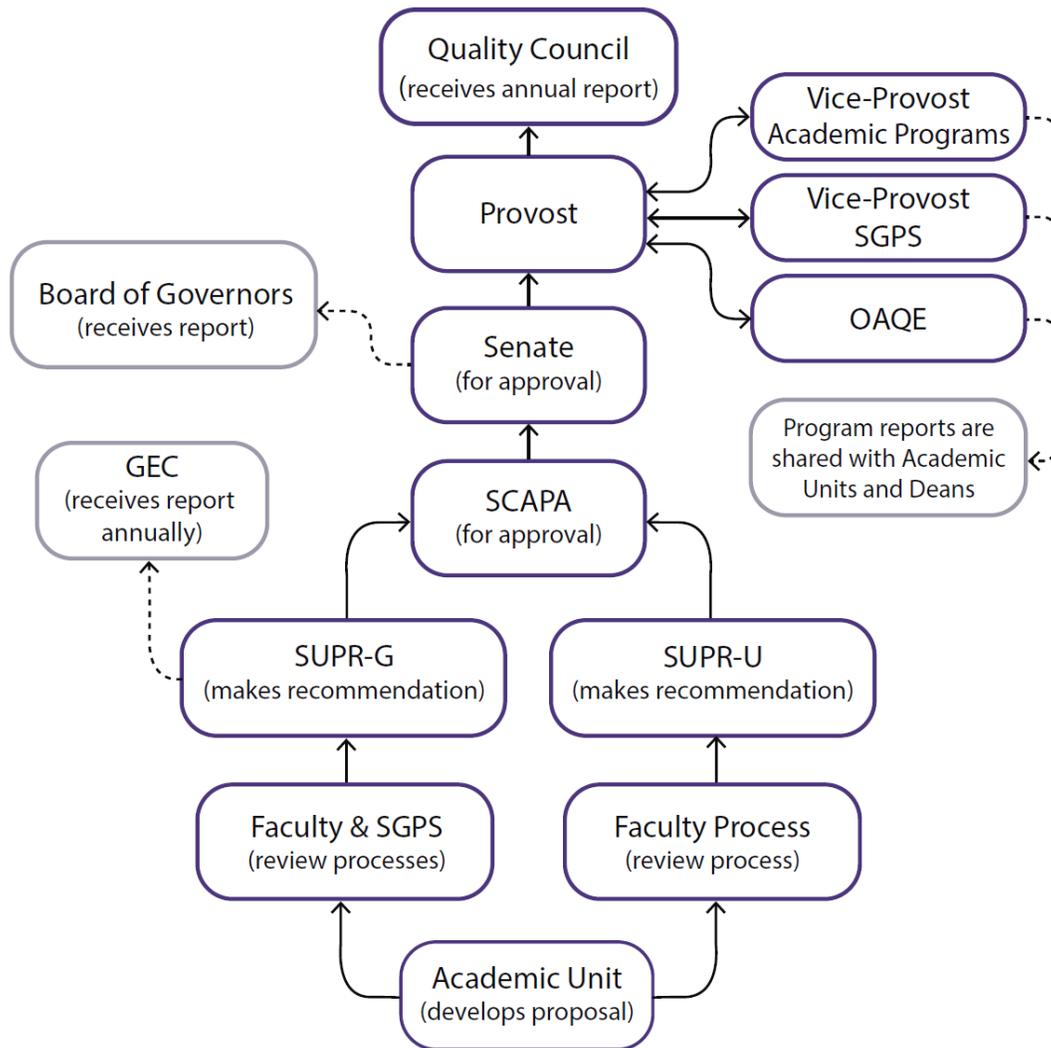
Modifications that are not considered to be "significant changes" and that are considered to be minor consist of changes to courses and curriculum that do not change the nature or essence of a program or the learning outcomes. Western considers minor modifications to include such things as the:

- 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 intra-institutional steps that apply to the quality assurance of program changes related to Undergraduate Certificates, Undergraduate Diplomas and Micro-credentials are articulated in [Western's Senate Academic Policies](#).

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 ACA.
4. ACA 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 the way in which the proposed major modification will improve the student experience;
- 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; and
- Description of any impact that the major modification may have on students or other divisions; description of consultation with those affected.

Input from current students and recent graduates of the program should be considered as part of the development of the proposal (e.g., targeted survey, focus group, consultation with designated student representatives), with the proposal including a statement on the way in which the proposed major modification will improve the student experience.

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.
- Access to the learning environment and to the necessary technological tools.

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.

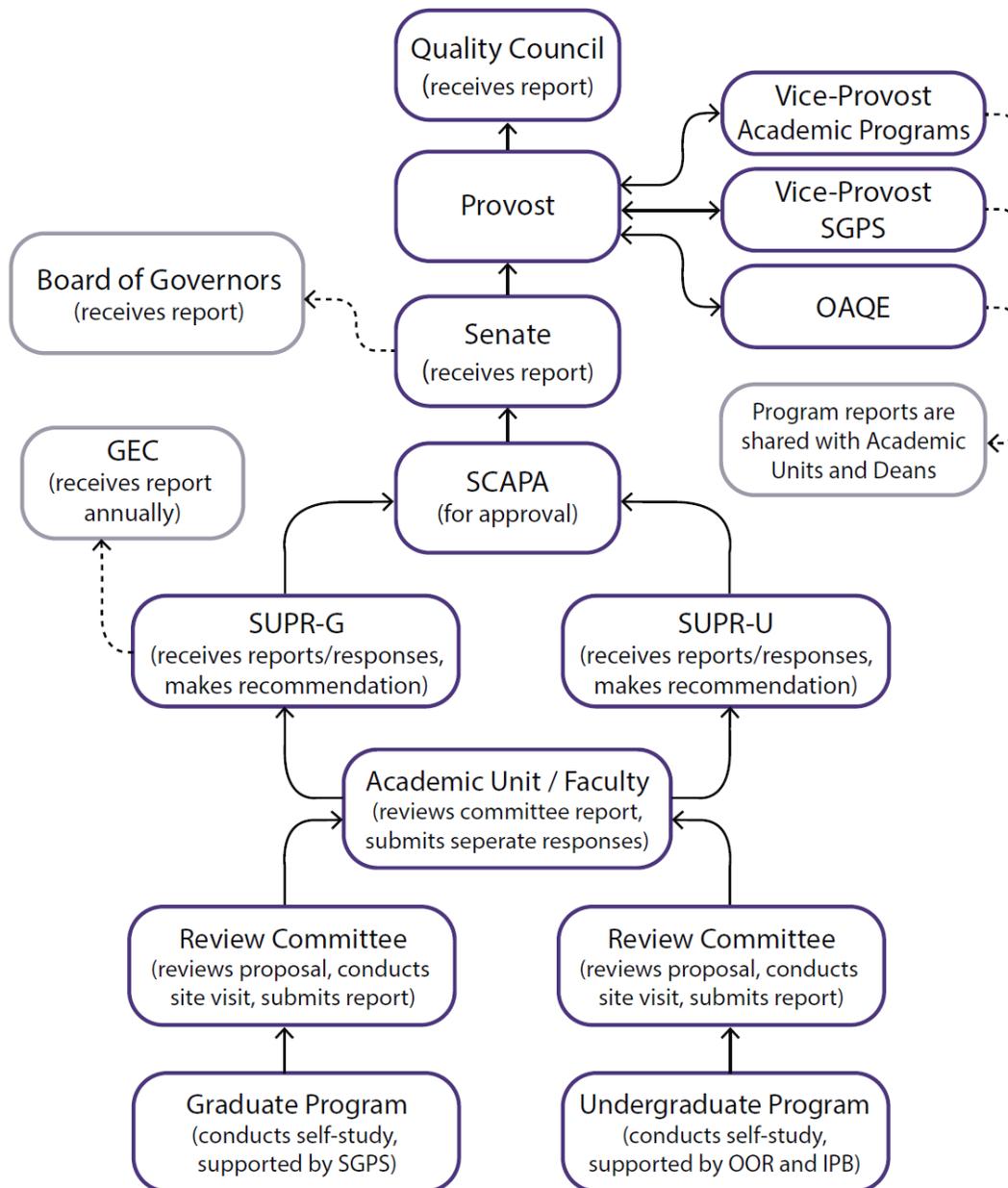
Western's cyclical reviews may not be waived because an externally commissioned review, such as an accreditation, has recently been, or will be conducted. While reviews of academic programs for professional accreditation bodies are intended to ensure that mutually agreed-upon standards of quality are 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, interdisciplinary and multi-disciplinary programs, as well as those offered at multiple sites and using all modes of delivery. 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. In reviewing a joint program and other inter-institutional programs, the IQAPs of the participating universities granting the degree should be considered. See guidance provided by the Quality Council on the [Review of Joint Programs](#).

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 ACA along with a recommendation regarding approval.
4. ACA reviews the report of SUPR-U/SUPR-G and makes a determination. ACA 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 an Ongoing Improvement Progress 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 the self-study was written, including how the perspectives of faculty, staff and students were obtained and included;
- 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 that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change; 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 the Western Degree Outcomes or the graduate 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 suitable disciplinary expertise, qualifications and 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 select the external reviewers from a list supplied by the academic unit. Following the template provided, the list of prospective external reviewers shall normally consist of ten candidates.

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, a volume containing the CVs of all of the full-time faculty members in the program under review, as well

as written instructions about the review process and a template for the resulting report. 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.

While the authors of the report are the external reviewers, internal reviewers may be invited to provide comment, in particular to institution-specific information, terms and/or structures. The external reviewers will be instructed to submit their joint report to the OAQE within two weeks of the site visit. A template will be provided by the OAQE 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;
- i) may include a confidential section (for example, where personnel issues need to be addressed); and
- j) includes an Executive Summary without reference to any confidential information.

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 ACA 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 ACA. Recommendations to ACA regarding the review of a program generally take four forms:

- a) Good quality
- b) Good quality with report
- c) Conditionally approved
- d) Not approved

ACA will review the Final Assessment Report from SUPR-U/SUPR-G. ACA 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. ACA 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. These documents are the academic unit's to "own" and act on, as appropriate. 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 an Ongoing Improvement Progress Report to be submitted to the OAQE approximately 3-4 years following the review. As received, Progress Reports will equally be posted on Western's IQAP webpage.

Normally, documentation as part of the review process will not be made public. This includes:

- information made available for the self-study;
- the self-study report;
- the report of the external reviewers; and
- the responses to the report of the external reviewers.

In particular, it is expected that the report from the Review Committee will be afforded an appropriate level of confidentiality.

5.2.9 Report to the Quality Council

Western will provide an annual report to the QC, which lists the past year's completed Final Assessment Reports (including Implementation Plans) and monitoring reports and provides an attestation by the Provost (or delegate) that all IQAP-required Cyclical Program Review processes have been followed. The report will also include a link to the university's web posting of the completed Final Assessment Reports (including Implementation Plans), as well as any monitoring reports that have also been completed over the prior year. The report will occasionally be reviewed for compliance by the QC and if issues are found, the QC may decide to initiate an audit.

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 an Ongoing Improvement Progress Report. At a time designated by SUPR-U/SUPR-G (approximately 3-4 years following each cyclical review), an Ongoing Improvement Progress 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 Ongoing Improvement Progress 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. The self-study will integrate the perspectives of stakeholders involved in quality assurance from across the institution (e.g., program leadership, faculty-level leadership, the university secretariat, the Centre for Teaching and Learning). Once completed, the draft self-study document will be shared with members of SUPR-U/SUPR-G for comment and, once finalized, 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 (absent any confidential information), along with the follow-up institutional response, as necessary, 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	
SOC	Subcommittee on Undergraduate Academic Courses
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
ACA	Senate Committee on Academic Curriculum and Awards
SGPS	School of Graduate and Postdoctoral Studies
SUPR-G	ACA Subcommittee on Program Review – Graduate
SUPR-U	ACA Subcommittee on Program Review – Undergraduate
VP (AP)	Vice-Provost (Academic Programs)
VP (SGPS)	Vice-Provost (School of Graduate and Postdoctoral Studies)

Definitions		
	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.

	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).

	<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 Subcommittee on Undergraduate Academic Courses (SOC) 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 SOC (or "Virtual Committee" of ACA), 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.

<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., BHSc – 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 11.0 - Report of the Academic Colleague

ACTION: APPROVAL INFORMATION DISCUSSION

The COU Academic Colleagues met on August 15 and 16, 2022. The meeting included a presentation by Prof. Lynn Lavallée, Strategic Lead, Indigenous Resurgence, School of Social Work, Toronto Metropolitan University on “Indigenizing research? Perpetuating harms and creating opportunities for tokenism.” Prof. Lavallée’s presentation included descriptions of the challenges of Indigenizing research and some of the strategies that TMU has used for hiring and evaluating scholars in related fields.

The following additional items may be of interest to Senators:

COU Task Force on University Space Transformation: Originally approved in February 2018 with a mandate review current university space standards (current standards are outdated and do not necessarily reflect reality or future planning/needs). Re-engaged in spring 2021 with an expanded membership and a revised mandate. Current core work includes a review and comparison of current space data collection methods with gaps/needs of universities to modernize approach. Work to include broad perspectives: information technology needs, equity, diversity and inclusion, Indigenous perspectives, modern teaching and learning, health and safety, carbon footprint, etc.

EDI in teaching: Colleagues from Carleton University shared a very useful document entitled “Science Is For Everyone: Integrating Equity, Diversity and Inclusion in Teaching, A Toolkit for Instructors,” that is relevant well beyond science teaching and available at <https://science.carleton.ca/toolkit/>

COU Advocacy: outreach to government (Ministry, MPPs), Ontario municipalities (including this year’s AMO conference), public, students (OUSA)

COU Working Groups: COU has convened working groups on 1) international education and 2) sexual and gender-based violence to develop sector-wide policy and advocacy options on those two files. Each group has had their introductory meeting with further updates to be provided.

The next Academic Colleagues meeting is October 11-12, 2022, to be followed by the full Council meeting on October 13.

ITEM 12.0 – The Unanimous Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

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

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

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

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

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

How it works for Senate:

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

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

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

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

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

ITEM 12.1(a) – Appointment of Officer of Convocation

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

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

OFFICERS OF CONVOCATION

Chris Smith *Chief Usher* September 1, 2022 – June 30, 2024

Chief Usher (and Assistant Chief Ushers)

- Work with the Secretariat to ensure volunteer ushers are available, trained and in place
- Organize all the ushers in the hall; including distribution of volunteers with responsibility for the seamless functioning of Convocation
- Take tickets and direct guests to appropriate areas
- Hand out programs
- Help with crowd control
- Speak to convocation audience
- Troubleshoot as needed throughout the ceremony
- Point of contact for issues that arise in the audience, decision point for security-related issues

Chris Smith

Undergraduate Recruitment

As Manager of Domestic Recruitment for the Office of the Registrar, Chris is responsible for shaping and filling a diverse first year class of over 6,000 Western students each fall. Representing Western externally, relationship building, and public speaking are both his job and passion. Chris frequently addresses Convocation as the Alumni Representative, welcoming graduates into a new community of over 328,000 purple and proud alumni. He also serves on the Alumni Awards of Merit selection committee. With two degrees from Western, a B.A. in Political Science & MIT and a Master of Library and Information Science (MLIS), Chris ‘bleeds purple’.

ITEM 12.1(b) – Senate Membership – Vacancies Filled by Appointment

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

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

BRESCIA UNIVERSITY COLLEGE	
Jennifer Sutton (to complete the term of Anne Barnfield)	August 24, 2022 – June 30, 2024

FACULTY OF MUSIC	
Aaron Hodgson (to replace Edmund Goehring until June 2023)	September 2, 2022 – June 30, 2023

ITEM 12.1(c) – 2021-2022 Annual Report of the Senate Review Board Academic

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The 2021-2022 Annual Report of the Senate Review Board Academic is provided to Senate in accordance with the Senate Review Board Academic's Terms of Reference.

ATTACHMENT(S):

[2021-2022 Annual Report of the Senate Review Board Academic](#)

2021-2022 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC

[Prepared by the University Secretariat]

The Senate Review Board Academic (SRBA) received 26 appeal applications between September 1, 2021 and August 31, 2022.

The Board issued final decisions for 16 of the 26 appeals received during this reporting period. One appeal application was filed after the six-week deadline and the extension request was denied. Further, SRBA received one appeal which they did not have jurisdiction to discuss, and two appeals were resolved at the prior level. The remaining six appeals, which were not decided during this reporting period, will be included in next year’s annual report.

The Board issued four final decisions for appeals that had been filed in the previous reporting period. Further, there was one appeal from the previous reporting period that was resolved at the prior level during this reporting period. As a result, there were 25 appeals that were either decided, withdrawn or resolved during this period. The origin of these appeals is provided below:

	Faculty / School / Associated College	No. of Appeals	No Jurisdiction / Withdrawn / Resolved at the Prior Level
Undergraduate Students	Engineering	1	0
	Health Sciences	2	0
	Huron University College	2	0
	Ivey Business School	0	1
	King’s University College	2	1
	Law	1	0
	Science	5	0
	Schulich School of Medicine & Dentistry	3	0
	Social Science	2	2
Graduate Students	School of Graduate and Postdoctoral Studies	2	1
TOTAL:		20	5

Of the 20 appeals considered by SRBA during this period, SRBA denied 17 of the appeals without hearings, granted one oral hearing, and held two mandatory hearings for matters involving scholastic offences.

Some students select multiple grounds of appeal on their Application for Hearing form. With this in mind, a summary of the grounds for the appeals that did not proceed to oral hearings is provided below:

Grounds for Appeal	No. of Appeals
Against the finding that the conduct amounted to a scholastic offence	1
For relief against the penalty imposed as a result of a scholastic offence	1
There has been a failure to follow, or to properly apply, a Senate regulation	4
The Dean's decision requires the student to withdraw from a program, from the University, or from an Affiliated University College	11
Against general marking or grading practices	8
There was a failure to observe a procedural requirement at the prior level	4
There was bias at the prior level	5

A summary of the oral hearings decided during this period is provided below:

Hearing No.	Grounds	Decision	Details
1	<ul style="list-style-type: none"> • General marking or grading practices 	Granted	SRBA found that the decision at the prior level to deny the appeal on general marking or grading practices was unreasonable and unsupportable on the basis of the evidence and concluded that the student should have been entitled to rewrite their exam.

ITEM 12.1(d) – Speaking Rights at Senate – Chair of the Senate Committee on Academic Curriculum and Awards (ACA)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On July 20, 2022, John Cuciurean was elected as Chair of the Senate Committee on Academic Curriculum and Awards (ACA) for a term from July 1, 2022 to June 30, 2023.

John Cuciurean is not a current Senator. At its September 8, 2022 meeting, the Operations/Agenda Committee provided the Chair of ACA with speaking rights to present the committee's report at Senate meetings from September 2022 to June 2023.

ITEM 12.1(e) – Virtual Senate Meeting in February 2023

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Senate meeting in February 2023 is scheduled the week prior to reading week. Accordingly, the meeting was scheduled on a Thursday with the goal of accommodating student and faculty schedules.

The current Senate meeting room, Room 1R40 in the Arts & Humanities Building, is unavailable during the scheduled meeting time. The Operations/Agenda Committee has approved a virtual Senate meeting on Thursday, February 16, 2023.

ITEM 12.2(a) – Revisions to the Policy on Accommodation for Medical Illness – Undergraduate Students

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2022, the *Policy on Accommodation for Medical Illness – Undergraduate Students* be renamed as the *Policy on Academic Consideration for Medical Illness – Undergraduate Students* and that the policy be revised as shown in Item 12.2(a).

EXECUTIVE SUMMARY:

The *Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs* was introduced for a three-year trial period which ended August 31, 2022.

As of September 1, 2022, the University has reverted back to the policy previously in place, the *Policy on Accommodation for Medical Illness – Undergraduate Students*.

Amendments to the *Policy on Accommodation for Medical Illness – Undergraduate Students* are now proposed to update terminology and to provide clarity with respect to accommodations granted under the *Academic Accommodation for Students with Disabilities* policy.

Over the last several years, Western has tried to uniformly use the word ‘accommodation’ for accommodation for disabilities as provided by Accessible Education (*Academic Accommodation for Students with Disabilities* policy) and the words ‘academic consideration’ for extensions, etc., granted by academic counsellors.

The policy on *Academic Accommodation for Students with Disabilities* defines academic accommodation as:

a means of adjusting the academic activities associated with a course or program of study in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.

With no mention of short-term issues such as illness in the above definition of academic accommodation, it is important not to use the same term in the policy dealing with medical illness.

As such, it is recommended that the *Policy on Accommodation for Medical Illness – Undergraduate Students* be renamed as the *Policy on Academic Consideration for Medical Illness – Undergraduate Students* and that references to ‘accommodation’ within be revised to ‘academic consideration’.

The proposed amendments also include:

- the addition of a definition of ‘academic consideration’ and clarity with respect to the relation to ‘academic accommodation’ granted through Accessible Education (*Academic Accommodation for Students with Disabilities* policy);
- clarification that documentation shall be submitted no later than 48 hours after the end of the period of absence covered; and
- clarity relating to the path for appeals for a decision on academic consideration.

ATTACHMENT(S):

[Revisions to the Policy on Accommodation for Medical Illness – Undergraduate Students](#)

Policy on **Academic Consideration Accommodation for Medical Illness – Undergraduate Students**

Policy Category:	Rights and Responsibilities
Subject:	Academic Consideration Accommodation for Medical Illness – Undergraduate Students
Subsections:	Documentation from Family Physicians/Nurse Practitioners and Walk-In Clinics ; Documentation from Student Health Services ; Documentation from Hospital Urgent Care Centres or Emergency Departments ; Academic Consideration Accommodation by Instructor for work worth less than 10% of the overall grade in a course
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	Student Medical Certificate (SMC) Attendance Regulations for Examinations
Effective Date:	TBD
Supersedes:	September 1, 2022 (<i>last revised September 1, 2012 and previously in effect to August 31, 2019</i>)

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes.

Academic Consideration provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program, when they have been unable to complete some component of a course due to short-term extenuating circumstances. Students who have long-term or chronic medical conditions (physical or

Policy for **Academic Consideration Accommodation** for Medical Illness –
Undergraduate Students

mental) that may impede their ability to complete academic responsibilities are directed to seek Academic Accommodation through Accessible Education ([Academic Accommodation for Students with Disabilities](#)).

The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic **consideration accommodation** for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Documentation shall be submitted, as soon as possible **and no later than 48 hours after the end of the period of absence covered**, to the **Academic Counselling unit or Dean's Office of the student's Home Faculty** ~~appropriate Dean's office – (the Office of the Dean of the student's Faculty of registration/home Faculty)~~ together with a request for relief specifying the nature of the **academic consideration accommodation** being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic **consideration accommodation** shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic **consideration accommodation** may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic **consideration accommodation** shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”)

Whenever possible, students who require academic **consideration accommodation** should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

Documentation from Family Physicians/Nurse Practitioners and Walk-In Clinics

A Western Student Medical Certificate (SMC) is required where a student is seeking academic **consideration accommodation**. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. An SMC can be downloaded at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Policy for Academic Consideration ~~Accommodation~~ for Medical Illness – Undergraduate Students

Documentation from Student Health Services

At the time of illness, students should make an appointment with a physician/nurse practitioner at Student Health Services. During this appointment, request a Student Medical Certificate from the Physician/Nurse Practitioner.

Documentation from Hospital Urgent Care Centres or Emergency Departments

Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that their ability to meet their academic responsibilities was seriously affected.

Academic Consideration ~~Accommodation~~ by Instructor for work worth less than 10% of the overall grade in a course

Instructors are encouraged, in the first instance, to arrange participation requirements and multiple small assignments in such a way as to allow students some flexibility.

A student seeking academic consideration ~~accommodation~~ for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.

In arranging academic consideration ~~accommodation~~, instructors will use good judgment and ensure fair treatment for all students. Instructors must indicate on the course outline how they will be dealing with work worth less than 10% of the total course grade. In particular, instructors must indicate whether medical documentation will be required for absences, late assignments or essays, missed tests, laboratory experiments or tutorials, etc. Where medical documentation is required, such documentation must be submitted by the student directly to the appropriate Faculty Dean's office, and it will be the Dean's office that will make the determination whether academic consideration ~~accommodation~~ is warranted. Given the University's [Official Student Record Information Privacy Policy](#), instructors may not collect medical documentation.

In all cases where academic consideration ~~accommodation~~ is being sought for work totalling 10% or more of the final grade in a course, students will be directed to the appropriate Faculty Dean's office.

Students who have been denied academic consideration ~~accommodation~~ by an instructor may appeal this decision to the appropriate Faculty Dean's office but will be required to present appropriate documentation.

**Policy for Academic Consideration ~~Accommodation~~ for Medical Illness –
Undergraduate Students**

A student may appeal a decision on academic consideration made by the Dean's Office of the student's Home Faculty to the Senate Review Board Academic (SRBA) as set out in the [Undergraduate Student Academic Appeals](#) policy.

ITEM 12.2(b) – Revisions to the Progression and Graduation Requirements for the HBA Program

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2022, the policy on *Progression and Graduation Requirements – Business* be revised as shown in Item 12.2(b).

EXECUTIVE SUMMARY:

Following the Spring Grades meeting in 2021, the Ivey Business School assembled a committee to review the language in the *Progression and Graduation Requirements – Business* policy surrounding Failure to Progress in the HBA program. Faculty had expressed concern that the language currently available when a student is presented in unsatisfactory standing at Spring Grades Meeting was challenging to work through and ought to be streamlined.

The committee took time to engage other HBA faculty to obtain their feedback on language and grades meetings process. The committee also reviewed how other faculties (Engineering, Nursing, Law and Kinesiology) conduct their review of unsatisfactory student progression.

Following this committee’s recommendations, the Ivey Business School is proposing revisions to the *Progression and Graduation Requirements – Business* policy to provide clarity relating to Unsatisfactory Standing.

ATTACHMENT(S):

[Revised Calendar Copy – Progression and Graduation Requirements – Business](#)

REVISED CALENDAR COPY

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

Progression and Graduation Requirements - Business

THE HBA PROGRAM

This part of the policy is unchanged

Unsatisfactory Standing

The teaching faculty of each year of the program meet to consider individually the case of each student who has not met the requirements either for progression or graduation. Given the academic performance of the student and all other information available to the Faculty,

A third year student may be:

- ~~1. Required to withdraw from the program~~
- ~~2.~~ **1.** Passed by Faculty action
- ~~1. Admitted to the fourth year following withdrawal~~
- ~~4.~~ **2.** Required to follow a course of action deemed appropriate by the Faculty;
- 3. Required to withdraw from the Ivey Program**

A fourth year student may be:

- ~~1. Required to withdraw from the program~~
- ~~2.~~ **1.** Passed by Faculty action
- ~~3. Permitted to do a program of remedial work~~
- ~~4.~~ **2.** Required to follow a course of action deemed appropriate by the Faculty;
- 3. Required to withdraw from the Ivey Program**

The remainder of the policy is unchanged

ITEM 12.3(a)(i) – Faculty of Arts and Humanities, Department of Languages and Cultures: Renaming of and Revisions to the Minor in German Language and Culture

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022, the Minor in German Language and Culture be renamed as the Minor in German and that the program requirements be revised as shown in Item 12.3(a)(i).

EXECUTIVE SUMMARY:

As part of a program review, the Department was asked to clarify and simplify the programs and modules so that they are more flexible and legible to students.

ATTACHMENT(S):

[Revised Calendar Copy – Minor in German Language and Culture](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20968>

MINOR IN GERMAN ~~LANGUAGE AND CULTURE~~

Admission Requirements

Completion of first-year requirements, including 1.0 course from German 1030 ~~or German 1030W/X~~ with a mark of at least 60%. Students with Grade 12U German will begin the module with German 2200.

Module

4.0 courses:

1.0 course from: German 2200, ~~German 2200W/X~~.

1.0 course: German 3305.

2.0 courses from: German **2100** ~~2140F/G~~ and above.

~~Note: German 2215F/G is strongly recommended.~~

ITEM 12.3(a)(ii) – Faculty of Arts and Humanities, Department of Languages and Cultures: Renaming of and Revisions to the Certificate in Practical German

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022, the Certificate in Practical German be renamed as the Certificate in German and that the admission and program requirements be revised as shown in Item 12.3(a)(ii).

EXECUTIVE SUMMARY:

As part of a program review, the Department was asked to clarify and simplify the programs and modules so that they are more flexible and legible to students.

ATTACHMENT(S):

[Revised Calendar Copy – Certificate in Practical German](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20983>

CERTIFICATE IN PRACTICAL GERMAN

Open to all students in the University, the Certificate aims to develop **practical language** skills in ~~practical~~ German. Any undergraduate student may apply for admission, subject to prerequisites.

Admission Requirements

Completion of first-year requirements, including 1.0 course from German 1030 with a mark of at least 60%. Students with Grade 12 U German will begin the certificate with German 2200. A student may not pursue both a Certificate in Practical German and a German module **(Minor or Major)**.

Certificate Program

1.0 course: German 2200.

1.0 course: German 3305.

1.0 courses from: **German 2100 and above** ~~German 2215F/G, German 2220A/B, German 3321A/B, German 3323A/B, German 4400A/B.~~

~~**Note:** At least 2.0 of the 3.0 courses must be taken at Western.~~

ITEM 12.3(a)(iii) – Faculty of Arts and Humanities, Department of Languages and Cultures: Renaming of and Revisions to the Minor in Italian Language and Culture

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022, the Minor in Italian Language and Culture be renamed as the Minor in Italian and that the admission and program requirements be revised as shown in Item 12.3(a)(iii).

EXECUTIVE SUMMARY:

As part of a program review, the Department was asked to clarify and simplify the programs and modules so that they are more flexible and legible to students.

ATTACHMENT(S):

[Revised Calendar Copy – Minor in Italian Language and Culture](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20971>

MINOR IN ITALIAN ~~LANGUAGE AND CULTURE~~

Admission Requirements

Completion of first-year requirements, including 1.0 course from Italian 1030, ~~or Italian 1030W/X or~~ Italian 1033, or both Italian 1045A/B and Italian 1046A/B, with a mark of at least 60%. Students with Grade 12U Italian will begin the module with Italian 2200 or Italian 2202X.

Module

4.0 courses:

~~2.0~~ **1.0 courses:** Italian 2200 (~~or Italian 2200W/X or~~ Italian 2202X), ~~Italian 3300.~~

1.0 course: Italian 3300.

2.0 courses from: From ~~Italian 2215A/B~~ Italian 2100A/B and above.

~~Note: With permission of the Department, special topics courses on Italian literature, cinema, art, music, culture or history may also be counted toward the module.~~

ITEM 12.3(a)(iv) – Faculty of Arts and Humanities, Department of Languages and Cultures: Renaming of and Revisions to the Certificate in Practical Italian

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022, the Certificate in Practical Italian be renamed as the Certificate in Italian and that the admission and program requirements be revised as shown in Item 12.3(a)(iv).

EXECUTIVE SUMMARY:

As part of a program review, the Department was asked to clarify and simplify the programs and modules so that they are more flexible and legible to students.

ATTACHMENT(S):

[Revised Calendar Copy – Certificate in Practical Italian](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20984>

CERTIFICATE IN PRACTICAL ITALIAN

Open to all students in the University, the Certificate aims to develop **practical language** the skills in **practical** Italian. Any undergraduate student may apply for admission, subject to prerequisites.

Admission Requirements

Completion of first-year requirements, including 1.0 course from Italian 1030, ~~or Italian 1033,~~ or both Italian 1045A/B and Italian 1046A/B, with a mark of at least 60%. Students with Grade 12U Italian will begin the module with Italian 2200 or Italian 2202X. A student may not pursue both a Certificate in **Practical** Italian and an Italian module (**Minor or Major**).

Certificate Program

~~3.0 courses: Italian 2200 (or Italian 2202X), Italian 2200A/B or Italian 2215F/G, Italian 3300, Italian 4400A/B.~~

1.0 courses: Italian 2200 (Italian 2202X).

1.0 courses: Italian 3300.

1.0 courses: From Italian 2100A/B and above.

~~Note: At least 2.0 of the 3.0 courses must be taken at Western.~~

**ITEM 12.3(b) – Faculty of Arts and Humanities and Ivey Business School:
Introduction of an Honours Double Major with SASAH and HBA Combined
Degree Program**

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022, an Honours Double Major with SASAH and HBA Combined Degree program be introduced by the Faculty of Arts and Humanities and the Ivey Business School, as shown in Item 12.3(b).

EXECUTIVE SUMMARY:

The undergraduate SASAH module attracts high achieving students, many of whom want to pursue their academic interests in connection with business. The proposed combined degree will allow the students to complete the SASAH module if they decide to enroll in the HBA program. In the past few years there has been increasing interest from SASAH students, as well as prospective students, to have a combined program. These students are high achieving and are familiar with a demanding program.

ATTACHMENT(S):

[New Calendar Copy – HBA/Honours Double Major with SASAH](#)

NEW CALENDAR COPY

HBA/HONOURS DOUBLE MAJOR WITH SASAH

This combined degree is administered by the Richard Ivey School of Business and the School for Advanced Studies in the Arts and Humanities (SASAH) in the Faculty of Arts and Humanities.

The combined program is a five-year program leading to a BA in Honours Business Administration (HBA) and a BA Honours Double Major with SASAH and another module approved by the Faculty of Arts and Humanities. In Year 1 students complete the general first year program including the first year prerequisites for admission to the SASAH program. In Year 2 students register in the normal curriculum for the Honours Double Major in SASAH and second major. In Year 3, students are registered in the HBA program. Students are registered in the combined program in Years 4 and 5. Admission requirements for the combined program are outlined below.

Admission Requirements

To be eligible for consideration for admission to the combined program, in the first two years students must complete a minimum of 10.0 courses including Business Administration 2257. In Year 1 they must complete the admission requirements as specified in the current Academic Calendar for entry into the Honours Double Major with SASAH module offered by the Faculty of Arts and Humanities.

For admission to the SASAH program, the requirements are:

Acceptance into the School for Advanced Studies in the Arts and Humanities and completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses including Arts and Humanities 1020E with a minimum grade of 75%, plus 2.0 additional courses, with no mark in these principal courses below 60%.

For admission to the HBA, students must attain a minimum weighted average of 78%, a minimum mark of 70% in Business Administration 2257, and no mark less than 60%, in the first two years of study. They also must gain admission to the HBA program through the regular application process. In addition, students must normally attain a minimum weighted average of 78% in the first year of the HBA.

Students apply for the combined degree program during the HBA 1 year, typically their third year of university. Applications to the combined program must be made in writing to the Director of the HBA Program, as well as the Director of the SASAH program by the deadlines published by the Ivey Business School. Entrance to the program may be limited.

Module/Program Information

Year 1

1.0 course:

1.0 course: Arts and Humanities 1020E

Students in the SASAH program must complete 1.0 course in a language other than English at the 1000-level or above prior to graduation. We strongly encourage students to complete this requirement in year one.

Note: Students are encouraged to complete the Category C Breadth Requirement in Year 1.

Year 2

5.0 courses:

1.0 course: Arts and Humanities 2200E

1.0 course from: Arts and Humanities 2220F/G, Arts and Humanities 2230F/G, Arts and Humanities 2240F/G

1.0 course: Business 2257

2.0 courses: from the second Major in Arts and Humanities

Year 3 (HBA 1)

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K (with at least a 78% average for combined degree acceptance)

Years 4 and 5 HBA (Requirements can be taken over Year 4 or 5, except Business Administration 4569 which must be taken in Year 4.)

5.0 courses:

0.5 course: (International Perspective Requirement) Business Administration 4505A/B.

0.5 course: (Corporations and Society Perspective Requirement) At least one course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration

4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

0.5 course: (Managerial Accounting Requirement) Business Administration 4624A/B

1.0 course: (Applied Project Requirement) Business Administration 4569.

2.5 additional business elective courses (These must be taken at the Business School and cannot be substituted with other Western courses.)

Years 4 and 5 Double Major with SASAH

SASAH Major:

4.0 courses:

0.5 course: Arts and Humanities 3380Y

1.5 courses: Arts and Humanities 3390F/G-3393F/G

1.0 course: Arts and Humanities 4410E

1.0 course: Arts and Humanities 4490F/G-4493F/G, Arts and Humanities 4494W/X

Second Major:

Please consult your faculty counsellor if you have any questions about the course requirements for your second major.

Note: If a student is required to complete 7.0 credits for their second major, they must consider summer courses and/or overloading with approval. Students with more than 7.0 credits required for their double major will not be admitted to the program.

Program Requirements

Students registered in the combined program are expected to abide by all guidelines associated with each of the individual programs. The combined degree program cannot deviate from the 5 year program structure. That is, it cannot be completed in less time or extended beyond the 5 years.

Progression Standards

Students in the combined program must meet the progression standards of each Faculty or School. Students enrolled in HBA1 (Year 3) must attain a minimum weighted average of at least 78%. In Years 4 and 5, students must attain a minimum weighted average of 75% in their 4000-level HBA courses. They must also attain a minimum weighted average of 75% in their Honours Double Major program and meet all other progression requirements of the Honours Double Major module in which they are enrolled.

Failure to Meet Progression Standards

A student who fails to meet the combined program progression standards in any year must withdraw from the combined program. However, a student who has met

the progression standards of either the HBA or Honours Double Major program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either of the individual programs or both programs through a combined degree, must complete all the degree requirements of the individual program or combined programs in order to graduate from that/those program(s).

Dean's Honour List

At the Ivey Business School, students are considered for the Dean's Honour List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honour List in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determining Dean's Honour List standing. Courses taken outside the Ivey Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

In the Faculty of Arts and Humanities, students will be considered for the Dean's Honour List in May and August of each year.

Graduation

Upon completion of this combined program, students will receive an Honours Double Major BA and a BA in Honours Business Administration.

Graduation with Distinction

Eligibility to graduate "With Distinction" for each degree is determined by the Faculty or School.

International Exchange Programs

Students in this combined degree program may be eligible to participate in academic exchange programs. Interested students should discuss exchange options with the HBA Program Office and Director of the SASAH Program. Exchange is not guaranteed and must be approved by both programs.

Fees

Students pay the prevailing fees as determined by the University policy on combined programs. Contact the Office of the Registrar for details.

**ITEM 12.3(c) – Faculty of Science, Department of Computer Science:
Withdrawal of the Minor in Computer Hardware Design**

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022, admission to the Minor in Computer Hardware Design be discontinued and that the module be withdrawn.

EXECUTIVE SUMMARY:

The Department of Computer Science wishes to withdraw the Minor in Computer Hardware Design. No students have enrolled in the Minor since it was introduced in 2017.

**ITEM 12.3(d) – Faculty of Social Science, Department of Political Science:
Withdrawal of the Honours Specialization and Major in Democratic
Governance**

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022, admission to the Honours Specialization and Major in Democratic Governance be discontinued, and

That students currently enrolled in the modules be permitted to graduate upon fulfilment of the module requirements by August 31, 2024, and

That the modules be withdrawn effective September 1, 2024.

EXECUTIVE SUMMARY:

The Department of Political Science wishes to withdraw the Honours Specialization and Major in Democratic Governance due to low enrolment. As of May 2022, there was one student enrolled in the Honours Specialization and one student enrolled in the Major.

ATTACHMENT(S):

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

[Revised Calendar Copy – Major in Democratic Governance](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21594>

HONOURS SPECIALIZATION IN DEMOCRATIC GOVERNANCE

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

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21593>

MAJOR IN DEMOCRATIC GOVERNANCE

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

ITEM 12.3(e) – Brescia University College: Renaming of the Specialization and Major in Consumer Behavior

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022, the Specialization and Major in Consumer Behavior be renamed as the Specialization and Major in Marketing.

EXECUTIVE SUMMARY:

The recommendation to rename Brescia’s Consumer Behavior modules is the result of a meeting between DAN Management and Brescia faculty in late 2021. The DAN Management and Brescia modules are different in terms of courses and pedagogy which led to the conclusion that it would better serve students if the modules were distinct. Ivey Business School administration was also consulted on the proposed change.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21491>

Specialization in **Marketing** ~~Consumer Behavior~~

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21489>

Major in **Marketing** ~~Consumer Behavior~~ (must be part of a double Major)

ITEM 12.3(f) – Huron University College: Introduction of a Certificate in Modern Hebrew

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022 a Certificate in Modern Hebrew be introduced by Huron University College as shown in Item 12.3(f).

EXECUTIVE SUMMARY:

Huron University College wishes to provide an academic credential for students who have put significant time and effort into the study of the Hebrew language and have demonstrated proficiency in it through the successful completion of 3.0 courses. The offer of a certificate will also encourage students who take the introductory courses to continue to study the language by taking 3.0 courses. This certificate will also help Jewish Studies students in their applications for post-graduate programs and increase their future job prospects, particularly, for example, among those who follow the pathway agreement for Jewish Studies students into the Bachelor of Education Program with a Concentration in Jewish Teacher Education at York University.

ATTACHMENT(S):

[New Calendar Copy – Certificate in Modern Hebrew](#)

NEW CALENDAR COPY

CERTIFICATE IN MODERN HEBREW

Students who complete the certificate in Modern Hebrew will be fluent speakers and readers of the language. With 3.0 requirements encompassing the introductory, intermediate, and advanced levels, all students who complete the module will be well-prepared to converse, read, and write in Modern Hebrew.

Admission Requirements

Any student pursuing an undergraduate degree at Western is eligible to apply.

Program Requirements:

To qualify for the Certificate in Modern Hebrew, students must achieve a minimum average of 60% in the following 3.0 courses:

1.0 course from: Hebrew 1020, Hebrew 1030

2.0 courses: Hebrew 2200, Hebrew 3300

ITEM 12.3(g)(i) – King’s University College: Introduction of an Honours Specialization in Applied Psychology

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022 an Honours Specialization in Applied Psychology be introduced by King’s University College, as shown in Item 12.3(g)(i).

EXECUTIVE SUMMARY:

The Honours Specialization in Applied Psychology was designed for two reasons. First, King’s recognizes that some honours degree students do not have plans for research-intensive graduate programs and instead wish to apply to education, law or other applied disciplines. These students, therefore, are interested in a different module option. The department currently offers a number of courses with an emphasis on applications of psychology and students have been very receptive to these courses. These courses include Psychology 3260F/G Cognitive Neuroscience, Psychology 3330F/G Health Psychology, Psychology 3840F/G Survey Design and Construction, Psychology 4692E Clinical Practicum, and Psychology 4694E Psychology for the Common Good. The Honours Specialization in Applied Psychology has been developed in response to meet students’ interests as well as King’s growing appreciation and emphasis on applied psychology. Second, the registration and interest in the existing Honours Specialization in Psychology has grown considerably in recent years. With current third year numbers King’s will need to add another section of the thesis course (Psychology 4891E) and the full-time faculty complement cannot support thesis supervision at these current numbers. The addition of an Honours Specialization in Applied Psychology as a second option will lessen this stress on resources while also providing an innovative opportunity for students.

The existing Honours Specialization in Psychology and the proposed Honours Specialization in Applied Psychology are equivalent but with two separate focuses. King’s does not envision nor has it structured one having less merit than the other. The Honours Specialization in Psychology emphasizes a traditional research focus and the Honours Specialization in Applied Psychology emphasizes applications of Psychology in different contexts. It is expected that both Honours Specialization streams will acquire a mastery of psychological principles with the traditional Honours Specialization in Psychology stream more heavily focused on quantitative research methods and the Honours Specialization in Applied Psychology more focused on the applications of psychology in diverse settings.

ATTACHMENT(S):

[New Calendar Copy – Honours Specialization in Applied Psychology](#)

NEW CALENDAR COPY

HONOURS SPECIALIZATION IN APPLIED PSYCHOLOGY

Enrolment in this module is limited. Meeting the minimum requirements does not guarantee admission. Admission is determined at Spring Adjudication only.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 75% in 3.0 principal courses, including 1.0 from Psychology 1000, Psychology 1000W/X, Psychology 1002A/B and Psychology 1010A/B, or Psychology 1010A/B and Psychology 1015A/B; Mathematics 1228A/B, Statistical Sciences 1024A/B; and 1.0 additional course at the 1000 level, with no mark in these principal courses below 60%.

Students who wish to enter the Honours Specialization in Applied Psychology can apply via Intent to Register into the program in first or second year. They must meet the requirements for admission after first year, and have a minimum cumulative average of 75% in all Psychology courses that will count toward the module, with no mark below 60% in any of these courses.

Module

9.0 courses:

0.5 course: Psychology 2840F/G.

0.5 course from: Psychology 2100-2299.

0.5 course from: Psychology 2300-2799.

0.5 course: Psychology 2990A/B.

1.0 additional courses in Psychology from the 2100-2999 series.

0.5 course from: Writing 1020F/G, Writing 1022F/G or Writing 2101F/G.

1.5 courses: Psychology 3840F/G, Psychology 3891F/G, Psychology 3893F/G.

1.5 additional courses in Psychology at the 3000 level.

1.5 additional courses in Psychology at the 4000 level.

1.0 course: Psychology 4893E.

Progression Requirements

A minimum cumulative modular average of 75% with a minimum grade of 60% in each course of the module, and a passing grade in each option. Note: Students will be permitted to proceed under the progression requirements in place at their most recent admission to the Honours Specialization module.

ITEM 12.3(g)(ii) – King’s University College: Renaming of the Honours Specialization, Major and Minor in Political Science

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2023 the Honours Specialization, Major and Minor in Political Science be renamed as the Honours Specialization, Major and Minor in Politics and International Relations.

EXECUTIVE SUMMARY:

King’s University College wishes to rename the Honours Specialization, Major and Minor in Political Science as the Honours Specialization, Major and Minor in Politics and International Relations. The proposed change of modular nomenclature will better reflect the content and direction of the modules and will respond to feedback about the modules. No other changes to the modules are proposed.

Students graduating prior to September 1, 2023 will graduate with the current module names. All students graduating after September 1, 2023 will graduate with the new module names.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21249>

HONOURS SPECIALIZATION IN POLITICS AND INTERNATIONAL RELATIONS
~~**HONOURS SPECIALIZATION IN POLITICAL SCIENCE**~~

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21247>

MAJOR IN POLITICS AND INTERNATIONAL RELATIONS
~~**MAJOR IN POLITICAL SCIENCE**~~

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21248>

MINOR IN POLITICS AND INTERNATIONAL RELATIONS
~~**MINOR IN POLITICAL SCIENCE**~~

ITEM 12.3(g)(iii) – King’s University College: Withdrawal of the Certificate in Critical Security Studies and the Certificate in Refugees, Migration and Forced Displacement

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022 admission to the Certificate in Critical Security Studies and the Certificate in Refugees, Migration and Forced Displacement be discontinued, and

That students currently enrolled in the certificates be permitted to graduate upon fulfilment of the certificate requirements by August 31, 2025, and

That the certificates be withdrawn effective September 1, 2025.

EXECUTIVE SUMMARY:

King’s University College wishes to withdraw the Certificate in Critical Security Studies and the Certificate in Refugees, Migration and Forced Displacement. Both certificates will effectively be replaced by the new Minor in Migration and Border Studies.

Students currently enrolled in the certificates will be permitted to complete the certificate or switch to the new Minor in Migration and Border Studies. There are currently three students registered in the Certificate in Critical Security Studies and five students registered in the Certificate in Refugees, Migration and Forced Displacement.

ATTACHMENT(S):

[Revised Calendar Copy – Certificate in Critical Security Studies](#)

[Revised Calendar Copy – Certificate in Refugees, Migration and Forced Displacement](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21629>

CERTIFICATE IN CRITICAL SECURITY STUDIES

Admission to this certificate is discontinued effective September 1, 2022. Students currently enrolled in the certificate will be permitted to graduate upon fulfilment of the certificate requirements by August 31, 2025.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21614>

CERTIFICATE IN REFUGEES, MIGRATION AND FORCED DISPLACEMENT

Admission to this certificate is discontinued effective September 1, 2022. Students currently enrolled in the certificate will be permitted to graduate upon fulfilment of the certificate requirements by August 31, 2025.

ITEM 12.3(h)(i) – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Business and Sustainability

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective January 1, 2023, a Graduate Diploma (GDip) in Business and Sustainability be introduced as shown in Item 12.3(h)(i), pending Quality Council approval.

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies wishes to introduce a new Graduate Diploma (GDip) in Business and Sustainability for the Master of Science (MSc) in Management students. This offering will be available to the full time MSc students and completed concurrently with the MSc.

ATTACHMENT(S):

[Proposal for a Graduate Diploma \(GDip\) in Business and Sustainability](#)

***Extracted from the Brief for the Proposal of a
Graduate Diploma (GDip) in Business and Sustainability***

Ivey Business School proposes to introduce a new Graduate Diploma (GDip) (Type 2) in Business and Sustainability for the Master of Science (MSc) in Management students. This offering will be available to the full time MSc students and completed concurrently with the MSc.

Objectives and Overview

MSc Management students have the option of enrolling into this graduate diploma upon acceptance into the MSc Program. The diploma will be offered concurrently during the 16-month, four-term MSc degree, and consists of the following requirements:

- 4 required courses (1.5 credits)
 - 2 Foundation courses (0.5 credits each)
 - 2 Technical courses (0.25 credits each)
- 1 elective course (0.5 credits) - Students must select 1 course from a list of 6
- 1 milestone

This proposed Graduate Diploma responds to seismic changes currently underway that are rapidly transforming the importance of sustainability for business. Sustainability and social responsibility now need to be at the core of an organization's strategy and value creation model, and fully integrated across all elements of the organization and its supply chain. These changes fundamentally expand the knowledge and skills required for future leaders to succeed. It is anticipated that graduates from the proposed program will be in high-demand as businesses seek to significantly increase recruitment for sustainability-related positions but face a market shortage of applicants with high-calibre business and sustainability expertise.

The unique value of the proposed Graduate Diploma is its focus on not only building technical skills linked to this market demand but also encouraging the development of broader perspectives of sustainability as a holistic systems agenda incorporating environmental, social, and economic dimensions. Building these wider, interdisciplinary perspectives will not only enhance the ability of graduates to deploy their technical skills effectively but will enable them to be responsive and effective in the context of the continually-evolving business and sustainability agenda.

Evidence to support the introduction of the program

Significant growth is occurring in demand for professionals with skills in business and sustainability. Notable areas include corporate strategies for climate change, sustainability management of scarce resources (e.g., fisheries, fresh water, etc.), Environment, Social and Governance-related (ESG) investing, and labour challenges in supply chain, among others. Society increasingly expects firms to integrate sustainability into their strategy and operations, alongside significant expansion in

requirements for reporting and disclosures of sustainability-related information to multiple stakeholders, such as investors, regulators, and customers.

Recent consultations with Building Sustainable Value Centre corporate partners have identified that despite this long-term growth in demand for skills, they are having difficulties filling ESG-related positions because of a lack of suitable candidates with high-level business and sustainability knowledge. While there has been a proliferation of online programs and courses in this area, the leading employers are seeking the high calibre knowledge and analytical and problem-solving skills they expect from Ivey graduates for these new ESG roles.

Delivery Method of the Program

This program will be offered full-time on campus in a class environment. Participation in person is mandatory given the significant emphasis on in-class contribution and presentations.

Admission Requirements

The GDip is open to MSc Management students, who opt into this program.
Admission requirements for MSc Management:

- An undergraduate degree completed within the past two years for International Business, CEMS (Global Alliance in Management Education), Digital Management and completed within four years for Business Analytics. You are able to apply to the MSc program during your last year of study.
- A strong academic record demonstrated during your two most recent years of academic study
- Online application, including the completion of the required written essay questions and video questions.
- Unofficial transcripts from your post-secondary institution(s). One copy of official/certified transcripts will be required if you receive admissions offer*
- Resumé (two-page maximum)
- Two references
English Language Proficiency TOEFL (minimum score of 100), IELTS General OR Academic (minimum score of 7), MELAB (minimum score of 85), PTE (minimum score of 70), CAEL (minimum overall score of 60 required with no part less than 60), Duolingo (minimum 125), PELMO (minimum 75)**

Graduate Diploma Degree Requirements

The current Master of Science in Management is a four-term (16 month) degree. The proposed Graduate Diploma in Business and Sustainability (Type 2) requires students to take incremental work beyond the current MSc degree. Students must obtain a total of 1.5 FCE to earn the Graduate Diploma in Business and Sustainability, and complete additional requirements, as noted below. Specifically, *two Foundation courses, two*

Technical courses, and *one Milestone* must be completed. One Foundation course can be counted toward their MSc elective requirements. Furthermore, students must allocate one of their current MSc elective choices to a Breadth course that links to and applies the United Nations Sustainable Development Goals (UN SDGs) (options noted below).

Credit weights are assigned as follows.

Graduate Diploma in Business and Sustainability requirements

One Foundation course (0.5 FCE)	
<ul style="list-style-type: none"> 9026 SUSTAINABILITY (0.5 FCE)* 	Fall Term
One Foundation course (0.5 FCE)	
<ul style="list-style-type: none"> 9XXX SOCIAL ENTERPRISE (0.5 FCE) 	Winter Term
Two Technical courses (2 x 0.25 = 0.5 FCE)	
<ul style="list-style-type: none"> 9XXX ESG REPORTING & AUDITING (0.25 FCE) [pass/fail] ENVRUST 9110 CARBON FOOTPRINT AND GREENHOUSE GAS ACCOUNTING (in collaboration with Faculty of Science, Master of Environment and Sustainability) (0.25 FCE) [pass/fail] 	Fall Term Winter Term
Milestone (Pick one)	
<ul style="list-style-type: none"> Community Engagement (10 hours), or Social Impact Assessment extending current course work. 	
Breadth Elective Course (pick one) (displaces one MSc elective)	
<ul style="list-style-type: none"> 9907 SYSTEMS THINKING 9912 FRONTIER MARKETS 9917 TECHNOLOGY AND HUMANITY 9918 INEQUALITY AND BUSINESS 9919 ACCOUNTING, GOVERNANCE & RISK 9910 MACROECONOMICS FOR MANAGERS 9041 INDEPENDENT RESEARCH PROJECT 	Winter Term Winter Term Fall Term Winter Term Fall Term Fall Term Fall Term

Expected Duration: 4 terms

*BUS-MSCM 9026A can also count toward the elective credit requirements of MScM degree

Progression requirements

Students will be evaluated through in-class contribution, quizzes, individual and group reports, interim assignments, and final exams or presentations. The progression and graduation requirements for the Graduate Diploma program will be consistent with those of Ivey's MSc Management Program.

MSc Management Progression Requirements:

Progression Requirements

- In order to progress through the Ivey MSc program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.
- Exchange grades will be recorded on Western transcripts as Pass/Fail, but the equivalent of a Western grade of 60% is required in each course.

Graduation Requirements

- In order to graduate from the Ivey MSc program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.

If MSc Management Progression Requirements are met, Graduate Diploma in Business and Sustainability requirements are:

Progression Requirements

- In order to progress through the Graduate Diploma students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.
- Students must attain a grade of Pass in both Technical courses

Graduation Requirements

- In order to graduate from the Graduate Diploma, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered, including Western and exchange courses.
- Students must pass all milestones and workshop courses

ITEM 12.3(h)(ii) – School of Graduate and Postdoctoral Studies: Introduction of a new degree designation of Master of Health Sciences (MHSc) for the Applied Health Sciences field of the existing Master of Clinical Science (MCISc) in Advanced Health Care Practice

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve and recommend to the Board of Governors, that effective September 1, 2022, a new degree designation of Master of Health Sciences (MHSc) be introduced for the Applied Health Sciences field of the existing Master of Clinical Science (MCISc) in Advanced Health Care Practice.

EXECUTIVE SUMMARY:

The Advanced Health Care Practice (AHCP) program offers an opportunity for experienced health care professionals to obtain graduate-level education in a clinical specialty. Currently, a Master of Clinical Science (MCISc) degree is awarded upon successful completion of the program. As the program has grown, it has received numerous high-quality applications to the Applied Health Sciences (AHS) field from students who have a non-clinical background, who are seeking graduate education in Health Sciences, often aspiring to become a health care professional or aiming to work in a healthcare setting (e.g., health services). In conversations with students and potential employers, an MCISc degree, which includes the word ‘clinical’, is misleading for employers who may interpret the degree to mean that the student has clinical training and for students who do not feel that the degree-type reflects their intended career choice. As such, the program would like to replace the MCISc degree designation with a Master of Health Sciences (MHSc) degree designation that better reflects the goals for the students and their future career aspirations.

The goals for students in the AHS field include complete graduate-level training in one of the AHS field’s areas of concentration (Determinants of Health and Health Equity, Health Across the Lifespan, or Health Leadership). A new degree type for the AHS field, a Master of Health Sciences (MHSc), will better align with the field’s learning outcomes and with stakeholders’ feedback. Accordingly, this new degree type may also support growth in the AHS field. Further, different degree types for the AHS field vs. the other AHCP fields will also align with existing differences between the AHS field vs. the other AHCP fields (i.e., AHS does not include a clinical mentorship course or clinical skills training courses whereas the other fields do). In addition, for other fields in the AHCP Program, students must be a clinician, which is not the case in the AHS field.

There will be no changes to Learning Outcomes.

Students who enter the AHS field prior to September 2023 would be given the choice of degree type: MHSc or MCISc. Subsequent to September 2023, the MHSc will be the only degree designation for the AHS field.

Current program	Proposed Change(s)
<p>Program Name: Advanced Health Care Practice Degree: Master of Clinical Science Fields: all current</p> <p>If the student is in the AHCP Program (regardless of field) they are granted an MCISc degree</p>	<p>Program Name: Advanced Health Care Practice Degree: Master of Health Sciences Field: Applied Health Sciences</p> <p>Students in the AHCP Program who are in the Applied Health Sciences (AHS) field would be granted a MHS degree.</p> <p>Program Name: Advanced Health Care Practice Degree: Master of Clinical Science</p> <p>Students in the AHCP Program from the following fields would continue to receive a MCISc degree:</p> <ul style="list-style-type: none"> • Wound Healing, • Comprehensive Musculoskeletal Physiotherapy, • Interprofessional Pain Management, • Sport & Exercise Medicine, • Upper Extremity Rehabilitation.

ITEM 12.3(h)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the Master of Science in Nursing (MScN) and the Doctor of Philosophy (PhD) in Nursing

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022, the Master of Science in Nursing (MScN) and Doctor of Philosophy (PhD) in Nursing be revised as shown in Item 12.3(h)(iii).

EXECUTIVE SUMMARY:

Modifications to the Master of Science in Nursing (MScN) and Doctor of Philosophy (PhD) in Nursing are proposed following a curriculum review of the thesis-based graduate programs. The proposed modifications include:

- revisions to the Program Learning Outcomes for each degree;
- removal of fields of study from the programs;
- review of program plan for the MScN program to support thesis-based studies; and
- review of the program plan for the PhD program to enhance future capacity as researchers.

ATTACHMENT(S):

[Proposal to Revise the Master of Science in Nursing \(MScN\) and Doctor of Philosophy in Nursing \(PhD\)](#)

***Proposal to Revise the Master of Science in Nursing (MScN) and
Doctor of Philosophy (PhD) in Nursing (PhD)***

Revisions to the Master of Science in Nursing (MScN) and Doctor of Philosophy (PhD) in Nursing are proposed following a curriculum review of the thesis-based graduate programs and include:

- 1) revisions to the Program Learning Outcomes for each degree;
- 2) removal of fields of study from the programs (Nursing Education, Nursing Leadership in Health Promotion and Advanced Nursing Practice, and Nursing Leadership in Health Services Delivery);
- 3) review of program plan for the MScN program to support thesis-based studies; and
- 4) review of the program plan for PhD program to enhance future capacity as researchers.

Revision of the Program Learning Outcomes

A review of the Program Learning Outcomes for the MScN and PhD programs was completed by graduate faculty in the School of Nursing in the Fall of 2022. A comparison of the changes between the current and proposed program learning outcomes appears below for both the MScN and PhD programs.

Removal of Fields

The movement from specific areas of study (fields) aligns with the new strategic plan in the School of Nursing while considering future changes in healthcare research and delivery. The removal of specific fields of study is consistent with the faculty research profile which encompasses a broad range of theoretical, policy, health systems, and practice oriented areas of research.

Review of the Program Plan for the MScN

The proposed curriculum change for the thesis-based MScN program includes a reduction in the number of courses from 8 courses (4.0 credits) to 5 courses (2.5 credits). The research focused required core courses and the thesis requirements will not change. The elective requirements will be reduced from 3 courses (1.5 credits) to 1 course (0.5 credits).

In the analysis of student learning needs and progress through the program, faculty and students found the number of electives required in addition to the thesis was an impediment to the research aspects of the degree by interfering with time students spend developing their proposal and completing required courses, the research, and thesis. Reducing the number of electives concurrently with the removal of the fields will allow students to focus more on proposal development and research completion for the thesis. It enables the thesis committee and supervisor to make recommendations to

individualize the program of study related to the needs of the student. Students who wish to take additional elective courses are still free to do so.

Review of the Program Plan for the PhD Program

In a review of the PhD program, faculty and students determined that increasingly complex research methodologies have resulted in a need for students to be well-versed across a range of research and evaluation strategies. The proposed curriculum change will increase the number of PhD course requirements from 2 courses (1.0 credits) to 3 courses (1.5 credits). This addition reflects the requirement for students in the PhD program to complete 2 research methodology courses from the current requirement of 1 research methodology course. Requirements of the thesis and doctoral seminar will not change.

Current program	Proposed Change(s)
Fields: 1. Leadership in Nursing Education 2. Nursing Leadership in Health Promotion and Advanced Nursing Practice 3. Nursing Leadership in Health Services Delivery	No Fields
MScN Course Requirements: Total Credits: 4.0 Required Courses <u>(2.0 Credits)</u> : NURSING 9611A (0.5) NURSING 9661A (0.5) NURSING 9662B (0.5) NURSING 9663B (0.5) Required Electives <u>(0.5 Credits)</u> : *Students must select 1 of the 3 courses listed below that pertains to their field of study NURSING 9674A (0.5) NURSING 9676A/B (0.5) NURSING 9678A (0.5)	MScN Course Requirements: Total Credits: 2.5 Required Courses: <u>(2.0 Credits)</u> : NURSING 9611A (0.5) NURSING 9661A (0.5) NURSING 9662B (0.5) NURSING 9663B (0.5) Required Electives: No longer part of requirements

<p>Elective Courses: <u>(1.5 Credits):</u> Any course offered and/or approved by the program</p> <p>Current PhD Course Requirements: Total Credits: 1.0</p> <p>Required <u>(0.5 Credits):</u> NURSING 9681L</p> <p>Required Elective (0.5 Credits) *Students must select 1 of the 2 research courses listed below NURSING 9683B NURSING 9684A</p>	<p>Elective Courses: <u>(0.5 Credits):</u> Any course offered and/or approved by the program</p> <p>New PhD Course Requirements: Total Credits: 1.5</p> <p>Required (1.5 Credits): NURSING 9681L NURSING 9683B NURSING 9684A</p> <p>Students are required to enroll in both 9683B and 9684A. This is an additional 1 course (0.5 credit) requirement for all PhD students.</p>
<p>Current Learning Outcomes MScN:</p> <ol style="list-style-type: none"> 1. Development of in-depth understanding of a selected aspect of nursing science 2. Analysis and integration of theory and research from nursing and related disciplines as a basis for enhancing understanding of significant issues. 3. Valuing of differing approaches to knowledge development in the nursing discipline 4. Engagement in research inquiry that is significant to the nursing discipline 5. Upholding of principles of ethical inquiry in advancing knowledge in the discipline of nursing 6. Evolution of health care and health policy through the use of research findings and the development of collaborative partnerships 	<p>Revised Learning Outcomes MScN:</p> <ol style="list-style-type: none"> 1. Analyze and integrate theory and research from nursing and across disciplines as a basis for enhancing understanding of significant issues to nursing science, and across sectors and communities. 2. Value and apply an understanding of multiple methodological traditions and diverse community perspectives to drive the advancement of the nursing discipline. 3. Engage in inclusive, ethical, and impactful research that is significant to the nursing discipline and society. 4. Implement principles of ethical and relational inquiry in advancing knowledge in the discipline of nursing. 5. Examine/explore innovative strategies that advance health equity and social justice in health policy, health service delivery, and

<p>Current Program Learning Outcomes PhD:</p> <ol style="list-style-type: none"> 1. Understand the theoretical foundations of nursing science 2. Design and conduct research relevant to significant problems in the discipline of nursing 3. Demonstrate a commitment to ethical inquiry for the advancement of knowledge in the discipline, and value different approaches to knowledge generation for the discipline 	<p>education through research and collaborative partnerships.</p> <ol style="list-style-type: none"> 6. Develop leadership capacity for transforming health systems, education, and policy. <p>Revised Program Learning Outcomes PhD:</p> <ol style="list-style-type: none"> 1. Critically examine the philosophical foundations of nursing science and their implications for scholarship. 2. Design and implement ethical and reciprocal research relevant to health, education, professional, and social challenges that are significant to the discipline of nursing. 3. Demonstrate a commitment to the advancement of knowledge in the nursing discipline through respectful engagement, knowledge mobilization, ethical inquiry, and scholarly discourse. 4. Value diverse approaches and knowledge systems towards advancing the discipline of nursing. 5. Advance the discipline of nursing through innovation and excellence in leadership, teaching, research, theory development, and practice. 6. Use research findings and engage in collaborative partnerships to influence health care, health policy, education, and social justice.
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Students currently enrolled full-time in the MScN who have not completed the current required elective courses will be allowed to switch directly into this revised course progression plan. Students who have completed their course work will continue within the course plan as admitted. Students admitted effective September 2022 will follow the revised course progression plan.

Students in the PhD program will continue with the program of study under which they were admitted. The provision by the supervisory committee allows for a recommendation to take additional courses and it is possible that the student will be

required to complete both research courses. Students admitted September 2022 will be required to complete the new course plan.

The plans outlined above will pertain to any students (MScN or PhD) already enrolled who experience a delay (i.e., LOA).

At the present time, the parchment and transcript note the degree name of Master of Science in Nursing and Doctor of Philosophy in Nursing, respectively. This will remain unchanged for those completing in December 2023 and for those completing in December 2024 and onward.

ITEM 12.3(h)(iv) – School of Graduate and Postdoctoral Studies: Introduction of a Flex-time Registration Option for the PhD in Health and Rehabilitation Sciences

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2022 a flex-time registration option be introduced for the PhD in Health and Rehabilitation Sciences, as shown in Item 12.3(h)(iv).

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies wishes to introduce a flex-time registration option for the PhD in Health and Rehabilitation Sciences. The Health and Rehabilitation Sciences program welcomes practicing clinicians to its doctoral program each year. These students are often working full-time in practice or a related industry (e.g., an audiologist working at a hearing aid manufacturer in research and development). Because they are working full-time, they do not require funding from the program or their supervisor and may even have funding or support from their employer to carry out research at their place of work. This may create opportunities for students to secure a supervisor who otherwise may not have funding to supplement the funding package and may have otherwise limited their supervision to students who could support their own research programs.

The current PhD in Health and Rehabilitation Sciences program is a full-time 4-year degree (12 terms). Typical timeline to completion:

- Plan of study by end of term 2
- Coursework completed by end of term 3
- Candidacy examination completed by end of term 6
- Dissertation completed by end of term 12

The proposed changes would allow for two available student statuses:

1. Full-time, 12 terms
2. Flex-time, full-time, 12 terms; part-time 13th term and beyond

To be eligible for registration with flex-time status, the student would be a practicing licensed/registered clinician in Canada in an area that is aligned with their research interests and/or working for a health industry where the student's research work would involve partnership with that industry through support of that student where support could be defined in any of the following ways: time off work for study, access to research subjects, infrastructure support, student stipend, etc.

Students will be required to select flex time registration prior to commencing their program of study and will not be able to alter their registration status once selected.

Typical timeline to completion for the flex-time option:

- Plan of study by end of term 2
 - Coursework completed by end of term 6
 - Candidacy examination completed by end of term 9
 - Dissertation completed by end of term 15
-

ITEM 12.3(i)(i) – Revision to the transfer credit granted under the Articulation Agreement between King’s University College, Western University, and Fanshawe College for Qualified Graduates of the Social Services Worker Diploma Program

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve and recommend to the Board of Governors that the transfer credit granted under the Articulation Agreement between King’s University College, Western University, and Fanshawe College for qualified graduates of the Social Services Worker diploma program be revised as shown in Item 12.3(i)(i).

EXECUTIVE SUMMARY:

For the past several years, Western and King’s University College have awarded transfer credit to graduates from the Social Services Worker program at Fanshawe College. The current articulation agreement awards Social Work 2206A/B, a prerequisite for King’s Bachelor of Social Work program for completion of Fanshawe’s RSCH 1002 to students entering year three of the BSW program, but not to students admitted to year two. The proposed revisions to the articulation agreement consistently award transfer credit for Fanshawe’s RSCH 1002 to students entering through the two Social Services Worker paths. The proposed revisions also include housekeeping amendments to indicate suffixes for equivalencies awarded and to award general transfer credits (TRN) as 1020 TRN.

ATTACHMENT(S):

[Revised Articulation Agreement between King’s University College, Western University, and Fanshawe College for Qualified Graduates of the Social Services Worker Diploma Program](#)

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

KING’S UNIVERSITY COLLEGE
(hereinafter called “King’s”)

and

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

and

FANSHAWE COLLEGE
(hereinafter called the “Fanshawe”)

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

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Social Service Worker (SSW) Diploma Program at Fanshawe into either the Bachelor of Social Work (BSW) Program; or other Arts or Social Science degree Programs at King’s, by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and Western agrees to grant transfer credit to successful applicants under the terms of this Agreement;

AND WHEREAS the parties wish to set out clearly defined processes for the movement of the graduates between Fanshawe and King’s;

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

ADMISSION

1. King’s agrees to consider for admission to full-time study to Year 3 of the Bachelor of Social Work, graduates of the Social Service Worker Diploma Program who meet the following requirements:
 - a. completion of the two-year SSW Diploma program with a minimum overall average of “B+” or 3.5 GPA calculated on all courses within the diploma program only, and with no individual course grade less than “C” or 2.0 GPA;

- b. completion within the two years immediately prior to applying to the BSW Program of a prescribed set of courses within the SSW Diploma program (see list in section 5 below);
 - c. written endorsement of the Chair of the School of Community Studies at Fanshawe outlining both the academic success of the student, as well as the success of the student's placement while in the SSW program.
2. To be considered for admission under this Agreement, Fanshawe students must apply through the Ontario Universities Application Centre (OUAC) by March 15th and provide the King's Admissions Office with their final academic transcripts by June 1st.
3. Fanshawe students who wish to apply for admission to the BSW at King's must submit the additional BSW application by the March 15th deadline.
4. To meet the required 10.0 courses required to apply to the BSW program, Fanshawe students who wish to be considered for admission to BSW program will be required to complete 2.0 courses in the summer term at King's prior to the start of the BSW program in September (with a minimum grade of 70%).
5. Fanshawe students from the SSW Diploma Program may also apply to any of the programs in the Faculties of Arts or Social Sciences at King's. Students who wish to pursue a degree program other than the BSW, will not receive the block of transfer credit as outlined for the BSW, but will receive transfer credit as outlined in Appendix 1.
6. Admissions decisions are within the sole discretion of King's and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western and King's.

BLOCK TRANSFER CREDIT

1. Block transfer credit shall be awarded to successful applicants for the following courses (8.0 courses in the Bachelor of Social Work, not advanced standing). Students will be required to complete 2.0 courses in the summer prior to their admission into the BSW for September. This credit is not transferrable to other Faculties or Programs. The required Fanshawe courses for block credit consideration are listed below:

Fanshawe Course Code	Title	King's/Western Course Code	Title	Credit Weight
SOCW 1052	SW with Families	SW 1025 A/B	Intro to SW and Social Welfare	0.5
SOCW 1041	Social Welfare Policy			
SOCW 1031	Basic Counselling Skills	SW 1026 A/B	Intro to SW Practice and Communication Skills	0.5
SOCW 1032	Counselling			
SOCW 3030	SW Assessment with Families	SW 2216 A/B	Intro to Generalist SW Practice and Theories	0.5
SOCW 3021	SSW Practice and Intervention			
COMM 3082	Communication for Community Studies	Writing 1031 F/G TRN		0.5
RSCH 1002	Ethical Principles- Research and Evaluation	SW 2206 A/B	Research Methods for Social Workers	0.5
SOCW 1054	SW in Mental Health 1	Psychology 1020 4000 TRN		1.0
SOCW 1004	Psychology in SW			
SOCW 3031	SW in Mental Health 2			
SOCI 1006	Sociology for SSWs	Sociology 1020 4000 TRN		1.0
SOCW 1028	Community Resources			
SOCW 3032 3009	Analysis of Social Interventions			
SOCW 1033	SW Across the Lifespan	SW 1020 4000 TRN		1.0
SOCW 1040	Professional Practice			
SOCW 1053	Community Organization and Development 1	SW 2100 TRN		1.0
SOCW 3028	Community Organization and Development 2			
BSCI 1247	Group Dev. And Practice	SW 2100 TRN		1.0
SOCW 3023	Ind. Counselling -Adv			
SOCW 3024	Ind. Groups and Families Counselling- Adv.	SW-2100 Social Science 1020 TRN		0.5
	TOTAL:			TOTAL: 8.0

2. The course names and numbers set out in the chart above may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to King's/Western of changes to the Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.
3. The parties acknowledge that the granting of block transfer credit is based on an assessment of the SSW program curriculum and courses as of the date of this Agreement. It is the responsibility of Fanshawe to notify King's/Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable King's/Western to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

1. Students accepted under this Agreement must complete the courses required in Year 3 and Year 4 of the BSW program and maintain a cumulative and graduating average of at least 70% to graduate. These progression and degree requirements are subject to change during the term of this Agreement and King's will give Fanshawe written notice of any changes.
2. Students who subsequently fail to meet progression or degree requirements for the King's BSW program; but who do meet requirements for another program at King's or Western, may be permitted to transfer to another program at the discretion of the relevant Faculty. Students who transfer to another program will have the block transfer credit removed from their academic record and credit for College courses will be assessed on the transfer credit as outlined in Appendix 1.
3. Fanshawe and King's agree to provide Fanshawe students with information about the block transfer credit and encourage qualified students to apply.
4. The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

1.
 - (a) This Agreement is effective January 1, 2020, and shall continue in force unless terminated by a party as set out herein.
 - (b) Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.
 - (c) Notwithstanding paragraph (b), if Western or King's decides to terminate this Agreement due to changes to Fanshawe's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe and the date that the changes were made by Fanshawe.
 - (d) Students accepted into the University Program under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

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

KING’S UNIVERSITY COLLEGE

* _____
Dr. David Malloy
Principal

Date

*I have authority to bind the institution.

FANSHAWE COLLEGE

Mr. Peter Devlin
President

Date

*I have authority to bind the institution.

THE UNIVERSITY OF WESTERN ONTARIO

* _____
Dr. Susan Lewis
Vice-Provost (Academic Programs)

Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between King’s University College, The University of Western Ontario, and Fanshawe College, Social Service Worker Diploma Program

Transfer credit below to be issued in place of the block credit outlined above. Students receiving this credit must have met the minimum admission requirements for CAAT applicants for the year that they are seeking admission, and be entering a degree program at King’s or Western other than the BSW Program.

Fanshawe Course Code	Title	King’s/Western Course Code	Title	Credit Weight
SOCW 1052	SW with Families	SW 1025 A/B	Intro to SW and Social Welfare	0.5
SOCW 1041	Social Welfare Policy			
SOCW 1031	Basic Counselling Skills	SW 1026 A/B	Intro to SW Practice and Communication Skills	0.5
SOCW 1032	Counselling			
SOCW 3030	SW Assessment with Families	SW 2216 A/B	Intro to Generalist SW Practice and Theories	0.5
SOCW 3021	SSW Practice and Intervention			
COMM 3082	Communication for Community Studies	Writing 1031 F/G TRN		0.5
SOCW 1054	SW in Mental Health 1	Psychology 1020 4000 TRN		1.0
SOCW 3031	SW in Mental Health 2			
SOCW 1004	Psychology in SW			
SOCI 1006	Sociology for SSWs	Sociology 1020 4000 TRN		1.0
SOCW 1028	Community Resources			
SOCW 3032 3009	Analysis of Social Interventions			
SOCW 1033	SW Across the Lifespan	SW 1020 4000		0.5
SOCW 1040	Professional Practice	TRN		
SOCW 3023	Ind. Counselling-Adv	SW 2100-TRN		0.5
SOCW 3024	Ind. Groups and Families Counselling-Adv.	SW 2006A/B		
RSCH 1002				
	TOTAL:			TOTAL: 5.0

ITEM 12.3(i)(ii) – Revision to the transfer credit granted under the Articulation Agreement between King’s University College, Western University, and Lambton College for Qualified Graduates of the Social Services Worker Diploma Program

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve and recommend to the Board of Governors, that the transfer credit granted under the Articulation Agreement between King’s University College, Western University, and Lambton College for qualified graduates of the Social Services Worker diploma program be revised as shown in Item 12.3(i)(ii).

EXECUTIVE SUMMARY:

For the past several years, Western and King’s University College have awarded transfer credit to graduates from the Social Services Worker program at Lambton College. The proposed revisions to the transfer credit granted under the articulation agreement include new course codes that have been updated by Lambton for existing courses which have been assessed as part of the original agreement. The proposed revisions also include housekeeping amendments to indicate course suffixes for equivalencies, to consistently award Psychology 1000 consistently in each agreement, and to award general transfer credits as 1020 TRNs.

ATTACHMENT(S):

[Revised Articulation Agreement between King’s University College, Western University, and Lambton College for Qualified Graduates of the Social Services Worker Diploma Program](#)

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

KING’S UNIVERSITY COLLEGE
(hereinafter called “King’s”)

and

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

and

LAMBTON COLLEGE
(hereinafter called the “Lambton”)

WHEREAS Western, King’s, and Lambton wish to increase student mobility between Lambton College and King’s University College, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Social Service Worker (SSW) Diploma Program at Lambton into either the Bachelor of Social Work (BSW) Program; or other Arts or Social Science degree Programs at King’s, by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and Western agrees to grant transfer credit to successful applicants under the terms of this Agreement;

AND WHEREAS the parties wish to set out clearly defined processes for the movement of the graduates between Lambton and King’s;

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

ADMISSION

1. King’s agrees to consider for admission to full-time study to Year 3 of the Bachelor of Social Work, graduates of the Social Service Worker Diploma Program who meet the following requirements:
 - a. completion of the two-year SSW Diploma program with a minimum overall average of “B+” or 3.5 GPA calculated on all courses within the diploma program only, and with no individual course grade less than “C” or 2.0 GPA;

- b. completion within the two years immediately prior to applying to the BSW Program of a prescribed set of courses within the SSW Diploma program (see list in section 5 below);
 - c. written endorsement of the Chair of the School of Health, Community Services & Creative Design at Lambton outlining both the academic success of the student, as well as the success of the student's placement while in the SSW program.
2. To be considered for admission under this Agreement, Lambton students must apply through the Ontario Universities Application Centre (OUAC) by March 15th and provide the King's Admissions Office with their final academic transcripts by June 1st.
 3. Lambton students who wish to apply for admission to the BSW at King's must submit the additional BSW application by the March 15th deadline.
 4. To meet the 10.0 courses required to apply to the BSW program, Lambton students will be required to complete 2.5 courses with a minimum average of 70%, in the summer term at King's prior to the start of the BSW program in September including:
 - 1.0 Science credit (Category C)
 - 0.5 Writing 1020
 - 0.5 SW 2206 or SOC 2206
 - 0.5 Arts/Social Science (from list of King's courses which are complementary to Social Work i.e., Disability Studies, Social Justice and Peace, Thanatology, Sociology, etc.)
 5. Admissions decisions are within the sole discretion of King's and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions rests with the Registrar at Western in accordance with the provisions of the affiliation agreement between Western and King's.

TRANSFER CREDIT

1. King's shall grant transfer credit to successful applicants to the BSW program for the College courses in accordance with **Appendix 1**. This credit is not transferrable to other Faculties or Programs.
2. Lambton students from the SSW Diploma Program may also apply to any of the programs in the Faculties of Arts or Social Sciences at King's. Students who wish to pursue a degree program other than the BSW, will receive transfer credit as outlined in **Appendix 2**.
3. The course names and numbers set out in **Appendix 1** and **Appendix 2** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to King's/Western of changes to the Lambton course names or numbers may result in denial of admission and transfer credit to qualified applicants.

4. The parties acknowledge that the granting of transfer credit is based on an assessment of the SSW program curriculum and courses as of the date of this Agreement. It is the responsibility of Lambton to notify King's/Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable King's/Western to decide whether block transfer credit will continue to be granted for these courses.

GENERAL

1. Students accepted under this Agreement must complete the courses required in Year 3 and Year 4 of the BSW program and maintain a cumulative and graduating average of at least 70% to graduate. These progression and degree requirements are subject to change during the term of this Agreement and King's will give Lambton written notice of any changes.
2. Students who subsequently fail to meet progression or degree requirements for the King's BSW program; but who do meet requirements for another program at King's or Western, may be permitted to transfer to another program at the discretion of the relevant Faculty. Students who transfer to another program will have the transfer credit removed from their academic record and credit for College courses will be assessed on the transfer credit as outlined in Appendix 2.
4. Lambton and King's agree to provide Lambton students with information about the transfer credit and encourage qualified students to apply.
5. The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

1.
 - (a) This Agreement is effective January 1, 2020 and shall continue in force unless terminated by a party as set out herein.
 - (b) Any party may terminate this Agreement upon three months' written notice of termination to the other parties. No applicants will be considered for admission after the date of such notice.
 - (c) Notwithstanding paragraph (b), if Western or King's decides to terminate this Agreement due to changes to Lambton's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Lambton and the date that the changes were made by Lambton.
 - (d) Students accepted into the University Program under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

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

KING’S UNIVERSITY COLLEGE

* _____
Dr. David Malloy
Principal

Date

*I have authority to bind the institution.

LAMBTON COLLEGE

Ms. Judith Morris
President

Date

*I have authority to bind the institution.

THE UNIVERSITY OF WESTERN ONTARIO

* _____
Dr. Susan Lewis
Vice-Provost (Academic Programs)

Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between King’s University College, The University of Western Ontario,
and Lambton College, Social Service Worker Diploma Program

Credit transfer from the **Social Service Work Diploma** Program to the **Bachelor of Social Work** at King’s University College:

Lambton Course Code	Title	King’s/Western Course Code	Title	Credit Weight
SSW 1023	Social Service Systems 1	SW 1025 A/B	Intro to SW and Social Welfare	0.5
SSW 2013	Social Service Systems 2			
SSW 1003	Helping Skills	SW 1026 A/B	Intro to SW Practice and Communication Skills	0.5
SSW 2003	Interviewing and Assessment Skills			
SSW 2083	Ethics and Report Writing	SW 2216 A/B	Intro to Generalist SW Practice and Theories	0.5
SSW 3003	Casework Relationship			
COM 1013 ENG 1113	Communications 1	Writing 1020F/G 2100F/G		0.5
COM 2053 ENG 2113	Communications 2			
PSY 1003	Psychology 1	Psychology 1000		1.0
PSY 2003	Psychology 2			
SOC 1003	Sociology 1	Sociology 1020 1000 TRN		1.0
SSW 4083	Social Issues and Problems			
HDG 1053 SSW 2103	Mental Health Issues	SW Social Science 2100 TRN		1.0
SSW 4063	Addictions			
SSW 4003	Case Management	SW 2100 TRN		1.0
SSW 4053	Family Process			
SSW 1043	Community Participation	SW 1020 2100 TRN		1.0
SSW 3073	Community Organization			
SSW 3083	Professional Integrity	SW 1020 1000 TRN		0.5
SSW 1013	Group Work			
	TOTAL:			TOTAL: 7.5

Note: 2.5 additional courses must be taken in the summer prior to admission to the BSW program:

- 1.0 Science credit (Category C)
- 0.5 Writing 1020
- 0.5 SW 2206 or SOC 2206
- 0.5 Arts/Social Science (from list of King’s courses which are complementary to Social Work i.e., Disability Studies, Social Justice and Peace, Thanatology, Sociology, etc.)

This credit is not transferrable to another Faculty or Program.

APPENDIX 1

Articulation Agreement between King’s University College, The University of Western Ontario,
and Lambton College, Social Service Worker Diploma Program

Credit transfer from the **Social Service Work Diploma** Program to the **Faculty of Arts and Social Science**:

Lambton Course Code	Title	King’s/Western Course Code	Title	Credit Weight
SSW 1023	Social Service Systems 1	SW 1025 A/B	Intro to SW and Social Welfare	0.5
SSW 2013	Social Service Systems 2			
SSW 1003	Helping Skills	SW 1026 A/B	Intro to SW Practice and Communication Skills	0.5
SSW 2003	Interviewing and Assessment Skills			
SSW 2083	Ethics and Report Writing	SW 2216 A/B	Intro to Generalist SW Practice and Theories	0.5
SSW 3003	Casework Relationship			
COM 1013 ENG 1113	Communications 1	Writing 1020F/G 2104F		0.5
COM 2053 ENG 2113	Communications 2			
PSY 1003	Psychology 1	Psychology 1000 TRN		1.0
PSY 2003	Psychology 2			
SOC 1003	Sociology	Sociology 1020 1000 -TRN		1.0
SSW 4083	Social Issues and Problems			
HDG 1052 SSW 2103	Mental Health Issues	Social Science SW 2100 TRN		0.5
SSW 4063	Addictions			
SSW 4003	Case Management	SW 2100 TRN		0.5
SSW 4053	Family Process			
	TOTAL:			TOTAL: 5.0

ITEM 12.3(j) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Kinesiology, Juris Doctor (JD), Epidemiology and Biostatistics, Neuroscience, Philosophy (Brescia University College) and Management and Organizational Studies (King’s University College)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Kinesiology, Juris Doctor (JD), Epidemiology and Biostatistics, Neuroscience, Philosophy (Brescia University College) and Management and Organizational Studies (King’s University College).

Faculty/Affiliate	Program	Date of Review	SUPR-U recommendation
Health Sciences	Kinesiology	February 17-18, 2022	Good Quality
Law	Juris Doctor (JD)	March 14-16, 2022	Good Quality
Schulich	Epidemiology and Biostatistics	March 7-9, 2022	Good Quality
Schulich	Neuroscience	March 29 and 31, 2022	Good Quality
Brescia University College	Philosophy	March 22-23, 2022	Conditionally Approved with Report in 12 months
King’s University College	Management and Organizational Studies	March 14-15, 2022	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Kinesiology](#)

[Final Assessment Report – Juris Doctor \(JD\)](#)

[Final Assessment Report – Epidemiology and Biostatistics](#)

[Final Assessment Report – Neuroscience](#)

[Final Assessment Report – Philosophy, Brescia University College](#)

[Final Assessment Report – Management and Organizational Studies, King’s University College](#)



**Kinesiology Program
Final Assessment Report &
Implementation Plan**

Faculty / Affiliated University College	Faculty of Health Sciences
Degrees Offered	BA and BSc
Modules Reviewed	Honours Specialization in Kinesiology – BA Honours Specialization in Kinesiology – BSc Honours Specialization in Kinesiology – BA Sport Management Honours Specialization in Kinesiology – BA Clinical Kinesiology Major in Kinesiology
External Reviewers	Dr. Kerry Mummery Professor, Faculty of Kinesiology, Sport, and Recreation University of Alberta Dr. Benoit Seguin Associate Professor, Faculty of Health Sciences University of Ottawa
Internal Reviewers	Dr. Brad Urquhart Associate Dean Schulich School of Medicine and Dentistry Margi Patel 4th year BMSc Student
Date of Site Visit	February 17-18, 2022
Evaluation	Good Quality
Approval Dates	SUPR-U: June 29, 2022 ACA: September 7, 2022 Senate (for information only): September 16, 2022
Year of Next Review	Year of next cyclical review: 2029-2030

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate module delivered by the Kinesiology Program at the Faculty of Health Sciences.

This FAR considers the following documents:

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

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

With roots in Physical Education Health and Recreation, the first Honours Course in this Program was held in 1947. The interest in the courses continued to grow enabling the Program to develop into a stand-alone Faculty, and as the field evolved, the Faculty changed its name to the Faculty of Kinesiology in 1991. With this change in name the Faculty initiated a revamping of the undergraduate program and in 1993 a Bachelor of Science in Kinesiology degree was instituted in addition to a retooled Bachelor of Arts in Kinesiology. In 1997, the Faculty of Kinesiology became the School of Kinesiology and was brought under the direction of the Faculty of Health Sciences. Much has changed from the initial class of 12 men in 1947 to approximately 380 students in 2021.

The Kinesiology Program advocates the benefits of physical activity to society by providing a multidisciplinary approach to discovery, dissemination, and application of knowledge about human movement and its effects.

While the current strategic plan for the School of Kinesiology was created in the summer of 2017 with the development of Program-Level Learning Outcomes, dedicated consultations to inform the program self-study began in spring 2019 with a faculty and counselling staff retreat to discuss the student learning journey, sequencing of courses and curriculum progression. Additionally, a feedback survey was administered to students in winter 2021 garnering 550 responses (from 42% of the student population), and an alumni feedback survey completed in spring 2021 with 134 responses.

The external reviewers shared a positive assessment of the Kinesiology Program. They offer several constructive considerations for further program enhancement and conclude their report with eight recommendations.

Strengths and Innovative Features Identified by the Program

- Strong sense of community felt by students and faculty (particularly pre-pandemic).
- First-year students receive mentoring from third- and fourth-year students as part of a Leadership in Physical Activity (Kinesiology 3335) course.
- An internship course (Kinesiology 3890) provides students the opportunity to complete an 8-, 12-, or 16-month full-time paid internship between third and fourth year.
- With the creation of two new work integrated learning (WIL) courses and expanded community partnerships, the number of students completing a practicum has grown from 70-80 in 2013-2016 to 110-120 in 2018-2020.
- The newly renovated Thames Hall includes a new exercise physiology, athletic injuries and biomechanics teaching laboratories as well as a multi-use movement and fitness labs.
- The program is in the process of being re-accredited through CCUPEKA, thereby ensuring that a standard of multi-disciplinary theoretical and laboratory practical experience are maintained.

Concerns and Areas of Improvement Identified by the Program

- Graduating students shared that they struggled with mathematical proficiency in the biomechanics stream.
- Many students and alumni felt that more courses providing either practical and hands-on, or 'professional practice' skills should be offered.
- Practica and community engaged learning opportunities is an area in need of further development.
- Further improvement in relation to professional development topics and the dissemination of information on professional and career planning is needed.

Review Process

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

- Acting Vice-Provost (Academic Programs)
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director, School of Kinesiology
- Undergraduate Chair, School of Kinesiology
- Associate Dean (Academic), Faculty of Health Sciences
- Western Libraries Disciplinary Coordinator for Health Sciences
- Academic Counsellors
- Administrative Staff Members
- Program Faculty Members
- Program Students

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

Summative Assessment – External Reviewers’ Report

The external reviewers indicated that *“the School of Kinesiology is continuing to deliver a strong undergraduate Kinesiology program consistent with its strong national and international reputation.”*

Strengths of the Program

- Multi-disciplinary approach to the delivery of an accredited degree in Kinesiology.
- Excellent faculty members that are well-known scholars in their own disciplinary fields.
- The newly renovated Thames Hall to provide students with state-of-the-art laboratory facilities in athletic injuries, exercise physiology, physical activity and movement as well as fitness and exercise.
- A strong affiliation and commitment from all groups to the School contribute to a strong school ‘culture’.

- Embedded academic advisors offer a high level of degree-specific knowledge and contribute significantly to the positive school culture.
- Forthcoming combined degrees (e.g., Ivey School of Business and Nursing) will allow the School to maximize its resources and offer students unique and innovative programs.

Areas of Concern or Prospective Improvement

- Lack of specific program content relating to indigeneity, inclusiveness, and anti-racism.
- Biomechanics viewed as challenging due to the need for a strong mathematics background.
- Perceived loss of student study/social space in the renovated facility.
- Relatively high ratio of students to tenured faculty (at about 71:1).
 - o Lack of sufficient faculty expertise in certain areas (e.g., socio-cultural).
- Given the small complement of academic advisors, their workload is quite high.
- Lack of a full-time experiential learning coordinator in the School of Kinesiology will likely limit the growth of experiential opportunities and the further development of community partnerships.

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

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

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Complete, and submit, CCUPEKA’s Institutional Self-Study to re-accredit the Kinesiology program this fall (2022) through CCUPEKA’s Accreditation Council.</p>	<p>Program: The School of Kinesiology is currently preparing the necessary documentation to submit to CCUPEKA for renewed accreditation in 2022-2023.</p> <p>Faculty: The School is preparing for this submission.</p>
<p>2. A committee be established consisting of faculty, staff, students and key community stakeholders to address the School’s response to the Truth and Reconciliation Commission’s ‘Calls for Action’ in line with CCUPEKA’s Statement on Truth and Reconciliation in Physical Education and Kinesiology.</p>	<p>Program: The Program acknowledges the need for more work to be done around equity, diversity, inclusion, decolonization and indigenization. The Director of the School was integral in putting together the commitment statements for CCUPEKA, thus this work is vital for the school. In 2019, the School appointed Dr. Michael Heine as Special Advisor on Indigenization. This effort has been important in developing new strategies around decolonization and indigenization. It is hoped that these efforts will become ever more apparent in the next review cycle as new strategies will be implemented over time.</p> <p>Faculty: The Faculty has formed two faculty-wide committees (an Anti-Racism committee, and a Decolonization and Indigenization committee) intended to maintain accountability around Faculty efforts at incorporating EDIDA in all teaching, research and knowledge exchange. The Faculty has also recently appointed an Assistant Dean of EDIDA to coordinate efforts and hired a full-time EDIDA Coordinator to facilitate implementation of Faculty initiatives.</p>
<p>3. A broad-based committee be established consisting of faculty, staff, students and key community stakeholders to address the School’s approach to inclusivity and anti-racism in line with CCUPEKA’s Statement on Anti-Racism in Physical Education and Kinesiology.</p>	<p>Program: Currently the Faculty has two committees, one for Anti-Racism and one for Decolonization and Indigenization. The School of Kinesiology has representatives on each of these committees and is working with the Faculty Equity and Inclusion Officer. Further, the Program is working with the newly formed Kinesiology Students Association Diversity committee to address some of the key issues related to representation in Kinesiology. The School has committed to support the adaptation of a Western developed EDI student training module to meet the needs of the Kinesiology students and faculty. This new module is planned for implementation in the Fall of 2022.</p> <p>Faculty: See Faculty response to Recommendation #2.</p>

<p>4. Administrators within the School of Kinesiology, and the Faculty of Health Sciences meet with senior administration to map out a 3- to 5-year growth plan that clearly identifies the concomitant financial support required to sustain such growth.</p>	<p>Program: The School Director met with the Dean and Faculty Senior Manager of Operations to discuss the growth strategy. There were several opportunities identified for growth at the undergraduate level with program partnering with Nursing and College pathway programs. This will require significant investment in faculty, staff, and infrastructure if this is to be successful. The Program will be submitting this plan as part of the spring budget 2022 submission.</p> <p>Faculty: The Faculty has carefully integrated resource considerations in all plans for program expansion and enrolment growth.</p>
<p>5. It is recommended that the School of Kinesiology investigate the potential for the delivery of selected courses in mixed delivery modes where students chose between face-to-face sections or online-only sections of the same course, which would be delivered in parallel. *</p>	<p>Program: The School of Kinesiology agrees that online offerings are presently lacking. The course mapping exercise that was conducted as part of this review process identified this gap within the Program’s curriculum. In courses where there are multiple sections, the Program will consider offering both an in-person section and an online section. Further, the Program will continue to promote course blending (i.e., requiring students to complete both online and in-person educational activities) where pedagogically appropriate.</p> <p>As an example of the development of new options for delivery models, the School has just received a University investment to implement a new virtual learning lab and delivery of Anatomy to a large number of students. This will include online offerings, both in person and online labs using VR and 3D technology. This will be an important step towards enhancing the Program’s online offerings in the future.</p> <p>Faculty: The Faculty continues to promote excellence in online instruction within graduate course offerings (through the efforts of the Faculty-based DesignEd team), some of which are wholly online. Similarly, the Faculty plans to continually improve online instruction at the undergraduate level. It is important, however, to underscore that the Faculty is not currently considering creating a wholly online degree within any undergraduate programs and do plan to offer undergraduate degrees primarily in-person.</p>
<p>6. An approach be developed to ensure requisite mathematical/ physics skills are provided for students who are seeking or are required to take biomechanics in subsequent years. *</p>	<p>Program: The Program has been actively investigating the addition of a secondary school math prerequisite. When consulted regarding the addition of a secondary school math prerequisite, the instructors responsible for the biomechanics courses acknowledged that math and physics are core elements of biomechanics and that some students find this challenging. They proposed to embed a review of these concepts into the biomechanics courses. This is seen as an ideal approach as the core content is presented without regard to the specific high school math requirements that students may or may not have, and it is timely rather than counting on recall of content that may have been covered years before. Additionally, students enrolling in the BSc stream should be encouraged to complete math and physics courses at the 1000-level should they wish</p>

	<p>to pursue advanced coursework in biomechanics. As a result, the Program has decided to re-evaluate the addition of a secondary school math credit for entrance into first year Kinesiology.</p> <p>Faculty: The consideration of additional math prerequisites for Kinesiology will also be considered in the context of a Faculty-wide evaluation of our statistics and methodology course requirements. The Faculty has begun the process of creating core methods and statistics courses that will create a core of research information that is common across undergraduate coursework. This will likely require embedding quantitative thinking in the Faculty’s first-year course offerings, to facilitate student transition into these courses in later years.</p>
<p>7. The school investigate dedicating study/social space within the renovated Thames Hall.</p>	<p>Program: At the time of the virtual site visit, the School of Kinesiology was in the process of moving into the renovated Thames Hall. Study space in Thames Hall has increased significantly over the previous iteration of this building. Through informal conversation with students, it appears that they are pleased with the new study space options that are available to them. Prior to the renovation, there was only the undergraduate computer lab with a capacity of roughly 30 students. There are presently 291 general use seats available to students within Thames Hall.</p> <p>Faculty: The Faculty will continue to evaluate student space, in collaboration with student leaders within the Kinesiology Student Association, to ensure that the best interests of students are top of mind.</p>
<p>8. The school maintain its current complement of embedded academic advisors, while examining approaches where Faculty-centred resources could alleviate some of the load on existing staff. There is a demonstrated need for a dedicated experiential learning and placement coordinator.</p>	<p>Program: The Program is exploring opportunities to align advising resources across the Faculty to better share the pool of expertise, especially in programs and areas where there are commonalities – i.e.: SHS, Kin, Nursing – undergraduate programs. The Program hopes to mitigate risk because of small teams / numbers and better share resources while still ensuring the needs of specific programs are met and understood by students, faculty, etc. New tools have also been deployed that allow advisors to be more efficient where possible – such as on-line chat functions, video conferencing appointments etc.</p> <p>With respect to Experiential Learning – an additional full-time Experiential Learning role to support programs and growth in experiential learning was requested and approved as part of the last budget cycle.</p> <p>Faculty: The Faculty will continue to leverage technology, and update reporting structures, in an effort to maintain the current level of service and increase responsiveness to students in the face of expanding enrolments.</p>

Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some have been, or are already being, actioned as described in the program and faculty responses above (#1 – #4, #7, and #8). As a result, these recommendations will not appear in the implementation table.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #5 Investigate the potential for the delivery of selected courses in mixed delivery modes where students chose between face-to-face sections or online-only sections of the same course.</p>	<p>Examine which “multiple section courses” may be suitable for in-person and online sections and establish a plan for the development of online course sections.</p>	<p>Undergraduate Chair Faculty Design Ed. Team</p>	<p>By June 2023</p>
<p>Recommendation #6 Ensure requisite mathematical/ physics skills are provided for students who are seeking or are required to take biomechanics in subsequent years.</p>	<p>Update the Program website (and relevant documents) to indicate that students enrolling in the BSc stream are encouraged to complete math and physics courses at the 1000-level should they wish to pursue advanced coursework in biomechanics.</p> <p>Embed a review of relevant math/physics concepts into existing biomechanics courses as trial solution for one academic cycle and reassess the sufficiency of this addition.</p> <ul style="list-style-type: none"> - If not sufficient, consider requiring a 0.5 1000-level math credit for students pursuing biomechanics. 	<p>Undergraduate Chair</p>	<p>By December 2022</p>

Other Opportunities for Program Enhancement

- Western University has four active learning classrooms (WALSFLEX) throughout campus. The School should investigate the ability for classroom or meeting space in the Renovated Thames Hall to be developed in a similar manner.



**Juris Doctor (JD) Program
Final Assessment Report &
Implementation Plan**

Faculty / Affiliated University College	Faculty of Law
Degrees Offered	Juris Doctor (JD)
Modules Reviewed	N/A
External Reviewers	<p>Jeff Berryman Distinguished University Professor of Law Faculty of Law University of Windsor</p> <p>Ian Lee Associate Professor Faculty of Law University of Toronto</p>
Internal Reviewers	<p>Dr. Kathryn Hibbert Associate Dean, Teacher Education Faculty of Education</p> <p>Iman Berry Undergraduate Student Ivey School of Business</p>
Date of Site Visit	March 14-16, 2022
Evaluation	Good Quality
Approval Dates	<p>SUPR-U: June 29, 2022 ACA: September 7, 2022 Senate (for information only): September 16, 2022</p>
Year of Next Review	Year of next cyclical review: 2029-2030

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate module delivered by the Juris Doctor Program at the Faculty of Law.

This FAR considers the following documents:

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

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

Western Law’s academic program is designed to equip students for success in the evolving legal profession. The first-year curriculum focuses on foundational subjects and on legal research, writing and advocacy skills. In upper years, students will build on these skills through a range of advanced courses, clinical and experiential opportunities, research seminars, and advocacy training.

With an entering class of approximately 185 students, the JD program takes three years of full-time study to complete, although there is also an option for students to complete the degree on an extended-time basis over up to six years.

To inform the self-study for this cyclical review, the program held a faculty retreat in Spring 2021 to review program-level learning outcomes and discuss strategic priorities. The retreat accompanied a renewed curriculum mapping exercise and the

administration of a survey to 2nd and 3rd year Law students as well as alumni from 2014-2016.

The external reviewers shared a positive assessment of the JD Program. They offer several constructive considerations for further program enhancement and conclude their report with five recommendations.

Strengths and Innovative Features Identified by the Program

- Graduates have a very high rate of articling placement and continue to excel in an increasingly competitive legal market.
- Students take one of their first-year substantive courses, along with Legal Research, Writing, and Advocacy (LRWA), in a small group setting (18-24 students).
- The January Intensive Period is an intensive term in which students take only one course associated with LRWA in small groups allowing first year students to experience their first “moot”.
 - o Upper year students are frequently taught, during this period, by high-profile visiting scholars and eminent practitioners.
- In 2015-2016, Western Law became the first law school in Canada to give first-year students the option to take Corporate Law.
- Western Law sends teams to a variety of external appellate moot competitions, providing excellent training in problem-based legal research and the drafting of written arguments.
- Very active exchange program with roughly one in five students participating in an exchange during their upper years.
- Offers a number of co-curricular opportunities that allow students to build their personal and professional skills. For instance, 1) Clinical Programs such as the Community Legal Services, Western Business Law Clinic, Pro Bono Students Canada, and the Dispute Resolution Centre; 2) Internal Moot Competitions; 3) Summer Law Internships; and 4) Law Journals.
- Offers a number of courses in areas that reflect diverse perspectives on the law, such as: Gendered Violence and the Law, Sex Discrimination and the Law, Human Rights and the Environment, Indigenous Legal Traditions, Advanced Constitutional Law (Charter of Rights), Disability, Discrimination, Rights and the Law, Social Welfare Advocacy, Criminal Defense in Developing Countries, Racial Profiling, and Pluralizing Inclusion: Equality and Non-Discrimination in a Globalizing World.
- Offers a range of combined and special degree programs, such as: JD/HBA, JD/MBA, JD/BESc, JD/MSc (Geology or Geophysics), JD/MA (History), Western/Laval (common law + civil law degrees), JD (UWO)/LLM (Gronigen, Netherlands).

Concerns and Areas of Improvement Identified by the Program

- Sustainability of maintaining the January Intensive Period given its expense and labour-intensive nature.
 - o Whether to decouple the Legal Research, Writing, and Advocacy (LRWA) program from the small group program and, if so, how to staff the LRWA program.
- Perception that the efforts of the Careers and Professional Development Office (CPDO) are geared primarily toward Toronto employers and that more should be done for those students wishing to practice in regional firms, or in non-traditional legal markets.
- A number of classrooms in the law building are underused due to their small size and awkward configuration.

Review Process

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

- Acting Vice-Provost of Academic Programs
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- Dean, Faculty of Law
- Associate Dean (Academic)
- Associate Dean (Research and Graduate Studies)
- Assistant Dean (Admissions and Recruitment)
- Director, Career and Professional Development
- Director of Clinics & Practical Skills and Executive Director, Community Legal Services
- International Programs Officer
- Director, John & Dotsa Bitove Family Law Library
- Deputy Chief Librarian
- Program Faculty
- Program Students

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

Summative Assessment – External Reviewers’ Report

The external reviewers indicated that *“Our overall impression of the Faculty of Law’s JD Program is that it is a successful academic program of which the University can justly be proud. The curriculum is appropriate, overall, for the achievement of the Faculty’s learning objectives; faculty and staff members form a highly engaged and committed community; and students report high rates of satisfaction with the quality of teaching and with their learning.”*

Strengths of the Program

- Quality of all faculty members and particularly the academic credentials, publication and external grant records of recent hires.
 - o Strong positive feedback from students about the quality of instruction delivered by professors.
 - o The number of endowed chairs and fellowships is also a testament to the Faculty’s ability to recruit and support accomplished faculty members.
- In addition to the standard Fall/Winter terms, the inclusion of an intensive 3-week January term that features small group learning formats that promote the development of students’ legal reasoning skills through active in-class pedagogies.
- In addition to five full-year core courses, first-year students must take a sixth course during the Winter Term — students may choose either Corporate Law or Legal Ethics and Professionalism.
- Combined HBA/JD degree with Ivey Business School remains attractive to students.
- Range of offerings in clinical settings, moot programs and internships demonstrates a significant commitment of resources by the faculty.
- Number and diversity of clinical legal education offerings is impressive.

Areas of Concern or Prospective Improvement

- Organization and alignment of appropriate staff to handle the amount of work that is now falling within the Office of the Associate Dean (Academic).
- The ethnic diversity of the faculty complement.
- Small number of Indigenous students registering in the program.
- Students indicated a high degree of variation between small groups in the January Intensive term: in particular, the number of hours of direct instruction seemed to vary significantly from one small group to another.
- Only one qualified law librarian to meet the needs of faculty and students.
- Perception that the CPDO is primarily focused upon employment opportunities on “Bay Street” Toronto.
- Space constraints on classroom size that limits some forms of teaching.

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

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

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Review the workload of the Associate Dean (Academic) and find ways to allow the office holder more time to devote to academic program matters rather than personal accommodation requests.</p>	<p>Program: The Program/Faculty has created a new Academic Counsellor position in the Faculty of Law to alleviate some of the burdens that currently fall on the Associate Dean (Academic). A search to fill this position is currently being conducted.</p> <p>Faculty: The Dean’s Office recognizes the need for an Academic Counsellor to adjudicate and implement student requests for accommodation, among other things. The Faculty has been reviewing the needs of the Student Services Office and related offices (e.g., Careers and Professional Development Office, International Office, and Admissions and Recruitment Office) over the past year. Pursuant to that review, the Faculty will be adjusting some staff roles in the summer of 2022 in addition to hiring a new Academic Counsellor. The Faculty intends to create more overlap/intersection among roles/tasks so that student services staff can assist one another during peak periods of the year or when someone is ill or otherwise unable to work.</p>
<p>2. Redouble its efforts to increase the diversity of its faculty membership and, in particular, that it use proactive recruitment strategies, as well as the opportunity afforded in impending new hiring, to broaden the professorship.</p>	<p>Program: Western Law is committed to fostering diversity in its faculty complement, in its student body, and in its scholarly and pedagogical approaches to the study and teaching of law. The Faculty recently hired an excellent young Indigenous legal scholar and is currently considering hiring another Indigenous law scholar through Western’s PARF initiative.</p> <p>Faculty: Enhancing faculty diversity is a priority. The Faculty’s ability to hire new faculty is restrained by the availability of base operating funds and the university’s approval of new tenure track faculty positions. These, in turn, depend on matters like retirements and, possibly, enrolment growth in the Faculty. It may also depend whether teaching needs become acute in some fields, which may attract a more limited pool of qualified candidates. The Faculty is supportive of university-wide efforts to improve faculty diversity (such as the current PARF cluster hiring programs for Indigenous and Black scholars), and hope that these will continue in the future. Further, to the extent that there is flexibility in terms of areas of scholarly expertise, the Appointments Committee will discuss whether to target hiring toward areas that are more likely to attract a diverse pool of candidates, such as human rights, law and disability, or critical race theory.</p>

<p>3. Approach the question of whether to decouple LRWA from the Small Group Program by first determining, as a Faculty, what its goals are in offering instruction in legal research, writing and advocacy in first year. *</p>	<p>Program: The Program has engaged in an ongoing discussion of this issue for several years in the context of the Programs Committee and also through more general faculty discussions. Although there is considerable interest in this issue, members of the program have yet to reach any consensus. The Program will continue to discuss the issue at an upcoming Faculty retreat and through the work of the 2022-23 Programs Committee.</p> <p>Faculty: Endorsed by the Dean's Office.</p>
<p>4. Consider expanding the range of Winter term first-year electives to include other upper-year core courses, particularly highly-subscribed courses that serve as prerequisites for more advanced courses and that can profitably be studied without having completed the core first-year curriculum. *</p>	<p>Program: This is an issue that will need to be discussed in the Programs Committee first, and then brought before the Faculty for a more general discussion. Whether an expansion of the range of Winter term upper-year courses is feasible or desirable will require a careful assessment of our current teaching resources and a discussion about how best to deploy them.</p> <p>Faculty: Endorsed by the Dean's Office.</p>
<p>5. Review the curriculum and pedagogical goals of the January Term; determine whether they are still relevant, and if so, determine whether the current structure is the optimal approach to achieve those goals. *</p>	<p>Program: The Program has engaged in an ongoing discussion of this issue for a number of years already in the context of the Programs Committee and also through more general faculty discussions. To this point, however, no consensus has been reached. Some colleagues are of the view that the January term should be done away with entirely; others believe that the January term has an important place in our curriculum but needs to be reinvigorated; and others believe that there is nothing wrong in principle with the way in which the January term currently works. The Program will continue to have discussions about this aspect of the JD program.</p> <p>Faculty: Endorsed by the Dean's Office.</p>

Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some have been, or are already being, actioned as described in the program and Faculty responses above (#1 and #2). As a result, the recommendations listed in the preceding sentence will not appear in the implementation table.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #3, #4 and #5</p> <p>Discuss: 1) decoupling LRWA from the Small Group Program; 2) expanding the range of Winter term first-year electives to include other upper-year core courses; 3) the continued relevance and structure of the January Intensive Period.</p>	<p>Focus conversations at an upcoming Faculty retreat on the themes associated with these recommendations and determine a feasible outcome for each. Following the retreat, draft an action plan and timeline for agreed upon changes.</p> <p>Determine a governance process that establishes a protocol for what to do when consensus can't be achieved in order for progress on these recommendations to be made.</p>	<p>Programs Committee Associate Dean (Academic)</p>	<p>May 2023</p>

Other Opportunities for Program Enhancement

- It may be worth considering gathering qualitative data (free-form text responses or focus groups) as part of regular student feedback, given the limited usefulness of small-sample quantitative data.
- Consider undertaking a comparison of faculty load measured by number of courses x number of students in course x course credit hours to create an index of faculty workload.
- Consider reviewing the program’s brand proposition to see if there is a way to brand that encompasses the sentiment, ‘business law but not just business law’. This may help address concerns of disconnect felt by some students.
- Encourage all faculty members to participate in the EDI sessions offered by the University (or any offered specifically to the members of the Faculty of Law).



Epidemiology & Biostatistics Program
Final Assessment Report &
Implementation Plan

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry
Degrees Offered	BMSc
Modules Reviewed	Honors Specialization in Epidemiology & Biostatistics Major in Epidemiology & Biostatistics
External Reviewers	Dr. Shanthi Johnson Dean, School of Public Health University of Alberta Dr. Brenda Wilson Associate Dean, Community Health and Humanities Memorial University of Newfoundland
Internal Reviewers	Dr. Susan Knabe Associate Dean, Undergraduate Faculty of Information and Media Studies
Date of Site Visit	March 7-9, 2022
Evaluation	Good Quality
Approval Dates	SUPR-U: June 29, 2022 ACA: September 7, 2022 Senate (for information only): September 16, 2022
Year of Next Review	Year of next cyclical review: 2029-2030

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate module delivered by the Epidemiology and Biostatistics Program at the Schulich School of Medicine & Dentistry.

This FAR considers the following documents:

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

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

The Department of Epidemiology and Biostatistics focused on graduate studies since its creation in 1946. Its first venture into undergraduate studies began in 2000 with an *Introduction to Epidemiology* course. Building on the success of this course a proposal for an Honors Specialization in Epidemiology & Biostatistics was approved in Fall 2013. The first cohort of third-year students were enrolled in 2014 graduating in 2016. This is the first program review since its approval. Currently, this is the only undergraduate program in Epidemiology and Biostatistics in Canada.

The Epidemiology and Biostatistics modules allow students to gain a broad perspective on population-based research and also cross boundaries within individual disciplines (e.g., health services research, health economics) to integrate and apply their knowledge.

In preparation for the review and as part of the program self-study, staff and faculty members of the Department of Epidemiology and Biostatistics; reviewed comments and suggestions from the initial program proposal review; developed specific program-level outcomes and mapped these across the curriculum (along with assessment and instructional practices); and conducted a student survey and focus group.

The external reviewers shared a positive assessment of the Epidemiology and Biostatistics Program. They offer several constructive considerations for further program enhancement and conclude their report with seven recommendations.

Strengths and Innovative Features Identified by the Program

- Interdisciplinary approach including courses in epidemiology, public health, health services research, biostatistics, health economics and the requirement for 1.0 social science courses.
- Weekly seminar series that strengthens student understanding of population based research.
- Fourth-year research projects that offer an opportunity to analyze, interpret and discuss findings from real-world data sets related to topics of research methods in epidemiology, biostatistics, public health, health services research, and health economics.
- Relocating the Department to the PHFM building has created a unique opportunity to foster research convergence of primary care, epidemiology, and public health with the Department of Family Medicine and the Schulich Interfaculty Program in Public Health.
- Active student groups, such as the Undergraduate Student Council in Epidemiology and Biostatistics (USCEB), the Student Ambassador program, and Western's Chapter of the Canadian Society for Epidemiology and Biostatistics (CSEB), who organize professional development and social events.
- Students indicated the following as top program strengths:
 - o small class-sizes
 - o cross-listing of some undergraduate- and graduate-level courses
 - o applicability of the curriculum to careers
 - o the honor's thesis project

Concerns and Areas of Improvement Identified by the Program

- When relocating to the PHFM building from the Kresge Building, undergraduate students lost access to the Kresge K6 Computer Lab.
- Students indicated the following as areas in need of improvement:
 - o need to expand the biostatistics curriculum
 - o potential redundancy of some courses (e.g., Clinical Epidemiology vis-à-vis Foundations of Epidemiology and Clinical Trials)

- need for alignment of the undergraduate- and graduate-level Analytic Epidemiology
- need for greater clarity regarding Honors Thesis requirements
- need to drop social-science requirements

Review Process

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

- Acting Vice-Provost (Academic Programs)
- Director, Academic Quality and Enhancement
- Vice-Provost (Academic Planning, Policy and Faculty)
- Vice-Dean, Basic Medical Sciences
- Associate Dean, BMSUE
- Chair, Department of Epidemiology and Biostatistics
- Former and Current Undergraduate Chair, Epidemiology and Biostatistics
- Associate Chief Librarian
- Administrative Staff Members
- Program Faculty Members
- Program Students

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

Summative Assessment – External Reviewers’ Report

The external reviewers indicated that program was a “*strong asset to the University and consistent with enhanced academic excellence*” and that they are “*confident that the modules represent rigorous and relevant senior undergraduate training in the discipline.*”

Strengths of the Program

- No other undergraduate program in epidemiology and biostatistics currently exists in Canada, which makes this program innovative in itself.
- Interdisciplinary approach with requirements for health economics and social science courses to complement the core epidemiology and biostatistics curriculum.
- Focus on ensuring familiarity and competence with the most common epidemiological, biostatistics, and economics software packages, which are core 'laboratory' techniques in quantitative disciplines and important for career-readiness.
 - o In particular, students expressed appreciation of learning statistical software and acquiring practical/applicable knowledge and scientific writing skills.
- Excellent program growth since inception and great potential for continued growth.
- The BMSc program has one of the highest entrance averages and acceptance rates in Canada.

Areas of Concern or Prospective Improvement

- Unclear how undergraduate and graduate expectations were differentiated – formalization of a curriculum committee for the undergraduate program would be beneficial.
- Conflicting perspectives regarding supervision capacity and the scope for expanding research project opportunities.
 - o The Honours option may limit program growth because of the number of professors who are available and interested in undergraduate supervision.
- Expansion in the biostatistics curriculum to help meet entrance requirements for graduate specializations in this area.
- Areas of application of epidemiology and biostatistics that could be further explored include social epidemiology, One Health (or ecosystem health), and climate change and adaptation (or planetary health).
- A challenge for the integration and mentorship of undergraduate students is the relocation of the department to their new space remote from both other basic medical science units and from the bulk of undergraduate teaching spaces.
- Need to address issues of equity, diversity and inclusion (EDI) along with indigeneity as part of an academic plan.

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

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

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Create a formal advisory and governance process for the undergraduate program within the academic unit, potentially in the form of an undergraduate curriculum committee. *</p>	<p>Program: An Epidemiology and Biostatistics undergraduate committee will be formed, comprised of the Undergraduate Chair and 3 additional core-faculty members. The committee’s main task will be to ensure coordination of planning and delivery of undergraduate-level courses in Epidemiology and Biostatistics. The undergraduate committee will be meet on a regular basis.</p> <p>Faculty: Agreed. The program has grown sufficiently that it warrants a dedicated committee to oversee the undergraduate curriculum.</p>
<p>2. Initiate a process to develop a strategic academic plan, engaging all faculty, students, and other internal and external key stakeholders. *</p>	<p>Program: The undergraduate committee will be tasked with developing a strategic academic plan to engage all key stakeholders.</p> <p>Faculty: The establishment of a formal undergraduate committee will facilitate this process with the development of a strategic academic plan likely to be one of their first tasks. This process will likely extend beyond just the undergraduate program and incorporate graduate education as well.</p>
<p>3. Examine and address barriers that hinder collaboration across faculties, most specifically with the Faculty of Health Sciences, to ensure optimal program growth. *</p>	<p>Program: In addition to the internal discussions within the undergraduate committee, the Program will consult and seek guidance from the BMSUE office on how to best identify and address the barriers and ensure optimal program growth.</p> <p>Faculty: The structure of the BMSc program makes this somewhat challenging but there have been initial discussions of joint programs between the School of Health Sciences and the Schulich School of Medicine & Dentistry. Epidemiology and Biostatistics would be a logical connection with the School of Health Studies. Initial discussions can take place in the near future, but any new modules may take a longer time to develop.</p>
<p>4. Work with cross-appointed faculty to leverage the potential for increased engagement of the program across unit and faculty boundaries. *</p>	<p>Program: The Program will ensure that cross-appointed faculty members are better informed about the EpiBio BMSc Program. They will be invited to contribute to the program via teaching of courses, presentations at seminars, and supervision of undergraduate-thesis projects.</p>

	<p>Faculty: The faculty hopes to better engage clinical departments (the home to many faculty cross appointed to EpiBio) in the summer research programs starting in 2022-23. It is hoped that this will extend to better engagement with undergraduate student research projects with cross-appointed faculty in the future.</p>
<p>5. Review the internship pathway for undergraduates to gain career-relevant experience, focusing on public sector entities and funding partners such as MITACS. Explore internal and external opportunities to enhance undergraduate research opportunities, including building in a provision for undergraduate HQP within external grant applications or utilizing existing internal undergraduate research programs, such as the USRI program. *</p>	<p>Program: A committee will be formed that will review the internship pathway and explore internal and external opportunities.</p> <p>Faculty: The Science/MedSci internship program is very well established and is starting to grow. The program suggests a new committee will be formed to evaluate the internship pathway which would be great. It may also be something that the new undergraduate committee could tackle. The Faculty suggests that the Program engage with the internship and careers office. It will also be important to promote the internship program during third year courses. In some cases, students aren't aware that these opportunities exist.</p>
<p>6. Consider developing a proposal for a second-year medical statistics course to replace the current compulsory year 2 statistics course, Statistics 2244A/B.</p>	<p>Program: The idea of developing a 2nd-year medical statistics to replace Statistics 2244A/B will be discussed with the biostatistical faculty members, the Undergraduate Committee, and with the BMSUE office.</p> <p>Faculty: The Faculty somewhat disagrees with this recommendation. A new 2nd year medical statistics course to replace stats 2244A/B in the BMSc curriculum has been considered several times over the years and is somewhat controversial. From one perspective, it seems odd that a department of epidemiology and biostatistics would have to rely on another department to teach statistics when they clearly have the expertise and resources. That said, the BMSc program is complex, and students often switch their module and sometimes even leave the program (for example to the Faculty of Science). It is important that the statistics class allows flexibility for the students to switch modules but also meet the needs of the program. In March of 2022, members from Schulich and the Faculty of Science met to discuss the current offering of Stats2244A/B. The outcome of the meeting was recognition of several recent improvements to Stats2244A/B and that the course was sufficiently covering introduction to statistics. It seems that Stats2244A/B is suitable as an introductory course and the Department of Epidemiology and Biostatistics can build off these concepts in more senior courses.</p>

<p>7. Working in synergy with broader University wide initiatives and with other faculties, the program should proactively develop, implement and lead strategies at all levels to foster a culture of equity, diversity, inclusion and indigeneity including for example, an inclusive admissions policy, curriculum content, and teaching and assessment methods. *</p>	<p>Program: EDI is a central value in the department. An EDI committee is already in place, which will be invited to attend UAC meetings and make recommendations and suggestions on how to further promote the culture of equity, diversity, inclusion, and indigeneity in the program.</p> <p>Faculty: The Faculty agrees with this recommendation and the program’s response. In addition, the BMSc program is working on changes to the Program to include concepts of EDI, decolonization and accessibility.</p>
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Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some have been deemed not to move ahead as outlined in the responses above (recommendation #6). As a result, this recommendation will not appear in the implementation table.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1 Create a formal advisory and governance process for the undergraduate program within the academic unit.</p>	<ul style="list-style-type: none"> - Establish an undergraduate program committee led by the Undergraduate Chair. <ul style="list-style-type: none"> o Consider inclusion of staff and student members. - Outline the committee mandate, meeting calendar and a standing agenda. Consider the following items for the mandate: <ul style="list-style-type: none"> o coordinate curriculum planning across undergraduate courses o ensure appropriate alignment of learning expectations at undergraduate and graduate levels o develop and review policies on cross-listing and advanced standing o promote the program in years 1 and 2 o increase general student engagement 	<p>Undergraduate Chair</p>	<p>By December 2022</p>
<p>Recommendation #2 Develop a strategic academic plan, engaging all faculty, students, and other internal and external key stakeholders.</p>	<ul style="list-style-type: none"> - Develop a strategic academic plan with broad stakeholder engagement <ul style="list-style-type: none"> o Consider leveraging this opportunity to form closer links with Family Medicine, the MPH program, and the anticipated new school of public health. 	<p>Undergraduate Chair Newly formed Undergraduate Committee</p>	<p>By September 2023</p>

<p>Recommendation #3 Examine and address barriers that hinder collaboration across faculties.</p>	<ul style="list-style-type: none"> - Seek guidance from the BMSUE Office on how to best identify and address any barriers to program growth. - Determine how program growth could be optimized through more robust collaborations within the institution. <ul style="list-style-type: none"> o In what ways can the Program capitalize on the potential for synergies with faculties outside of Schulich. 	<p>Undergraduate Chair Newly formed Undergraduate Committee</p>	<p>By September 2023</p>
<p>Recommendation #4 Work with cross-appointed faculty to leverage the potential for increased engagement of the program across unit and faculty boundaries.</p>	<ul style="list-style-type: none"> - Formally invite cross-appointed faculty members to contribute to the Program via teaching of courses, presentations at seminars, and supervision of undergraduate-thesis projects. - Determine how the summer research programs can be used to better engage cross-appointed members from clinical departments. 	<p>Undergraduate Chair Newly formed Undergraduate Committee</p>	<p>By September 2023</p>
<p>Recommendation #5 Review the internship pathway for undergraduates to gain career-relevant experience.</p>	<ul style="list-style-type: none"> - Explore internal and external avenues to enhance undergraduate research opportunities. <ul style="list-style-type: none"> o Leverage the expertise and connections of the Science Career Services Office. 	<p>Undergraduate Chair Newly formed Undergraduate Committee</p>	<p>By September 2023</p>
<p>Recommendation #7 Proactively develop, implement and lead strategies at all levels to foster a culture of equity, diversity, inclusion and indigeneity.</p>	<ul style="list-style-type: none"> - Work with the School's EDI Committee to develop and embed EDI strategies into the Program. - Consider adding this topic as a standing item at each Undergraduate Committee meeting. - Share and co-develop EDI best practices with other programs across Schulich and the Faculty of Science. 	<p>Undergraduate Chair Newly formed Undergraduate Committee</p>	<p>By September 2023</p>

Other Opportunities for Program Enhancement

- Given the teaching spaces available in the newly configured space, and the relatively small size of many Y3 and Y4 Epi and Biostatistics courses, the department might purposively schedule at least some undergraduate courses in these class or seminar rooms. This would help facilitate additional connections between undergraduate students, graduate students, and faculty members.



Neuroscience
**Final Assessment Report &
Implementation Plan**

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry
Degrees Offered	BSc
Modules Reviewed	Honours Specialization in Neuroscience
External Reviewers	<p>Dr. Kim Hellemans Associate Dean, Faculty of Science Carleton University</p> <p>Dr. Gunnar Blohm Professor, Centre for Neuroscience Studies Queen's University</p>
Internal Reviewers	<p>Dr. Jeff Wood Associate Dean, Undergraduate Studies Western Engineering</p> <p>Shaurya Karky 4th year Mechanical Engineering student and member of SUPR-U</p>
Date of Site Visit	March 29 and 31, 2022
Evaluation	Good Quality
Approval Dates	<p>SUPR-U: June 29, 2022 ACA: September 7, 2022 Senate (for information only): September 16, 2022</p>
Year of Next Review	Year of next cyclical review: 2029-2030

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate module delivered by the Neuroscience Program at the Schulich School of Medicine and Dentistry.

This FAR considers the following documents:

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

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

The undergraduate program offers a four-year Honours Specialization (HSP) in Neuroscience Bachelor of Science degree (BSc) and was first initiated in 2012 with the first class graduating in 2015. The Program is highly interdisciplinary with many participating faculty from across campus and the affiliated teaching hospitals. A competitive program, only thirty students are admitted to the Program in year two and progress as a cohort to year four.

To inform the self-study for this program review, data collected from annual student focus groups, along with feedback from regular meetings with student leaders, accompanied a dedicated SWOT Analysis undertaken by the Neuroscience Program Committee. In addition, a review of program learning outcomes as well as a curriculum mapping exercise were completed.

The external reviewers shared a positive assessment of the Neuroscience Program. They offer a suite of constructive considerations for further program enhancement and conclude their report with eight recommendations.

Strengths and Innovative Features Identified by the Program

- Inter-disciplinarity and involvement of faculty from across campus.
- Robust course picklists that allow students to choose courses of interest but still maintain the interdisciplinarity and comprehensive philosophy of the program.
 - o Excellent course options covering a broad range of neuroscience topics and approaches.
- Student progression through the HSP to graduation as a class cohort – contributing to the formation of strong connections thereby improving communication, social bonds, and academic support.
- Strong sense of community across program faculty, staff and students.
- High level of student involvement and participation in the program through student organizations (WUNS and SSC).
- Excellent administrative support from both the Neuroscience and BMSUE offices.
- Newly established Western Institute of Neuroscience.

Concerns and Areas of Improvement Identified by the Program

- Competition for resources, including seats in courses, space, and faculty for research projects, that will likely increase given the recent increase in undergraduate enrollment.
 - o Availability of physical laboratory space is a concern in the short term.
- Nearly all program courses are offered through other departments and access must be negotiated.
- Need to increase the Computational Neuroscience offerings in the program and modernizing the statistics courses, as well as the Research Methods in Psychology.
- Seeking additional experiential learning opportunities for students in the community will increase the practical focus of the program.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a student reviewer, were provided with Volume I and II of the

self-study brief in advance of the scheduled review and then met virtually (due to pandemic restrictions) over two days with the:

- Acting Vice-Provost of Academic Programs
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- Vice Dean, Basic Medical Sciences
- Associate Dean, Basic Medical Sciences Undergraduate Education (BMSUE)
- Undergraduate Director – Neuroscience
- Program Coordinator
- Manager and Coordinator of (BMSUE)
- Associate Chief Librarian
- Program Faculty
- Program Students

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

Summative Assessment – External Reviewers’ Report

The external reviewers shared that *“Western neuroscience is a well-functioning and exciting program at a human scale that creates a real community feel among students. Staff, students, and faculty alike all commented on a close knit and collaborative community, a highly active undergraduate student group, and students that are high achieving and highly successful.”*

Strengths of the Program

- Flexible and multidisciplinary curriculum.
- Open house initiatives in 1st and 2nd year that promote the program and clearly communicate prospective career opportunities.
- Western Undergraduate Neuroscience Society (WUNS) does an excellent job tracking alumni and connecting them back to current students in the program.
- International exchange opportunities for students.
- Smooth operations thanks to great relationships with current department heads and faculty deans.
 - o Excellent support staff whose work has been lauded by all members of the program.

- Small class sizes (~30) which is great for learning and community building.

Areas of Concern or Prospective Improvement

- More direct and explicit program components that take into account the job market and current industry / government needs.
- Research project guidance should include a detailed timeline for different research project steps, i.e., when literature review should be done, when data collection should start and end, etc.
 - o Clarity regarding the process of how to find a thesis topic/supervisor and when/how to approach laboratories etc.
- Increased community engagement opportunities (e.g., community-embedded capstone projects) as well as increased opportunities for internships to increase students' job readiness and provide job market experiences for students.
 - o Better guidance about how students can secure summer internships.
- A more direct line of communication for students to raise program-related issues would be recommended, potentially through WUNS.
- Fixed office hours with instructors and the program coordinator would be desirable.
- Teaching lab equipment is outdated and needs modernizing.
- Increased tracking and reporting program performance measures.
- Lack of data or discussion pertaining to EDI.
- Ensure bursaries and scholarships are available to students who are members of equity-deserving groups would ensure such students are not further disadvantaged by having to rely on part-time employment outside of schoolwork.
- Perceived precarity around the individual departments' commitments to cover neuroscience course teachings and student thesis project supervision.

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

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

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Engage in a job market needs assessment to understand how the program can be tailored to meet market needs. *</p>	<p>Program: The Program Committee will design and send a survey to recent graduates (last 5 years) to collect information about current employment, skills acquired in the program that are being put to use, skill gaps they feel the program could have met. The program does provide information to prospective and current students about career paths taken by former grads, but this will be expanded to promote greater awareness of existing resources (e.g., Coffee and Careers talks, Science to Business network). To support this, the program will create a careers resource on the Neuroscience Program website. Furthermore, the Program Director and Administrator will communicate with the recently created Experiential Learning Coordinator to identify relevant career events for students as well as job market needs to inform learning outcomes and course selections.</p> <p>Faculty: In agreement. The program has provided some excellent suggestions to address this need including surveying former students and working with the newly hired experiential learning coordinator. In addition to these suggestions, the program will work with the science careers and internships office to help identify the job market needs.</p>
<p>2. Revise and use exit surveys to improve the program. *</p>	<p>Program: The Program Director and Administrator currently meet annually with 4th year students in the spring to receive feedback on their experiences in the program – feedback is then discussed at Neuroscience Program Committee meetings. Many aspects of the program have improved as a result of the student input. The Program will add to this process by creating a formal exit interview. As the BMSUE program also surveys all graduates in Schulich, the Program will coordinate so as not to create overlap.</p> <p>Faculty: In agreement.</p>

<p>3. Improve the process for securing 4th year project supervisors as well as clarity about expectations and responsibilities related to deadlines and project outcomes. *</p>	<p>Program: The Western Undergraduate Neuroscience Society (WUNS) does run thesis information sessions, which the Director attends. These include information about securing a supervisor, what the process of doing a thesis looks like in different labs, “tips and tricks”, and an open Q&A. However, the Neuroscience Program Director and Administrator can work with WUNS to create a timeline of annual events such that the timing is appropriate, that students know well in advance when the events are to occur, and that 2nd and 3rd year students are encouraged to attend. This would also enable the Program to ensure that other relevant information is clearly communicated in a timely fashion (e.g., timelines for USRA and other summer research opportunities, application procedures for graduate school and scholarships, etc.). This will help ensure better institutional memory over transitions in WUNS leadership. The Program Director and Administrator will work closely with the existing WUNS co-presidents in the development of this material.</p> <p>The syllabus for the honours course did include expectations for students and supervisors, as well as rough timelines for various milestones. To build on this, the Director will introduce a memorandum of understanding, based on similar materials used in the Physiology/Pharmacology Honours thesis course, which is to be discussed by the student and supervisor, and signed by the student, supervisor, and Director. The 4th year course format will be altered to increase the in-person frequency. This will enable coverage of more topics and enhance discussion and interaction amongst students and between students and supervisors (e.g., EDI-D topics, career trajectories, transferable skills to industry, and increased support for the thesis).</p> <p>Faculty: The program has several excellent ideas to improve this problem. The neuroscience website, which lists 95 faculty members, could be used as a starting point to help students find a supervisor. One potential contributing factor are the challenges of an interdisciplinary program without a home department. It is very likely that all or almost all faculty listed on the website take undergraduate 4th year research students, but their departments usually require them to take a student from their program first.</p>
<p>4. Improve international exchange and internship opportunities.</p>	<p>Program: These are coordinated and communicated through BMSUE and not the program office. The Neuroscience Program does not have any funding to further support these opportunities but will continue to work with BMSUE to advertise these opportunities to Program students.</p> <p>Faculty: The BMSUE office will work with Western International to see if any new exchange opportunities can be made available. This will likely take some time as formal partnerships are required. The internship program is run through the science careers and internship office. While growing every year, this program seems to be undersubscribed by students considering the clear benefit (paid, career related employment for between 8-16 months). A suggestion to improve communication of these events is for the program to continue to work with the student society (WUNS) to promote these opportunities.</p>

<p>5. Increase mechanisms for students to receive feedback on their learning. Also, ensure that mechanisms exist for student concerns about the program to be heard. *</p>	<p>Program: In the 2nd year course, the course coordinator will offer scheduled office hours with advance notice on a regular basis to increase course contact. For the 3rd year course, there is continuous assessment throughout the course, with instructors offering to meet with students to consult about presentations (and the majority of students do take up this offer). The Program office will consult with students at the outset of the course to determine whether they would like instructors to offer set times in addition to the scheduled meetings, and communicate to instructors that one or two set times during their module may increase accessibility.</p> <p>The Program Committee will explore putting an undergraduate neuroscience student on the Neuroscience Program Committee to provide a student perspective and further feedback on planned initiatives, presuming any conflict of interest can be managed. This may be an existing member of WUNS.</p> <p>The Director does, and will continue to, meet with the co-presidents of WUNS and the representative on the Science Student Council at least 2-4 times per year, in addition to attending various information and feedback sessions already scheduled throughout the year, to provide a direct line for student concerns.</p> <p>Faculty: The program has some excellent suggestions to support student feedback. Possibly the most impactful would be the addition of a student representative to the undergraduate neuroscience program committee.</p>
<p>6. Consider integrating alternative capstones and community-engaged learning projects.</p>	<p>Program: These alternatives are absolutely desirable and also very labour-intensive to offer. The Program Director and Administrator will coordinate with central Schulich efforts, supported by the Experiential Learning Coordinator, to ensure access to these opportunities for neuroscience students.</p> <p>Faculty: The Faculty currently has two community engaged learning courses (in biochemistry of cancer and interdisciplinary medical sciences). In 2022-2023, these 0.5 credit courses will be expanded to 1.0 credit capstone courses. This will act as a pilot for other programs in the Faculty. In this model, instructors from each of the programs co-teach the in-class portion of the course and the experiential learning coordinator helps find community partners relevant to the discipline. The Faculty hopes that this is a model for other programs and that hopefully neuroscience will be able to join in this effort in either the 2023-24 or 2024-25 academic years.</p>
<p>7. Ensure adequate teaching resources such as well-equipped lab spaces for 2000-level courses and active learning spaces for 3000-level courses.</p>	<p>Program: The 3000-level course was indeed able to obtain a WALs room this year, and the Program will continue to advocate for this. The other lab resources are managed centrally.</p> <p>Faculty: Laboratory equipment is also a challenge for other programs as they aren't typically approved in budget requests. The Faculty is very fortunate to be able to get some equipment through a science student donation fund administered by the science student's council. This is the avenue through which most laboratory equipment is purchased. The neuroscience program is encouraged to apply to this donation fund every year (as needed). If there</p>

	<p>are other resources needed to support expansion, the Program can work with the Faculty to include these in future budget requests.</p> <p>There are indeed limited laboratory spaces within Schulich and scheduling these spaces is complicated. The neuroscience faculty have been great in working with the BMSUE office to schedule their labs. The lab course is offered in a space suitable to the needs of the course.</p>
<p>8. Better integrate EDIIA considerations into the curriculum and pedagogy. EDIIA indicators should be tracked by the program. It is also recommended that specific bursaries / scholarships are made available for equity-deserving groups. *</p>	<p>Program: The Program agrees that this is a significant gap to be remedied and will coordinate with Schulich’s efforts to obtain EDIIA tracking information from former and current students. In terms of content, the course coordinators at the 2nd, 3rd, and 4th year level will consult to add and enhance EDI-related content. The Program will aim to develop a module on EDI-issues in research in the 2nd year course (e.g., implicit bias research and students could run themselves on implicit association tests).</p> <p>Faculty: In agreement. The program has some excellent ideas to incorporate EDIIA content into their program and highlight locally developed resources. EDIIA indicator data are usually not available and at times students may not wish to disclose this information to the faculty. The program may wish to include an anonymous component to their exit survey/interview to collect as much of this information as possible. The Faculty will investigate the possibility of bursaries/scholarships to equity deserving groups.</p>

Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some have or are already being actioned, as described in the program and faculty responses above. As a result, the recommendations not appearing in the implementation table are recommendations #4, 6 and 7.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1 Engage in a job market needs assessment.</p>	<p>Develop and administer a survey to recent graduates. Re-administer survey as needed in future years.</p> <p>Develop career resources webpage on the Neuroscience Program website.</p> <p>With the support of the Experiential Learning Coordinator and the Science Careers and Internships Office, identify relevant job market needs and career events.</p>	<p>Program Committee Experiential Learning Coordinator</p>	<p>Survey development by December 2022; Pilot administration by September 2023.</p> <p>By December 2022</p>
<p>Recommendation #2 Revise and use exit surveys/interviews to improve the program.</p>	<p>Develop and administer formal exit interview process.</p>	<p>Program Director Program Administrator</p>	<p>By September 2023</p>

<p>Recommendation #3 Improve the process for securing 4th year project supervisor as well as clarity about expectations and responsibilities related to deadlines and project outcomes.</p>	<p>Develop annual timeline and hold events during the academic year with WUNS to help keep students informed. Amend the 4th year honours course outline for the upcoming academic year to make the expectations and timelines clear.</p>	<p>Program Director Program Committee WUNS Co-Presidents</p>	<p>By September 2022</p>
<p>Recommendation #5 Increase mechanisms for students to receive feedback on their learning and ensure that mechanisms exist for student concerns about the program to be heard.</p>	<p>Changes to the 2nd and 3rd year course (e.g., set Office hours and increased number of check-in meetings) for the upcoming academic year. Program Committee to discuss alterations to the membership of the committee to include a student role.</p>	<p>Program Committee</p>	<p>By September 2022 By December 2022</p>
<p>Recommendation #8 Better integrate EDIIA considerations into the curriculum and pedagogy. Track EDIIA indicators and make available specific bursaries / scholarships for equity-deserving groups.</p>	<p>Initiate a dedicated discussion at upcoming Program Committee meetings and outline an actionable EDI strategy which may include:</p> <ul style="list-style-type: none"> - Development of a module on EDI-issues in research in the 2nd year course. - Development and promotion of more local resources as part of all neuroscience courses (e.g., Council on Reforming Equity, Diversity, and Inclusion for Trainees (CREDIT)). - Integrate anonymous mechanisms to collect EDIIA information from students (e.g., in exit surveys). - Investigate the possibility of bursaries/ scholarships to equity deserving groups - Evaluate and update EDI strategy items annually. - Consider adding the topic of EDIIA as a standing item at each Program Committee meeting. - Share and co-develop EDI best practices with other graduate programs. 	<p>Program Committee Dean's Office</p>	<p>By September 2023</p>

Other Opportunities for Program Enhancement

- Consider actively discussing options for greater hybrid course delivery.
- Administrative support staff is scattered across campus; staff would greatly benefit from a common shared space that would enhance their sense of community as well as streamline work efficiency and workplace satisfaction
- With regards to library resources: Consider 1) integrating more advanced information literacy courses, that go beyond search and keywords, to cover tools and tool development; 2) clearer communication of services offered by the library; and 3) better integration of library support into the undergraduate curriculum.
- Consider more neuroscience-specific course options to allow students to gain more depth and breadth, such as statistics for neuroscientists, data neuroscience.
- Better coordination of timetabling to remove scheduling conflicts and ensure reserved seats for neuroscience students (in courses offered by other departments).



Philosophy
**Final Assessment Report &
Implementation Plan**

Faculty / Affiliated University College	Brescia University College
Degrees Offered	BA
Modules Reviewed	Major in Philosophy
External Reviewers	Dr. Adam Barkman Philosophy Department Chair and Professor Redeemer University Dr. Todd Dufresne Professor of Philosophy Lakehead University
Internal Reviewers	Dr. Laura Gribble Associate Academic Dean King's University College Claudia Gallant 4th year Political Science Student Huron University College
Date of Site Visit	March 22-23, 2022
Evaluation	Conditionally Approved with Report in 12 months
Approval Dates	SUPR-U: June 29, 2022 ACA: September 7, 2022 Senate (for information only): September 16, 2022
Year of Next Review	Year of next cyclical review: 2029-2030

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate module delivered by the Philosophy Program at Brescia University College.

This FAR considers the following documents:

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

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

Currently offered under the umbrella of the School of Humanities, philosophy courses have traditionally been a significant component of Brescia’s course offerings and programs with philosophy courses being introduced in the 1920s. Brescia’s structure has encouraged interdisciplinary cooperation and course development. Consequently, in addition to offering a Major Module, Philosophy also offers courses that serve other Modules at Brescia. Total student enrollment in philosophy courses in 2021/22 was 106.

To inform the self-study for this cyclical review, students enrolled in philosophy courses were surveyed, with a supplementary survey administered to first-year students to gauge why they were opting to take philosophy courses. In addition, a survey was equally administered among graduates of the philosophy module over the last decade. The Chair of the School of Humanities along with all instructors in philosophy were

consulted as part of the self-study and were assisted by the Advanced Learning and Teaching Centre with curriculum mapping.

The external reviewers offered important considerations for program sustainability and enhancement and conclude their report with four overarching recommendations.

Strengths and Innovative Features Identified by the Program

- Small class sizes that enable more seminar style courses, greater interactivity, and more detailed and tailored feedback to students.
- Philosophy instructors score very highly on course evaluation questions with no median score lower than 6.5 out of 7.
- Special topics independent study option in third year that allows students to design their own project and work one-on-one with a faculty member.
- Development of a Business Ethics course that is a part of several modules, that consistently reaches its cap enrolment.

Concerns and Areas of Improvement Identified by the Program

- Philosophy courses and Major Module face enrolment challenges.
 - o Drawing students to philosophy as a major rather than only as a general interest.
 - o 3000-level courses consistently drawing fewer than 10 students.
- Overall number and diversity of courses offered in philosophy. In particular, in the areas of Ethics and Law.
- Ongoing and further collaboration between the affiliates and Western merits further pursuit.

Review Process

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

- Interim Academic Dean, Brescia University College
- Acting Vice-Provost (Academic Programs)
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- President, Brescia University College
- Associate Academic Dean & Director, Advanced Learning and Teaching (ALT)
- Registrar
- Director of Library Services
- Writing Coordinator
- Program Faculty

- Program Students

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

Summative Assessment – External Reviewers’ Report

The external reviewers shared a suite of mixed reflections about the unique features and perceived challenges of Brescia Philosophy. They indicated that while *“we are impressed by what has been achieved in a very small department, [the] advantages of proximity to affiliates and to Western have also hindered the development, maintenance, and integration of a department that functions almost as an afterthought in the context of BUC’s main programming.”* The report’s recommendations consist of considerations to help re-vision the Program.

Strengths of the Program

- Clearly articulated program-level learning outcomes with ascending skill-levels and expectations.
- Extensive commitment to a diversity (of ideas, approaches, faiths, and identities).
- Boutique-sized classes tend to be seminars instead of lectures, which allows students to participate more actively and experience more individualized learning.
 - o This feature constitutes a significant measure of the quality of education students seem to experience at Brescia Philosophy.
- Opportunity to rethink and reposition the Philosophy Program (e.g., expansion in feminist philosophy and applied ethics)

Areas of Concern or Prospective Improvement

- Limited faculty complement and perceived underfunding of the Program
 - o Very difficult for such a small faculty complement to offer the all the “basics” of philosophy programming.
 - o Need for female philosophers in a program dedicated to the education of young women.
- Need for greater consideration of, and planning for, the future of the Philosophy Program.
- Lack of explicit commitment from the Program related to EDI.

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

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

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Acknowledge that the vision, mission, and values of Brescia, start with Philosophy.</p>	<p>Program: While there is agreement with the importance of Philosophy in the founding of universities and the development of university education, the Program is not clear on what the suggested implementation of this recommendation would entail.</p> <p>Faculty: The recommendation seems to be outside the scope of the review.</p>
<p>2. Reinvest in Philosophy via multiple hires or new cross appointments with competency in feminist philosophy, gender studies, and/or applied philosophy.</p> <p>Possible formats for consideration include four half-time cross appointments or one full-time faculty member and two cross appointments to bring in diverse perspectives and to make the program complement large enough to share ideas, have meetings and advance the discipline.</p>	<p>Program: The Program supports increasing the number of tenured and tenure-track faculty members. The possibility of faculty hires in Philosophy will be included in the regular fall discussion and consultation between the Academic Dean and School Chairs concerning faculty complement and priority areas of hiring.</p> <p>Faculty: Increasing the number of faculty hires in a discipline is always a potential improvement for any program. Extra hires, particularly in the form of “cross-appointment” noted by the reviewers would be beneficial and will be considered in the next round of hiring discussions between Chairs and the Academic Dean (Provost). Any potential hiring can be advertised with requirements for an applied/feminist philosophy focus or specialization by candidates.</p>

<p>3. Integrate Philosophy into the Brescia curriculum. *</p> <p>Consider having cross appointments across four different disciplines within Brescia; requiring a half course in applied ethics and Society; rebranding the Philosophy Department/Program as part of a merger with others in Political Thought or Gender Studies.</p>	<p>Program: Combining programs or courses via a series of cross-appointments may work counter to the modular approach taken at Western University for the structure of an undergraduate degree. Regarding the possibility of a required course in ethics, it should be noted that the first-year course IDS 1200AB – Brescia Bold does include a week on ethics and ethical frameworks, and two additional weeks on social justice and the Ursuline approach to education. All first-year students do have exposure to ethics and social justice as part of this required course.</p> <p>The reviewers may have misunderstood the organizational structure at Brescia, suggesting that the Department of Philosophy and other small departments be combined into one department or division. Given that there is a Major in Philosophy, there is a Philosophy Program, but not a Philosophy Department. The reviewers suggested the possibility of combining small departments into a Humanities Division. Currently, Brescia has a School of Humanities that includes English, French History, Philosophy, Political Science and Religious Studies.</p> <p>Following the spirit of the recommendation, ways to integrate Philosophy will be included as an item for discussion at a fall meeting of the School of Humanities.</p> <p>Faculty: Cross-appointments are an interesting idea. This could be a promising way to enhance Philosophy and integrate the discipline into the curriculum. However, it may prove difficult to find persons who actually have the required specializations, such as “a feminist philosopher with a research interest in food security”.</p> <p>The proposed requirement for students to “take one half course in Applied Ethics and Society in first or second year” is actually covered by the current “Brescia Bold” interdisciplinary course required of all first-year students at Brescia.</p> <p>Merging or rebranding Philosophy would not necessarily work given the current discipline structure used at Brescia and at Western. Some of the requirements of this recommendation already exist, also, in that Brescia has a School of Humanities, which currently includes Philosophy.</p>
<p>4. Model the vision, mission and values of Canada’s only Women’s University by recruiting women philosophers. Even if from non-traditional streams such as Gender Studies, Interdisciplinary Studies, Social and Political Thought, Theory and Criticism, Cultural Studies, History of Consciousness.</p>	<p>Program: As Canada’s women’s university, Brescia is committed to gender equity and support a diverse professoriate.</p> <p>Faculty: The recommendation is a good idea in principle, but perhaps untenable in reality. Hiring a female philosopher would be good for Philosophy at Brescia, but in any job hire situation the best, most qualified person for the job is the one hired. If two candidates are equal (in ability, experience, etc.), then a search committee may use criteria such as gender or ethnicity as a “tie breaker”; one cannot arbitrarily appoint on basis of a preferred characteristic.</p>

Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of the IQAP review process (#1 and #2), and some are already being actioned, in principle, as described in the program and faculty responses above (#4). As a result, the aforementioned recommendations will not appear in the implementation table.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #3 Integrate Philosophy into the Brescia curriculum via expansion of offerings and expertise.</p>	<p>Determine feasible mechanisms to expand Philosophy offerings and integrate into existing curricula. Consider:</p> <ul style="list-style-type: none"> - Possible cross-appointments with existing Brescia programs (e.g., a feminist philosopher with a research interest in food security and/or food ethics could be appointed across Food and Nutrition and Philosophy, or a cross-appointment with Management/Business Ethics from a feminist perspective). - Further program specialization in the areas of applied/feminist philosophy. - Re-engaging in cross institutional partnerships. <p>Develop a feasible plan and timeline for the necessary changes to the Philosophy Program.</p>	<p>Chair of the School of Humanities Associate Academic Dean Academic Dean</p>	<p>By September 2023</p>



Management and Organizational Studies
Final Assessment Report &
Implementation Plan

Faculty / Affiliated University College	King's University College
Degrees Offered	BMOS
Modules Reviewed	<p>Accounting</p> <ul style="list-style-type: none"> - Honours Specialization - Specialization - Major <p>Finance and Administration (F&A)</p> <ul style="list-style-type: none"> - Honours Specialization - Specialization <p>Global Commerce (GC)</p> <ul style="list-style-type: none"> - Honours Specialization - Specialization - Major <p>Management and Organizational Studies</p> <ul style="list-style-type: none"> - Major <p>Organizational and Human Resources (OHR)</p> <ul style="list-style-type: none"> - Honours Specialization - Specialization - Major
External Reviewers	<p>Dr. Karin Schnarr Lazaridis School of Business and Economics Wilfrid Laurier University</p> <p>Dr. Jonathan Muterera School of Business Nipissing University</p>
Internal Reviewers	<p>Dr. Geoff Read Provost and Dean, Faculty of Arts and Social Science Huron University College</p>
Date of Site Visit	March 14-15, 2022
Evaluation	Good Quality
Approval Dates	<p>SUPR-U: June 29, 2022 ACA: September 7, 2022 Senate (for information only): September 16, 2022</p>
Year of Next Review	Year of next cyclical review: 2029-2030

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate module delivered by the Management and Organizational Studies (MOS) Program at King’s University College.

This FAR considers the following documents:

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

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

Situated within the School of Management Economics and Mathematics (MEM), the Management and Organizational Studies (MOS) Program leads to a BMOS degree that takes a multidisciplinary approach to business and commerce. Offered for about 25 years, the program has grown significantly in size. Since the last cyclical review, the program has nearly doubled its total enrollment (at 895 in 2020-21) and hired an additional seven full-time faculty members with new or enhanced expertise in areas such as operations, marketing, accounting, finance, and organizational behaviour.

To inform the self-study for this cyclical review, the program undertook a SOAR retreat with both full-time and part-time instructors, revised the program learning outcomes, and undertook a curriculum mapping exercise. In addition, a series of three surveys were administered to students: 1) Career readiness programming; 2) General student

satisfaction across year 1 and senior students; and 3) Student feedback on learning preferences.

The external reviewers shared a positive assessment of the MOS Program. They offer a suite of constructive considerations for further program enhancement and conclude their report with 14 recommendations.

Strengths and Innovative Features Identified by the Program

- Rich and diverse faculty profiles and backgrounds as well as the global composition of program students.
- MOS faculty members are leaders within the London community broadly, many serving on boards, working in partnership with alumni and other stakeholder groups on community projects.
- Ability to capitalize on the cross-disciplinary synergies among complementary faculty groups in Economics, Management/Business and Mathematics and Statistics.
- School of MEM's Analytics and Decision Sciences minor, combining management and analytics at the undergraduate level.
- Nearly all courses have an element of experiential and/or high impact learning wherein students are engaged with real organizations to apply their learning to solve or identify real problems.
- Key accounting courses have been accredited by the CPA, and count towards the CPA designation.
- International partnerships with postsecondary institutions in China offering 2+2 programs, faculty exchanges, and opportunities for students to take King's courses in China.
- Alumni connections are strong, and the level of career achievement is high.
 - o Many alumni are leaders in their industries, who have successfully completed graduate studies at world-class institutions and subsequently hire King's graduates.

Concerns and Areas of Improvement Identified by the Program

- Given program growth, the sheer volume of students and sections impedes on ability to develop new courses and innovate pedagogically.
 - o high student/faculty ratios
- At times, students face difficulty registering for courses.
- Lack of administrative support needed to fully implement more ambitious projects such as a formal co-op or internship stream.
- Lack of data on graduate placement rates.
- Need for additional courses and course content related to:
 - o business analytics (big data, machine learning etc.).

- corporate finance courses in the F&A programs.
- Large proportion of students taught by part-time faculty members.
- Lack of classroom space and classroom design that is to modern management education.
- Updating curriculum to meet changing job market and skill requirements.
- Increase experiential learning opportunities (independent study/coop/classroom).

Review Process

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

- Acting Vice-Provost of Academic Programs
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- President (King's University College)
- Vice-President and Academic Dean (King's University College)
- Director of Enrolment Services & Registrar
- Manager, Academic Planning and Analysis
- Program Director
- Associate Director
- Associate Librarian, Cardinal Carter Library
- Administrative Staff
- Program Faculty
- Program Students

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

Summative Assessment – External Reviewers' Report

The external reviewers indicated that *“Overall, the MOS program at King's is a strong program that is attractive to the marketplace and is led by faculty and staff who are passionate about business education and providing an outstanding student experience.”*

Strengths of the Program

- Very attractive to students given the increase in student applications and admissions at King's.
- Students maintain significant enthusiasm for the program and for King's.
- Diverse and multicultural faculty members holding doctorates from some of the best schools in the world.
 - o Tenured/tenure-track faculty members teaching in the MOS program are very competent in the areas of instruction of the program.
- Faculty members are engaged and innovative in course development, utilizing various modes of delivery.
- A number of the faculty members in the program are connected with industry and have significant community engagement.
- The program is supported by an excellent library with knowledgeable and exceptionally student-centric staff.

Areas of Concern or Prospective Improvement

- As MOS admissions increase, there is a risk of tainting King's core value propositions: small class sizes; and student engagement.
- Reliance on LTAs and sessional instructors for the delivery of many of program courses.
 - o Current administrative processes do not allow excellent LTA faculty to stay longer than four years teaching in the MOS program.
- Lack of larger classroom sizes and limited availability of those that exist.
- Students had concerns about the quality and timeliness of available academic advising.
- Additional experiential learning opportunities should be encouraged and supported, particularly those linked to local organizations in the community.
- Students indicated gaps in the OWL system and the King's website related to student information. Information appeared outdated and students had difficulty locating information that would help them with course selection.
- Consider creating a cohort structure in the MOS program. Moving through the program as an integrated team would create opportunities for peer learning, project collaboration and team problem solving, building stronger bonds than conventional program structures.

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

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

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Hire additional permanent, tenure-track faculty to keep pace with the increasing enrollment in MOS program.</p>	<p>Program: The program agrees with this recommendation, which echoes the program’s internal assessment of faculty staffing shortage. MOS has an urgent need for four additions to compliment MOS faculty (GM, marketing, OBHR, and accounting streams) and one addition to compliment business foundations faculty. The program plans on requesting these five addition-to-compliment, tenure-track positions over the next two years and hopes for budgetary support for this proposal.</p> <p>Faculty: Recommendations related to faculty hirings are not prioritized in implementation plans since they are outside of the scope of the IQAP review process. Moreover, there are alternative strategies related to program design that may address course section management and the reliance on part time faculty. The MOS program is encouraged to work with the Dean’s Office (Academic Planning and Analysis Manager) to implement such strategies as scaffolding. The School of MEM is encouraged to submit faculty hiring requests for consideration based on faculty-student ratios consistent with discipline norms.</p>
<p>2. Increase starting salary of MOS faculty to be more commensurate with competitor schools and market conditions.</p>	<p>Program: The program agrees. The current rates of pay are negotiated centrally by the union, and do not vary based on academic area. This may be a challenge to MOS when recruiting. MOS may equally be at risk of losing its top junior talent to better paying institutions.</p> <p>Faculty: As a negotiated item in the terms and conditions of employment for faculty, collectively bargained issues of compensation fall well beyond the purview of the IQAP review. Moreover, a more robust, evidence-based analysis is needed to substantiate the argument that MOS hiring at King’s is less competitive than specialized programs at comparator institutions.</p>

<p>3. Given the teaching-focus of King’s, consider creating a professional-teaching tenure-track stream at King’s University College. Eliminate the four-year cap on continuous LTA employment.</p>	<p>Program: The program agrees and has advocated for this in the past through the union. Moving forward, it would be helpful to solicit information from the Western family of schools and other comparators (such as WLU) who have themselves adopted this two-tiered approach, to propose something fully formed to the union to bring forward for negotiations.</p> <p>Faculty: These are negotiated items and therefore fall under the purview of collective bargaining between the Employer and the King’s University College Faculty Association, the legally recognized bargaining unit for faculty. These recommendations will be forwarded to the KUCFA-KUC Joint Consultative Committee for discussion and review.</p>
<p>4. Review the administrative support available to the MOS program.</p>	<p>Program: As the IQAP review process was being undertaken, the MEM leadership team worked with the Academic Dean’s Office (ADO) to examine the School’s administrative structure and proposed the creation of three additional roles all with course release. This proposal was approved by the Academic Dean and King’s administration and is included in the budget pending Board approval. If approved, effective July 1, 2023, a renewed organizational structure for the School of MEM will be in place.</p> <p>Faculty: The ADO has budgeted for an increase of administrative support for MEM.</p>
<p>5. Explore moving to a cohorting system in the MOS program broadly and the four main MOS streams in particular. *</p>	<p>Program: The program agrees. The idea of having fewer yet higher quality students is extremely attractive to the MOS group. Implementing this recommendation would require approval and support beyond MEM, given both its shift in monitoring students and the potential budgetary impacts it could have. The current Academic Dean has expressed strong support for the notion of cohorting students, and concurrently capping program stream sizes, to manage course sections, faculty loads, and also ensure quality student experience. This model has successfully been adopted in the only other school at King’s; namely, the School of Social Work. In order to adopt it within MOS more work is needed, including the development of a cross-functional team including enrolment services, finance, and the ADO. The implementation of this cohort model should happen after the program streams are adjusted, and in conjunction with some of the other programmatic changes being proposed.</p> <p>Faculty: The ADO fully supports the adoption of a program design strategy for MOS premised on a cohorting system. MOS is encouraged to work with the ADO’s Academic Planning and Analysis Manager to develop and implement an appropriate cohorting system.</p>

<p>6. Simplify the MOS program streams by reducing the number of required courses in each stream. Prioritize which are the most important for student learning, eliminate the rest as “required courses” and then give students a choice with additional elective courses outside of MEM. *</p>	<p>Program: The program acknowledges that MOS currently requires more courses than others within the UWO system. This difference is by design – in part differentiated from others by offering a more comprehensive, robust, ‘MBA’ style education that incorporates all facets of management. However, the program acknowledges that there is room to streamline to make it easier for students to focus on those course topics of interest to them, provided that one can concurrently ensure that course offerings needed to provide students clear pathways to accreditation certifications are maintained, along with the goal of a broad comprehensive management education.</p> <p>The incoming director has indicated that it is a strategic priority to review the program checklists with a goal of streamlining them, in part by reducing the number of required courses, and ensuring those courses that appear on checklists continue to best fit with student needs and the external environment. The addition of three new program-area specific associate directors will greatly enhance MEM’s ability to implement this project in a timely manner.</p> <p>Faculty: The ADO agrees with this recommendation and believes that reducing the number of course offerings and promoting interdisciplinarity will position the program well vis-à-vis comparators. The ADO is committed to continue to work with MOS to review and revise its programs, in keeping with mandated periodic program reviews and ongoing program planning and development initiatives.</p>
<p>7. Consider adding a marketing specialization to the MOS program. *</p>	<p>Program: A marketing stream was proposed several years ago, however, did not move ahead. The program is now in a much stronger position to offer such a degree and there is a will within the school to do so. While it will have to be looked at further within the new leadership’s strategic plan, in spirit the program agrees with this recommendation, particularly with the presence of the ADS program in MEM which would dovetail nicely with Marketing in the 21st Century (analytics, consumer behaviour etc.).</p> <p>Faculty: It is unclear how the proposed new specialization aligns with student experience and demand. It would have been helpful to know whether there is sustained evidence of viable student demand. Moreover, we need to be mindful to avoid duplication with similar programs at Western. It is also unclear how the recommendation to add a marketing specialization to MOS aligns with concerns about sustaining the quality of MOS programming in light of existing enrolment growth. MOS is encouraged to work with upcoming academic and strategic planning to discuss appropriate strategies for sustainable program management and development.</p>
<p>8. Review majors/specializations in MOS relative to demand and cost-efficiency. *</p>	<p>Program: The program agrees with this recommendation. Low demand, irrelevant courses and programs should be eliminated. This will be part of an upcoming strategic planning exercise.</p> <p>Faculty: The ADO is committed to working collaboratively with MOS to promote equitable and sustainable program design and management.</p>

<p>9. Ensure that class sizes for required MOS courses after the first year are capped at no more than 35 students/class.</p>	<p>Program: The program somewhat disagrees with this recommendation. The program has worked closely with the ADO over the years to monitor and reduce class sizes, and currently has a policy of class caps of 50-60/35-40/30 for year 2/3/4 respectively. Since admissions are out of the program’s control, if the class cap sizes are further reduced with no change to the number of MOS students, additional sections must be offered which will require more faculty. There is agreement that upper-year courses should be smaller, but it would be acceptable for 1st and 2nd year courses to be larger than 35. Many top business schools have classes with 50-75 students that are taught with the case method, so it is possible to do this well. The program also needs to have fewer sections of core courses in order to offer new and innovative courses that engage program scholars and students and help differentiate the King’s MOS program from others at Western.</p> <p>Faculty: The ADO acknowledges and appreciates the spirit of this recommendation. However, it is difficult to imagine the practical implementation of such a strategy for MOS alone. Moreover, implementation of a cap in first year courses would add further strain to course management issues and increase the already significant reliance on part-time faculty. The ADO respectfully encourages MOS to consider how course and program design – including cohorting, for example – might help to address concerns about student attainment of learning outcomes.</p>
<p>10. To ensure continuous improvement in MOS courses, it is encouraged that a stronger linkage between student performance measurement and program outcomes be created through existing administrative processes. *</p>	<p>Program: This recommendation is a great way to ensure the relevancy of courses and thus the programs and degree. The IQAP process has provided the MOS program with a list of learning outcomes that have now been validated by program members and the external reviewers. These learning outcomes can be used as the framework for the system suggested here and easily monitored annually through a reporting system that could be administered electronically (i.e., some sort of populated spreadsheet similar to the ones used for the IQAP self-study data collection) and then collated/analyzed and presented to the MOS associate director. The “ideal” outcomes can be compared to the actual outcomes and then changes can be made as needed by the faculty members. Additionally, a survey that measures the extent to which students feel the desired learning outcomes have been achieved could be administered to MOS 4410 students. Since this course is mandatory for all MOS students and is supposed to “tie everything together” these graduating students could provide good insight as to how well the program is doing.</p> <p>Faculty: The ADO agrees in principle with this recommendation and respectfully suggests such performance measurement and regular program review processes already exist and are governed by existing academic policies and practices within MOS and across the university.</p>

<p>11. Additional dedicated academic advising resources (FTEs) should be added to support MOS students in years 2 through 4.</p>	<p>Program: The program agrees. Concurrent with the timing of the IQAP process, the School of MEM submitted a proposal requesting that the current dedicated support for MEM students be increased from one academic counsellor to three, and two academic program advisors (APA) also be dedicated to the MEM portfolio. MOS has been advised that this is a two-year plan, with the first phase being the increase by one additional academic counsellor effective 2022. The program will work with the ADO to submit another proposal to increase again by one academic counsellor, and also re-evaluate the need for dedicated APAs following their role adjustments this year.</p> <p>Faculty: Effective May 1, 2022, dedicated advising support from within the College’s Advising Office has been doubled from 1 dedicated Academic Counsellor to the equivalent of 2 Academic Counsellors. The ADO is sensitive to the unique challenges presented in the administration of MOS in particular, arising from the heavy reliance on international students to sustain enrolments. A more robust qualitative evaluation of the administrative support needs of MOS will be helpful in determining the nature and extent of administrative support recommended.</p>
<p>12. Provide dedicated training for academic advisors who are advising first year students interested in MOS specializations to ensure a strong understanding of the path progression and requirements.</p>	<p>Program: As per recommendation 11, the advisors that will be within the School of MEM will be only MEM focused and as such will be trained as suggested.</p> <p>Faculty: It is important to underscore that all academic units and programs are facing increased demands for dedicated academic advisors to improve student attainment of learning outcomes. The ADO respectfully suggests that the specific concerns of MOS in this regard be addressed by means of budgeted increases to academic advising to support all academic units. This is consistent with the collegial principles that animates academic and strategic planning at King’s University College. Furthermore, the ADO is open to working with MOS to explore innovative approaches to academic advising including but not limited to online tools to help students understand path progression and requirements.</p>
<p>13. It is recommended that MEM reinstate the student satisfaction surveys as soon as possible to gain additional insight into the student experience, particularly related to the MOS program. *</p>	<p>Program: The program agrees. The new MEM director and the person who developed and implemented the student satisfaction survey has plans to reinstate and expand the survey. With the new administrative structure wherein much of the counselling done by the admin roles will be offloaded, this will allow them to focus on initiatives such as this survey.</p> <p>Faculty: The ADO endorses this recommendation and pledges to work with MOS to develop and maintain adequate data to measure accurately student satisfaction and measurable student attainment of learning outcomes.</p>

<p>14. Include MOS/MEM administration in the annual admissions process in determining entrance averages and target numbers (domestic and international) for the MOS program.</p>	<p>Program: The program agrees. It is hoped that the Director of the School of MEM will be involved with these decisions.</p> <p>Faculty: The ADO respectfully disagrees with this recommendation. This is not consistent with best practices and norms across the sector. Moreover, MOS does have faculty representation on the appropriate enrolment committees of College Council. The ADO encourages MOS and MEM to address strategic enrolment strategies as part of the established processes of collaborative, collegial governance.</p>
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Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of the IQAP review process (#1, #2, and #3), some have been deemed not to move ahead (#9 and #14), and some have been, or are already being, actioned as described in the program and faculty responses above (#4, #11, #12, and #13). As a result, the aforementioned recommendations will not appear in the implementation table.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #5 Explore moving to a cohort system in the MOS program broadly and the four main MOS streams in particular.</p>	<p>Outline the benefits and drawbacks of a cohort system within the program and determine if a transition to this model is both desirable and feasible. If so, draft an action plan and timeline for this transition.</p>	<p>Associate Director - MOS Director of the School of MEM Academic Dean</p>	<p>By July 2023</p>
<p>Recommendation #6 Simplify the MOS program streams by reducing the number of required courses in each stream.</p>	<p>Review the program checklists with a goal of streamlining them. Consider:</p> <ul style="list-style-type: none"> - reducing the number of required courses. - examining the continued relevance of courses to the evolving discipline, market needs and student interests. - the possibility of rotating elective courses. <p>To help with the review, consider examining past class enrollments in the current suite of required courses across all of the MOS program streams.</p>	<p>Associate Director – MOS Director of the School of MEM</p>	<p>By July 2023</p>

<p>Recommendation #7 & 8 Review majors/specializations in MOS relative to demand and cost-efficiency.</p>	<p>Review MOS modules as part of the upcoming School of MEM and BMOS strategic planning exercise:</p> <ul style="list-style-type: none"> - consider eliminating modules those that do not meet MOS stream targets. - consider adding a marketing specialization to the MOS program 	<p>Associate Director – MOS Director of the School of MEM</p>	<p>By July 2023</p>
<p>Recommendation #10 To ensure continuous improvement in MOS courses, it is encouraged that a stronger linkage between student performance and program outcomes be created.</p>	<p>Determine the benefit and feasibility of mechanisms to track the achievement of program learning outcomes. For instance:</p> <ul style="list-style-type: none"> - survey administered to MOS 4410 students. - periodical mapping of outcomes every few years. <p>Consider meeting with a member of the Centre for Teaching and Learning to determine optimal mapping practices and additional options.</p>	<p>Associate Director – MOS</p>	<p>By July 2023</p>

Other Opportunities for Program Enhancement

- While co-op opportunities are centrally managed by Western, the King’s MOS program would benefit from looking at what comparator programs/institutions are doing in this realm.
- As King’s plans for a new building, this is a good opportunity to ensure that classrooms are designed with experiential, case-based learning in mind in terms of classroom setup (e.g., raised, tiered classrooms with slots for nameplates, technology to permit hybrid learning).

ITEM 12.3(k) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Advanced Health Care Practice and Family Medicine

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs in Advanced Health Care Practice and Family Medicine.

Faculty/Affiliate	Program	Date of Review	SUPR-G recommendation
Health Sciences	Advanced Health Care Practice	March 1 and 3, 2022	Good Quality
Schulich School of Medicine & Dentistry	Family Medicine	February 10-11, 2022	Conditionally Approved with interim report due September 2023 and full report September 2024

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

ATTACHMENT(S):

[Final Assessment Report – Advanced Health Care Practice](#)

[Final Assessment Report – Family Medicine](#)



**Advanced Health Care Practice
Final Assessment Report &
Implementation Plan
May 2022**

Faculty / Affiliated University College	Health Sciences	
Degrees Offered	Master of Clinical Science (MCISc)	
Date of Last Review	2012-2013	
Approved Fields	Applied Health Sciences Interprofessional Pain Management Comprehensive Musculoskeletal Physiotherapy Wound Healing	
External Reviewers	Dr. Sharon Gabison, Department of Physical Therapy University of Toronto	Dr. Sandy Rennie, Physiotherapy – School of Rehabilitation Sciences University of Ottawa
Internal Reviewers	Dr. Kevin Mooney, Associate Dean (Graduate) Faculty of Music	Karik Pradeen, Ph.D. Candidate, Neuroscience
Date of Site Visit	March 1 & 3, 2022	
Date Review Report Received	March 21, 2022	
Date Program/Faculty Response Received	Program – April 21, 2022 Faculty – April 29, 2022	
Evaluation	Good Quality	
Approval Dates	SUPR-G: June 27, 2022 ACA: September 7, 2022 Senate (for information only): September 16, 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), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Advanced Health Care Practice Program delivered by the Faculty of Health Sciences.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the 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 reviewers – noting those recommendations to be prioritized for implementation.

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

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

Executive Summary

The MCISc program in AHCP is a one-year course-based Master's program that is designed to offer experienced health-care providers the opportunity to obtain advanced training in a clinical specialty. The Program has enrolled an average of 33 students per year since 2012 and has graduated 410 students since its inception in 2007.

The Comprehensive Musculoskeletal Physiotherapy (CMP) and Wound Healing (WH) fields of the MCISc – AHCP Program are scheduled over three terms and delivered using a combination of online courses and onsite 1-3 week residency periods during which clinical skills lectures and labs are provided. Two additional fields were added in 2019: 1) Interprofessional Pain Management (IPM); and 2) Applied Health Sciences (AHS).

To inform the self-study for this program review, program learning outcomes were reviewed and redrafted in 2018 with input from instructors, students and mentors. Data collected through regular exit surveys and interviews, along with data from an alumni survey were compiled and analysed.

The external reviewers shared a positive assessment of the AHCP Program, sharing that the program has *“consistently demonstrated the capability of producing evidence-informed and research supported programs for students wishing to enhance their clinical skills.”* They offer four recommendations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Via the use of educational technologies, the program brings together world renowned faculty with program students to discuss novel and emerging information and practices in each clinical field.
- In-class and online work is complemented by a clinical mentorship experience where students have the opportunity to receive direct supervision and feedback from experts in their respective fields.
- The “residency periods” provide hands on experience with clinical skills and case discussions and allow students to demonstrate newly acquired clinical competencies in an objective, standardized clinical exam (OSCE) format.
- Access to clinical and research facilities such as: the Wolf Orthopaedic Biomechanics Laboratory, the Wound Healing Research Centre, the Clinical Research Lab within the Roth/McFarlane Hand & Upper Limb Centre, and the Pain and Quality of Life Translational Research Laboratory.
- The program maintains strong individualised support, and access to training and tools provided by an instructional designer with postsecondary online learning.
- The WH field is the only Master's program in Canada that allows health care professionals to obtain graduate-level education specifically in the area of wound care.

- Students shared that the blend of theory and practice leading to effective knowledge mobilization was what attracted them to, and subsequently experienced in, the program.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Increased work demands and difficulty getting time off work for program students may require the program to limit required onsite residency periods.
- Emerging areas of clinical practice in the field that could be further integrated in the curriculum include: skin tears and increased demand for qualified professionals who can provide conservative sharp wound debridement.
- Better integration of research methods into wound healing clinical courses.

Review Process

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

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Dean of the Faculty of Health Sciences
- Associate Dean, Faculty of Health Sciences
- Department Chair
- Graduate Program Chair
- AHCP Program Committee Members
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

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

Summative Assessment – External Reviewers’ Report

External reviewers shared that *“interviews with current students and program graduates, [...] course evaluations and exit surveys, clearly indicate that the program is very well run, the fields provide excellent theory and clinical components (where relevant), and the teaching and supervising faculty, and administrative staff are very knowledgeable and supportive.”*

Strengths of the Program

- One of the first programs in Canada to use a distributed education model of delivery to provide graduate level education to experienced clinicians working in health care organizations located across Canada.
- On-site residency periods during which clinical skills lectures and labs are provided.
- A unique mentorship program that pairs up individuals in the field who mentor students throughout the year.
- Quality of the faculty and of their contributions to the program.
- Excellent website with program descriptions, basic and additional admission requirements, and fields of research.
- Ability to complete the program in one year, even with such a heavy workload.
- Many students as authors on publications of the papers or guidelines that are developed within the context of their work in the program.
- Assignments produced as part of program requirements have been used as quality improvement projects for several large health care organizations.
- Administrative staff indicated that they were well supported and felt very proud of the program and how successful it has been.
- A graduation rate of 97%.

Areas of Concern or Prospective Improvement

1. No specific program-wide overarching strategy on addressing EDID in the curriculum.
2. Need for improved communication and clearer guidance regarding expectations and student roles for the program projects and regarding which courses would be available during specific terms.
3. The program may want to consider the use of bursaries/subsidies through philanthropic contributions in order to offset the high fees for international students.
4. Certain professors indicated that they were overwhelmed while adapting to new teaching roles.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

<p>Reviewers’ Recommendation Recommendations requiring implementation have been marked with an asterisk (*).</p>	<p>Program/Faculty Response</p>
<p>1. Ensure a transparent strategy to address Equity, Diversity, Inclusion, and Decolonization in the MCISc AHCP in line with Western University’s strategic plan: Theme 2 - People Community, and Culture. *</p> <p>(Related to area of concern #1 identified by the external reviewers in the list above)</p>	<p>Program: The program will discuss strategies to showcase how EDID is incorporated into the curriculum with the Manager Communications & Technology and Marketing & Student Engagement Specialist from the Dean’s Office, Faculty of Health Sciences at the May meeting of the AHCP Program Committee. The AHCP Program Committee includes the ACHP Program Chair, Field Leaders, and student representatives from each field. The program will aim to implement strategies in time for open of applications in October 2022.</p> <p>Faculty: Equity, Diversity, Inclusion, Decolonization and Accessibility is of paramount importance in Western’s new Strategic Plan and, also, for the Faculty of Health Sciences (FHS) and its constituent Schools and programs, including AHCP. FHS has hired an EDIDA coordinator to support its Schools and programs in this important work, and several faculty members from Health Sciences are leading or are members of university-level committees addressing decolonization of curriculum, antibias, anti-racism and anti-oppression, equity, diversity and inclusion, and accessible education. Most recently, FHS has created a new leadership position, an Assistant Dean of EDIDA, to lead this portfolio, with this new Assistant Dean starting May 1, 2022. FHS graduate programs, including AHCP, are also currently participating in the admissions reflection exercise which is being spearheaded by the School of Graduate and Postdoctoral Studies at Western and which has been designed to identify and foster holistic admissions processes. The FHS Associate Dean of Graduate and Postdoctoral Studies will be collating information from FHS graduate programs, attending the SGPS admissions reflection retreat in May (which will involve all Faculties), and then sharing the outcomes of that retreat with the FHS graduate programs to inform admissions for the 2023-2024 academic year.</p>

<p>2. Review student exit interviews to draw on recommendations (e.g., need for improved communications about course offerings and project-related expectations).</p> <p>(Related to area of concern #2 identified by the external reviewers in the list above)</p>	<p>Program: Students in all fields are asked to complete an exit survey in July/August. Students in fields teaching advanced clinical skills also participate in one-on-one interviews with their Field Leader. Information from these sources is used to make improvements where possible. The student representatives are also members of the AHCP Program Committee and attend quarterly meetings. Student reps survey their peers, anonymize and summarize feedback, and present their report as a regular agenda item. Issues raised are discussed and action items are generated and minuted.</p> <p>Faculty: The Program has provided a detailed response to this recommendation. The Faculty supports the Program’s ongoing engagement with students and their plans to address student feedback when feasible and appropriate.</p>
<p>3. Give serious consideration to lowering fees for international students, especially for the two online fields, IPM and AHS.</p> <p>(Related to area of concern #3 identified by the external reviewers in the list above)</p>	<p>Program: The Assistant and Associate Dean Graduate Programs, and the Director of Operations & Finance for the Faculty of Health Sciences met with the Associate Vice-Provost (Graduate and Postdoctoral Studies) on March 14, 2022 to begin this conversation. The Associate Vice-Provost shared that other programs have asked similar questions and that discussions on tuition policy for online graduate masters programs are taking place at the university-level.</p> <p>Faculty: As noted in the Program response, discussion on tuition policy for international students in Master degree programs and for online graduate programs has begun within the Faculty of Health Sciences (e.g., April 19, 2022 Academic Plan Townhall focused on Partnerships, including Internationalization). In addition to tuition discussions, the Dean is seeking the appropriate approvals to use operating funds to provide scholarships to international students in AHCP from Low Income Countries.</p>
<p>4. Onboarding faculty and providing a consistent structured mentorship for new faculty throughout all the fields. *</p> <p>(Related to area of concern #4 identified by the external reviewers in the list above)</p>	<p>Program: The Program will create an OWL website for all existing and new faculty members (including limited duties) with information on the following topics:</p> <ul style="list-style-type: none"> - Orientation to OWL - Creating an effective course outline - Review of most relevant policies/procedures (e.g., Academic Integrity) - GTA Duties & Responsibilities, mentorship of GTAs - Review of grades submission process and timelines <p>The program has added this item to the agenda for the May meeting of the AHCP Program Committee to elicit additional ideas for content.</p> <p>Faculty: The Program has provided a detailed response to this recommendation, and the Faculty endorses the Program’s plans to guide and support existing and new faculty members. As an additional resource of</p>

	<p>ideas for faculty support, this could be a topic of discussion at the June FHS Graduate and Postdoctoral Studies Committee meeting; that is, the content and format of faculty supports currently offered by other FHS graduate programs could be discussed and shared.</p>
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Implementation Plan

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

The number of recommendations prioritized for implementation has been reduced as some are already being actioned, as described in the program and faculty responses above. As a result, the recommendations not appearing in the implementation table are recommendations #2 and #3.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Development of a program-wide strategy to address Equity, Diversity, Inclusion, and Decolonization</p>	<ol style="list-style-type: none"> 1. With the support of the new Assistant Dean EDIDA and the Faculty’s EDIDA coordinator, initiate a dedicated discussion at upcoming AHCP Program Committee meetings and outline an actionable EDID strategy. <ul style="list-style-type: none"> - Consider adding this topic as a standing item at each AHCP Program Committee meeting. 2. Share and co-develop EDID best practices with other graduate programs. 	Graduate Chair AHCP Program Committee Assistant Dean EDIDA EDIDA coordinator Manager Communications & Technology Marketing & Student Engagement Specialist	By April 2023
<p>Recommendation #4: Development of supports and resources for new faculty members</p>	<ol style="list-style-type: none"> 1. Creation of an OWL site for all faculty members and instructors that contains a suite of themes relevant to program operations, policies and teaching in the program. 2. Discussion about the benefits and feasibility of supports such as: a structured mentorship program, an orientation session, and peer coaching. 	Graduate Chair AHCP Program Committee FHS Graduate and Postdoctoral Studies Committee	By April 2023



Family Medicine
Final Assessment Report &
Implementation Plan
May 2022

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	MCISc PhD	
Date of Last Review	2012-2013	
Approved Fields	None	
External Reviewers	Dr. Glenn Regehr, University of British Columbia	Dr. Peter Selby, University of Toronto
Internal Reviewers	Dr. Dianne Bryant, Assistant Dean, Graduate Faculty of Health Sciences	Julia Gevaert, PhD Candidate Medical Biophysics
Date of Site Visit	February 10-11, 2022	
Date Review Report Received	February 22, 2022	
Date Program/Faculty Response Received	Program – March 22, 2022 Faculty – May 5, 2022	
Evaluation	Conditionally Approved with interim report due September 2023 and full report September 2024	
Approval Dates	SUPR-G: June 27, 2022 ACA: Senate (for information only):	
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), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Family Medicine Program delivered by the Schulich School of Medicine and Dentistry.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Dean’s Office, Schulich School of Medicine and Dentistry.

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

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

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

Executive Summary

Leading to the degree of MCISc in Family Medicine, the first iteration of the Program commenced with both full-time and part-time options for family physicians in 1977. Still hosting the full and part-time options, the MCISc now features a thesis and course-based stream and is offered via an online learning platform with an on-site component (typically) during the last two weeks of September at Western University. The MCISc Program attracts Family Physicians who wish to enhance their knowledge, skills, and leadership within the discipline of Family Medicine. This includes their understanding of the theoretical foundation of Family Medicine, enhancing their competence as teachers of Family Medicine and their ability to conduct research.

The first PhD cohort commenced in September of 2009. This Program is also offered either full or part-time via an online learning platform with an on-site component during the last two weeks of September. The PhD Program attracts both national and international family physicians currently practicing in their home communities who aspire to become exemplary researchers in the discipline of Family Medicine.

In recent years, total enrollment in the MCISc Program has approximated 32 students, with about 8 full and part-time students in the PhD Program.

Informing the self-study process, the programs drew heavily from regular evaluations and feedback shared following the on-site component of each degree program as well as the exit evaluations upon graduation. In addition, a Graduate Committee retreat was held in the spring of 2020 and surveys were administered to current students and recent alumni.

The external reviewers shared a positive assessment of the graduate programs in Family Medicine, indicating that *“the quality of the experience is perceived positively by students, and the faculty are highly dedicated.”* They offer many constructive considerations for further program enhancement and conclude their report with four recommendations.

Strengths and Innovative Features Identified by the Program

- The MCISc and PhD Programs were one of the first at Western to adopt a blended instructional approach as of 1997.
- The two-week intensive on-site mandatory session during the Program’s first term has consistently been described by students as instrumental for setting context and networking.
- Offers of a Postgraduate Enhanced Skills – Academic Family Medicine Program in year three for Family Medicine residents.

- Recent alumni report that:
 - o The Program had a major impact on their professional careers as both teachers and researchers in Family Medicine.
 - o The connections made with other students in the Program have long outlasted its completion.
 - o The Program provides exposure and experience in the multiple roles of an academic family physician - patient care, teaching, research, administration and collaborator with other health care experts from a variety of backgrounds.
- The co-supervisory model has supported students with interests in mixed methods approaches to their research, and also served to mentor new/junior faculty by pairing these individuals with senior researchers as co-supervisors.

Concerns and Areas of Improvement Identified and Discussed by the Program

- The onsite component of the PhD Program should be longer (e.g. 6-8 weeks), especially in the final year for protected time and close supervision of PhD thesis writing.
- The Program Chair appears to hold a disproportionate amount of supervision in the Program.
- Adding more structure to the research project proposals stage, with a dedicated process, would support a more optimal supervision experience.
- Recruitment of high-quality PhD candidates – the decline in enrollment in the Program may reflect a greater systemic problem in primary care research currently.
- Occasional time to completion and student withdrawal issues.

Review Process

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

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Associate Dean (Graduate Studies), Schulich School of Medicine & Dentistry
- Vice Dean (Basic Medical Sciences), Schulich School of Medicine & Dentistry
- Department Chair
- Graduate Program Chair
- Program Coordinator
- Associate University Librarian

- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

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

Summative Assessment – External Reviewers’ Report

The external reviewers shared that “Both the MCISc and PhD programs are valued highly by the faculty and students alike. The quality of the experience is perceived positively by students, and the faculty are highly dedicated. The program is also recognized by stakeholders across the University, Faculty and Department as unique in its value-added proposition. It is one of the only graduate training programs in Canada solely focused on family medicine and reserved for practicing family physicians alone.”

Strengths of the Program

- Faculty members are well known in their areas of focus with many as leaders in family medicine research.
- High level of commitment to the Program by faculty and staff.
- Strong collaboration between PhD trained and clinical faculty involved in the Program that provides for an effective balance of theoretical and methodological depth and a strong sense of the contextual realities related to the clinical environment.
- Students indicated that the feedback from research supervisors was consistently of high quality.
- Theses reviewed were consistently of high quality.

Areas of Concern or Prospective Improvement

1. Potential mismatch between the admissions decisions and the expressed goals and aspirational outcomes for the PhD Program in general.
 - Lack of clarity between overall programmatic objectives as linked to individual courses and milestones for PhD and Master’s thesis students.
2. Lack of clarity regarding the level of formalized, institutionally expected, commitment to the Program by faculty members.
 - Occasional challenge of identifying faculty members available to teach certain courses.

3. Ad hoc and uneven nature of MCISc thesis/essay supervision.
4. Insufficient flexibility regarding when the thesis/essay work can begin (taking into account experience and existing commitments of program students).
5. Consideration of additional program material related to leadership, EDI, Life skills, library resources, and the develop of the thesis proposal.
6. Some redundancy of readings across courses with a need for better coordination of heavy and light weeks between concurrent courses.
7. Progress in both the MCISc and the PhD programs is quite slow.
8. Students shared that the highly text-based online learning platform was somewhat onerous and isolating. Preference for more video mediated live interaction in real time.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

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

Reviewers’ Recommendation	Program/Faculty Response
<p>1. Consider a full business case development exercise that will focus on workforce analysis, funding models for sustainability, and succession planning. *</p> <p>Specifically, we recommend a workforce analysis of the program, determining the number of hours (or FTE equivalent positions) required for effective delivery of courses and supervision of students, as well as the actual number of committed hours (FTEs) to the program that are currently represented in the faculty. Determine mechanisms to formalize these commitments and project forward five years with anticipated retirements and attrition from faculty movements to other programs as well as anticipated new clinical teaching faculty anticipated. This sort of structured analysis may provide a stronger case for new full-time faculty for the program and/or may alleviate some of the generalized anxiety with regard to sustainability and succession planning currently being experienced.</p> <p>(Related to area of concern #2 identified by the external reviewers in the list above)</p>	<p>Program: The Program will conduct a full business case development exercise that will include: 1) A workforce analysis to determine the number of hours (or FTE equivalent positions) required for effective delivery of the courses both on-site and online and supervision of students (thesis or research project & major essay). This will include the actual number of committed hours (FTEs) that are currently represented in the Faculty. 2) Stemming from existing mechanisms that formalize the commitments of clinical faculty and for the PhD faculty who are not clinicians in the Department of Family Medicine, clarification and confirmation of faculty commitments will be requested from the Chair of the Department of Family Medicine. This information will help to inform the program’s faculty projection going forward in the next five years.</p> <p>Faculty: The Dean’s office is in agreement with this recommendation. In discussion with the program, the need was recognized and the Program’s response to develop a better analysis of the faculty commitments to the Program is endorsed. The Dean’s office will cooperate with the assessment and work with the individual faculty members to ensure that the workload is recognized.</p> <p>In addition to the responses from the Program, the Dean’s office recognizes the reviewer’s concerns about succession planning and will be proactive in identifying and preparing the future leaders of the Program once the faculty compliment review is completed. The Faculty will also work to ensure that future leaders have the leadership training to support them.</p>

<p>2. Consider a full internal review of the goals, objectives and values of the program, then conduct a full curriculum mapping exercise to ensure that the key content is explicitly delivered in the curriculum and assessed of all students. *</p> <p>(Related to areas of concern #1, 4, 5, 6 identified by the external reviewers in the list above)</p>	<p>Program: The Program will conduct an internal review of the goals, objectives and values of the Program followed by a curriculum mapping exercise. This will build on work conducted during the March 2020 Graduate Studies retreat in preparation for the Periodic Review.</p> <p>Faculty: Rethinking the Program objectives is needed and timely. There is an increasing demand for graduate studies credentials in the clinical community and to be competitive the Program needs to clearly state what it provides to the student. The Dean’s office endorses the program’s response on conducting an internal review of the curriculum mapping and developing clear guides and expectations for students. The Dean’s office will cooperate with the Program’s review and will have curriculum design experts assess the results of the exercise.</p>
<p>3. Consider further options for reducing the time in program for both the MCISc and PhD students such as: time limits in the program, earlier efforts to connect students and supervisors, structured courses (or restructuring of the methods course) to support the explicit development of a thesis/essay proposal, explicit teaching to students about strategies to manage life/ work/ school balance, more frequent meetings between supervisors and students to facilitate progress and accountability. *</p> <p>(Related to areas of concern #3, 4, 5, 7 identified by the external reviewers in the list above)</p>	<p>Program: The Program will create and distribute an electronic student handbook detailing the objectives of the MCISc / PhD programs and the student expectations, including procedures students are to follow regarding program progression. Regarding specific items such as 1) Consistency and timeliness of advisory meetings: In September 2022, the Program will initiate a process requiring that students submit monthly meeting dates (September – June) with their assigned Advisor through an online questionnaire to the program office until their thesis or research project and major essay proposals have been approved. 2) Timing for choosing research topic: The Program will explore with faculty the expectation that students will determine their research topic by the end of the 2nd term for full time students and end of the 5th term for part time students where the majority of course work should be completed. 3) Assessment of student progress: The existing progress meeting process will be enhanced with the introduction of the SGPS PATHFINDER system in spring 2022. In addition, the Program will continue to strongly encourage students to spend one to two concentrated weeks on campus to work with their supervisor(s) writing their thesis or research project and major essay. 4) Annual Graduate Chair meetings: The Grad Chair will now include a discussion regarding work/life/school balance as part of each on-site student meeting going forward. Throughout the year the Chair will also send a targeted email to students whose progression is slow inquiring about challenges they may be facing and how the Program may assist in their timely completion. Instructors of the Research Methods course for the MCISc students and the Doctoral Seminar for the PhD students will also incorporate this topic more explicitly into their teaching.</p> <p>Faculty: The time to completion is a clear issue that the Dean’s office agrees with and would like the Program to address. In discussion with the Program about this review, it was noted that progress is being made by the Program since before the review. The early identification of an advisor to help guide the student is viewed as a positive change. The Dean’s office is also cognizant that the students are practicing clinicians with significant demands on their time. Nevertheless, there is agreement with the reviewers that it is in the best interest of both the Program and the student to continue to decrease the time to completion.</p>

	<p>The Dean’s office is supportive of the Program’s proposed actions and commits to supporting the implementation of these changes.</p> <p>In discussion with the Program, it was proposed that having students paired with a specific project/ supervisor before starting the Program might also be beneficial. It was felt that this would be difficult to implement at this time, but if the proposed changes do not have the desired impact, this could be further considered.</p>
<p>4. Consider restructuring the Program into a modularized system of progressive commitment by students such that a certain set of courses leads a certificate, an additional set leads to a diploma, and the thesis/essay leads to the MCISc degree.</p> <p>Also consider restructuring the program to leverage the value of other programs such as the MPH and CERI, thereby reducing redundancies and optimizing the program’s resources for aspects of the program that convey the values and lenses of the family medicine approach. Given the relatively small size of the program, also consider collaborative programs with other Departments of Family Medicine to grow the research workforce for family medicine in Canada.</p>	<p>Program: The Program will explore the possibilities of providing a modularized approach and examine the option of a Graduate Studies diploma with the SGPS. The Program will also undertake an environmental scan of what other certificate / diplomas are available in Family Medicine at other universities across Canada and review the benefits of a graduate diploma versus a master’s degree, in terms of career advancement, with both students and alumni.</p> <p>In terms of possible collaborations with other programs, fundamental to the MCISc in Family Medicine Program is the linkage between teaching, research, and clinical practice. Taking this into consideration, the Program has thoroughly investigated potential collaborations with the Master of Public Health (MPH) Program and Department of Epidemiology/Biostatistics. Leadership from all three programs have acknowledged the very unique populations that the programs serve as well as the very different delivery systems used by each program. They have concluded that sharing courses and bringing the three groups of students together was not feasible or appropriate. Currently there are faculty collaborations with the Centre for Education, Research and Innovation (CERI) but they do not, at this time, have a degree program. The Program will work towards enhancing our collaborations with CERI in the future and will explore opportunities to collaborate with other Departments of Family Medicine regarding capacity building of family medicine research.</p> <p>Faculty: This is a very positive contribution from the reviewers and one that fits well with other Faculty initiatives. In addition to the Program’s responses about doing an environmental scan and discussion with current students and alumni, the Dean’s office will initiate a discussion with other clinical faculty about the value of a graduate diploma versus the Master’s degree to determine if such an addition with fit with current trends in clinical careers.</p> <p>Once the curriculum mapping exercise outlined above is completed, the Dean’s office will also compare and contrast the results with other graduate programs, including the Master’s in Public Health, Interdisciplinary Medical Sciences, and other clinical graduate programs to see if there can be collaborative efforts in graduate training that might promote interdisciplinarity and building a larger learning cohort.</p>

<p>(Related to area of concern #7 identified by the external reviewers in the list above)</p>	
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Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Consider a full business case development exercise.</p>	<p>Conduct a full business case development exercise that will include:</p> <ul style="list-style-type: none"> - A workforce analysis - An analysis of faculty member commitments to the Program - A strategy for succession planning <p>Renew mechanisms to formalize the commitments of clinical faculty and PhD faculty who are not clinicians in the Department of Family Medicine.</p>	<p>Chair of Graduate Programs Program Coordinator Chair of Family Medicine</p> <p>With support from the Dean's Office</p>	<p>May 2023</p>
<p>Recommendation #2: Consider a review of the goals, objectives and values of the Program, then conduct a full curriculum mapping exercise.</p>	<ul style="list-style-type: none"> - Conduct an internal review of the goals, objectives and values of the Program. <ul style="list-style-type: none"> o Distinguish between course-based and thesis-based options. o Develop clear expectations for students and ensure that these, along with program goals are articulated in documentation shared with students. - Undertake a curriculum mapping exercise. 	<p>Chair of Graduate Programs Program Coordinator</p>	<p>September 2023</p>
<p>Recommendation #3: Consider further options for reducing the time in program for both the MCISc and PhD students.</p>	<ul style="list-style-type: none"> - Create and distribute an electronic student handbook that outlines program goals, student expectations and procedures students are to follow regarding program progression. - Initiate a process requiring that students submit monthly meeting dates with their assigned advisor. 	<p>Chair of Graduate Programs Program Coordinator</p>	<p>September 2023</p>

	<ul style="list-style-type: none"> - Explore with faculty members the expectation that students could determine their research topic by the end of the 2nd term for full-time students and end of the 5th term for part-time students. - Introduce the SGPS PATHFINDER system in spring 2022. - Include a discussion regarding work/life/school balance as part of each on-site student meeting with the Grad Chair. - Send a targeted email to students whose progression is slow on an annual basis. - Incorporate the topic of work/life/school balance in the Research Methods course for the MCISc students and the Doctoral Seminar for the PhD students. - Consider pairing students with a project supervisor before beginning the program. - Review and refine strategies to reduce time in program on an ongoing basis. 		
<p>Recommendation #4: Consider restructuring the Program into a modularized system and to leverage the value of other programs.</p>	<ul style="list-style-type: none"> - Examine the option of a Graduate Studies diploma. - Undertake an environmental scan of what other modular credentials are available in Family Medicine at other universities. - Review the benefits of a graduate diploma versus a master’s degree, in terms of career advancement, with both students, alumni and clinical faculty. - Enhance program collaborations with CERI and other relevant departments and programs both inside and outside of the Schulich School of Medicine & Dentistry (e.g., the Advanced Health Care Practice Program). 	<p>Chair of Graduate Programs Program Coordinator Chair of Family Medicine</p> <p>With support from the Dean’s Office</p>	<p>September 2023</p>

Other Opportunities for Program Improvement and Enhancement

- Consider how the Program can enhance community building opportunities among students (within and between cohorts) and integrate more video mediated live interaction in real time on the learning platform.
- Consider offering a “publication style” option as part of the model of thesis expected for the MCISc Program.
- Integrate clear descriptions of the major essay and thesis in the prospective handbook, along with a rationale about why a student might wish to select one path over the other.

ITEM 12.3(I) – New Scholarships, Awards and Prizes

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

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

ATTACHMENT(S):

[New Scholarships, Awards and Prizes](#)

New Scholarships, Awards and Prizes

Any Undergraduate Program

Bill Groat Memorial Award

Awarded to full-time undergraduate students based on financial need and academic achievement. Candidates must be Indigenous (First Nations, Inuit or Métis) students. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

Value: 1 at \$1,500

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

This award was established by the Groat family in memory of Bill Groat. Bill Groat was a survivor of the Sixties Scoop and an intergenerational survivor of the Indian Residential School System. In his later life he became a public speaker sharing his experiences in the child welfare system and working to assure that the records of similar experiences were publicly accessible.

Faculty of Arts and Humanities

Faculty Association Scholarship in Arts and Humanities

Awarded to full-time undergraduate students in the Faculty of Arts and Humanities based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 3 at \$1,500, awarded annually

Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Neen Hodgins Award

Awarded to full-time undergraduate students in first year of the Faculty of Arts and Humanities based on academic achievement. Preference will be given to candidates who belong to an equity-deserving group who are pursuing a program offered by the Department of English and Writing Studies. The Office of the Registrar will select the recipients. This award was established by a generous gift from William Hodgins (BA 1954).

Value: 5 at 3,000, awarded annually

Effective Date: 2022-2023 academic year

Neen Hodgins Bursary

Awarded to full-time undergraduate students in the Faculty of Arts and Humanities based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients. This bursary was established by a generous gift from William Hodgins (BA 1954).

Value: Number and value will vary as funds permit (initially 1 at \$2,000)
Effective Date: 2022-2023 academic year

Neen Hodgins Graduating Scholarship

Awarded to students graduating from the Faculty of Arts and Humanities with an Honours Specialization or Honours Major in English Language and Literature who have demonstrated academic excellence throughout their program. The Faculty of Arts and Humanities will select the recipients. This scholarship was established by a generous gift from William Hodgins (BA 1954).

Value: 1 at \$2,000, awarded annually
Effective Date: 2022-2023 academic year

Neen Hodgins Indigenous Continuing Admission Scholarship

Awarded to full-time undergraduate students in first year of a four-year degree program and intending to pursue an Honours Specialization, Specialization or Major in the Faculty of Arts and Humanities who are Indigenous (First Nations, Inuit or Métis) based on academic achievement. Preference will be given to students pursuing a program offered by the Department of English and Writing Studies. The award will continue for second, third and fourth year provided the recipient remains registered in an Honours Specialization, Specialization or Major in the Faculty of Arts and Humanities, maintains full-time status and achieves a minimum 70% average each academic year. If a student fails to retain a scholarship, a new recipient from the same year will be selected. The Office of the Registrar will select the recipients. This award was established by a generous gift from William Hodgins (BA 1954).

Value: 1 at \$40,000, awarded annually (\$10,000 per year for up to 4 years)
Effective Date: 2022-2023 academic year

Neen Hodgins National Entrance Scholarship

Awarded annually to an outstanding secondary school student from across Canada who is entering year one studies in the Faculty of Arts and Humanities at Western University. Eligibility is based on outstanding academic performance (minimum 90%), a passion for the pursuit of learning, creative and innovative thought, engagement in extra-curricular activities such as the arts and athletics, as well as community service through contributions to school and community life and a preference for a student with financial need. To be considered, a student must be nominated by their school and submit an online National Scholarship application including an essay. In addition, a supplemental application providing financial information is required. The deadline for the application

and all supporting documentation is February 14th. Selected candidates will be invited for a National Scholarship Interview in early April. Scholarship offers will be communicated to selected recipients by the end of April. This scholarship will continue for a maximum of 4 years provided the recipient remains registered in the Faculty of Arts and Humanities, maintains a 80% average, a full course load (5.0 courses) and continues to demonstrate financial need every year. This scholarship was established by a generous gift from William Hodgins (BA 1954).

Value: 1 at \$80,000, awarded annually (\$20,000 per year for up to 4 years)
Effective Date: 2022-2023 academic year

Neen Hodgins President's International Entrance Scholarship

Awarded annually to an outstanding international student from secondary school (or equivalent) who is entering year one studies in the Faculty of Arts and Humanities at Western University. International students studying in Canada or abroad can be considered. Eligibility is based on outstanding academic performance (minimum 90%), a passion for the pursuit of learning, creative and innovative thought, engagement in extra-curricular activities such as the arts and athletics, as well as community service through contributions to school and community life. To be considered, a student must be nominated by their school and submit an online National Scholarship application including an essay by February 14th. Selected candidates will be invited for a National Scholarship Interview in early April. Scholarship offers will be communicated to selected recipients by the end of April. This award will continue for a maximum of four years provided the recipient remains registered in the Faculty of Arts and Humanities, maintains an 80% average and full course load. This scholarship was established by a generous gift from William Hodgins (BA 1954).

Value: 1 at up to \$80,000, awarded annually (\$20,000 per year for up to 4 years)
Effective Date: 2022-2023 academic year

Ivey Business School

Arthur Cockfield Class of 1990 Award

Awarded to a full-time HBA2 student at the Ivey Business School who is in their first year of the HBA/JD dual degree program, based on academic achievement and community leadership. The recipient will be a domestic student. Students will be selected by the HBA Program Office for the HBA/JD dual degree program based on their acceptance into the program. The HBA Scholarship Review Committee will make the final selection of the recipients.

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

This scholarship was established with a generous gift from friends, classmates and colleagues in honour of Arthur Cockfield to provide direct support for extraordinary students pursuing the HBA/JD dual degree. Arthur Cockfield received his Business

degree at the Ivey School of Business at Western University, obtained his law degree from Queens in 1993 and completed his doctoral studies in law at Stanford University. He was a Law Professor and Associate Dean of Academic Policy at Queens University, and one of the world's leading Tax Law scholars.

Faculty Association Scholarship in Business

Awarded to full-time undergraduate students in the HBA program at the Ivey Business School based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFAs Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFAs).

Value: 2 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty of Education

Faculty Association Scholarship in Education

Awarded to full-time undergraduate students in the Faculty of Education based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFAs Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFAs).

Value: 2 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty of Education Students' Council Award for Student Excellence

Awarded annually to full-time undergraduate students graduating from any Bachelor of Education program based on exceptional performance in both course work and practice teaching. The Faculty of Education will select the recipients.

Value: 1 at \$2,500
Effective: 2022-2023 to 2036-2037 academic years inclusive

Faculty of Engineering

Dean's Scholarship in Engineering

Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates whose activities have enhanced the life of their faculty and fellow students, including but not limited to involvement in student governance, student clubs and teams, research, or as a recruitment student ambassador. Online applications are available through the Faculty of Engineering website and must be submitted by September 30. The Dean's Scholarships in Engineering are made available through the generosity of alumni and friends of Western Engineering.

Value: 3 at \$2,000, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty Association Scholarship in Engineering

Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 3 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Chris Lakich and Family Engineering Award

Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates in the Department of Electrical and Computer Engineering. The Office of the Registrar will select the recipients. This award was established through a generous donation from Chris Lakich (BESc, '98).

Value: 1 at \$2000, awarded annually, as funds permit
Effective Date: 2022-2023 to 2027-2028 academic years inclusive

Dr. Kwan Yee (K.Y.) Lo Undergraduate Research Award

Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to students in Year 4 of Civil and Environmental Engineering in the Faculty of Engineering, who have achieved research excellence in the Department of Civil and Environmental Engineering. The Faculty of Engineering will select the recipients. This award was established with a generous gift from the Lo Family in honour Dr. Kwan Yee Lo, who was the Director of Geotechnical Research Centre from 1995 to 2019.

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

NOVA Chemicals Indigenous Scholarship in Engineering

Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates who are Indigenous (First Nations, Inuit or Métis). The Office of the Registrar will select the recipients. This scholarship is made possible by a gift from NOVA Chemicals.

Value: 1 at \$5,000, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Software Engineering Alumni Award

Awarded to full-time undergraduate students in Year 2 of the Faculty of Engineering based on academic achievement. Preference will be given to candidates in the Software Engineering program in the Department of Electrical and Computer Engineering. The Faculty of Engineering will select the recipients. This award was established with many generous gifts from alumni of Western's Software Engineering program.

Value: 1 at \$2,500

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

Faculty of Health Sciences

Cam Miller Scholarship

Awarded to full-time graduate students in the Faculty of Health Sciences based on academic achievement. Preference will be given to candidates graduating from the Speech-Language Pathology program (MCISc) in the School of Communication Sciences & Disorders. A committee in the School of Communication Sciences & Disorders will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This scholarship was created by the Harmonize for Speech Fund, Ontario District Association of Chapters of SPEBSQSA.

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

Effective: May 2022 to April 2027 inclusive

Daniel Belliveau Memorial Scholarship

Awarded to full-time undergraduate students in the Faculty of Health Sciences, School of Health Studies based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually

Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty Association Scholarship in Health Sciences

Awarded to full-time undergraduate students in the Faculty of Health Sciences based on academic achievement. At least one scholarship is to be awarded to a student in each of the Schools of Kinesiology, Nursing. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 3 at \$1,500, awarded annually

Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Harmonize for Speech Bursary

Awarded to full-time graduate students in the Faculty of Health Sciences based on financial need. Preference will be given to candidates entering the MCISc Speech-Language Pathology program in the School of Communication Sciences and Disorders. A committee in the School of Communication Sciences and Disorders will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This bursary was created by the Harmonize for Speech Fund, Ontario District Association of Chapters of SPEBSQSA.

Value: 2 at \$2,000, awarded annually
Effective: May 2022 to April 2027

Faculty of Information and Media Studies

Faculty Association Scholarship in Information & Media Studies

Awarded to full-time undergraduate students in the Faculty of Information and Media Studies based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty of Law

Faculty Association Scholarship in Law

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Schulich School of Medicine & Dentistry

Faculty Association Scholarship in the Schulich School of Medicine & Dentistry
Awarded to full-time undergraduate students in the Schulich School of Medicine & Dentistry School based on academic achievement. At least one scholarship is to be awarded to a student in the Honours Specialization in Neuroscience Bachelor of Science program. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

J.A.F. Stevenson Memorial Scholarship

Awarded to full-time undergraduate students in the Schulich School of Medicine & Dentistry, Department of Medicine based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Don Wright Faculty of Music

Adrienne Pieczonka Award for Vocal Excellence

Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates in the Bachelor of Music program who demonstrate performance excellence in Voice. The Don Wright Faculty of Music will select the recipients.

Value: 1 at \$2,000, awarded annually
Effective Date: 2022-2023 to 2027-2028 academic years inclusive

This award was established by Dr. Adrienne Pieczonka, (BMus 1985 in Performance (Voice), who was keen to support the next generation of young voice students at Western. Adrienne was inducted into Western's Music Alumni Wall of Fame in 2008 and received her Honourary Doctor of Music from Western in 2012. Adrienne has performed for over three decades on the world's leading opera and concert stages and has made numerous recordings. In 2007 she was named "Kammersängerin" by the Austrian Government, to recognize her artistic excellence over many years at the Vienna State Opera. In 2008 Adrienne was named Officer of the Order of Canada. She is a Dora Award winner and Juno Award winner. Adrienne holds the distinguished position of Chair in Voice at the Glenn Gould School at the Royal Conservatory of Music in Toronto.

Faculty Association Scholarship in Music

Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Paul Danard Jazz Music Award

Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates who demonstrate performance excellence as a member of the Jazz Ensemble. The Don Wright Faculty of Music will select the recipients. This award was established through contributions from family and friends, in memory of Paul Danard, BMusA'97.

Value: 1 at \$2,000, awarded annually
Effective Date: 2022-2023 to 2026-2027 academic years inclusive

Faculty of Science

Allan Heinicke Memorial Scholarship

Awarded to full-time undergraduate students in the Faculty of Science, Department of Mathematics based on academic achievement. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Bursary in Science for Equity, Diversity, and Inclusion

Awarded to full-time undergraduate students in the Faculty of Science based on financial need. Preference will be given to candidates who self-identify as belonging to any equity-deserving group. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients. This bursary was established by donations from many Western Science alumni and friends, including a generous gift from Dr. Charmaine Dean and Mr. Farrell Hall. Dr. Dean was the first female Dean of Science at Western University from 2011 to 2017.

Value: 1 at \$1,200, awarded annually
Effective: 2022-2023 academic year

Drudge Family Award for Women in Science

Awarded to full-time undergraduate students in the Faculty of Science based on financial need and academic achievement. Preference will be given to students who are self-identified women in programs where they are under-represented. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients. This award was established with a generous gift from Dr. Keldon Drudge (PhD '98) and his family to help support and inspire women in science.

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

Faculty Association Scholarship in Science

Awarded to full-time undergraduate students in the Faculty of Science based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFAs Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFAs).

Value: 5 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty Association Scholarship in Science PT - Vicki Olds Memorial Scholarship

Awarded to part-time undergraduate students in the Faculty of Science based on academic achievement. Students must have completed ten courses in order to be eligible. Selection will be based on the average of the last five courses taken at the 1000-level or above. The Office of the Registrar will select the recipients. A student may receive a UWOFAs Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFAs).

Value: 1 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty of Social Science

Faculty Association Scholarship in Social Science

Awarded to full-time undergraduate students in the Faculty of Social Science based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFAs Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFAs).

Value: 6 at \$1,500, awarded annually
Effective Date: 2022-2023 to 2024-2025 academic years inclusive

Faculty Association Scholarship in Social Science PT

Awarded to part-time undergraduate students in the Faculty of Social Science based on academic achievement. Students must have completed ten courses in order to be eligible. Selection will be based on the average of the last five courses taken at the 1000-level or above. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually

Effective Date: 2022-2023 to 2024-2025 academic years inclusive

G. Edward Ebanks Scholarship

Awarded to full-time undergraduate students in the Faculty of Social Science, Department of Sociology. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually

Effective Date: 2022-2023 to 2024-2025 academic years inclusive

W. Balderston Memorial Scholarship

Awarded to full-time undergraduate students in the Faculty of Social Science, Department of History, based on academic achievement. The Office of the Registrar will select the recipients. A student may receive a UWOFA Scholarship only once. This scholarship is made possible by the members of The University of Western Ontario Faculty Association (UWOFA).

Value: 1 at \$1,500, awarded annually

Effective Date: 2022-2023 to 2024-2025 academic years inclusive

ITEM 12.4(a) – Election Results – Senate Committee on University Teaching Awards (SUTA)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

At the June 10, 2022 Senate meeting, two nominations were received for a graduate student vacancy on the Senate Committee on University Teaching Awards (SUTA).

An electronic vote was subsequently held on June 14-15, 2022.

The following graduate student has been elected to the **Senate Committee on University Teaching Awards**:

- Michelle Caplan

The certified Simply Voting election results are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

Jun 15, 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 - Senate Committee on University Teaching Awards (SUTA)

Start: 2022-06-14 10:00:00 America/Toronto

End: 2022-06-15 16:00:00 America/Toronto

Turnout: 32 (34.4%) of 93 electors voted in this ballot.

Senate Committee on University Teaching Awards

Option	Votes
CAPLAN, Michelle	21 (65.6%)
MELTON, Brittany	11 (34.4%)

VOTER SUMMARY

Total	32
Abstain	0 (0.0%)



ITEM 12.4(b) – Academic Administrative Appointments

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

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

ATTACHMENT(S):

[Academic Administrative Appointments](#)

Academic Administrative Appointments

Information for Senate – September 2022				
Start Date	End Date	Name	Admin Appointment	Department
5/1/2022	6/30/2023	Wedlake, Marnie	Assistant Dean	Heath Science – Dean’s Office
5/1/2022	2/22/2023	Tippett, Marisa	Library Head (Acting)	Western Libraries – Research and Scholarly Communication
6/24/2022	12/31/2022	Agrawal, Sumit	Clinical Department Chair (Acting)	Otolaryngology
7/1/2022	12/31/2022	Ansari, Emily	Assistant Dean	Music – Office of the Dean
7/1/2022	6/30/2024	Bryant, Dianne	Assistant Dean	Health Science – Dean’s Office
7/1/2022	6/30/2025	Marlborough, Michelle	Assistant Dean	Schulich – Office of the Dean
7/1/2022	6/30/2023	Sinel, Zoe	Associate Dean (Research and Admin)	Law – Office of the Dean
7/1/2022	6/30/2027	Kim, George	Associate Dean	Schulich – Office of the Dean
7/1/2022	6/30/2023	Baxter, Jamie	Associate Dean (Grad, PostDoc)	Social Science – Office of the Dean
7/1/2022	6/30/2027	Webb, Elizabeth	Associate Dean (Grad, PostDoc)	Science – Office of the Dean
7/1/2022	6/30/2023	Shami, Abdallah	Associate Dean (Research) (Acting)	Engineering Research/Grad Service
7/1/2022	6/30/2024	Cardy, Janis	Associate Dean (Research)	Health Science – Dean’s Office
7/1/2022	6/30/2024	Jones, Carol	Associate Dean (Administration)	Science – Office of the Dean
7/1/2022	12/31/2022	Singh, Ram	Clinical Department Chair (Interim)	Paediatrics
7/1/2022	12/31/2022	Campbell, Craig	Clinical Department Chair (Interim)	Paediatrics
7/1/2022	12/31/2022	Fung, Kevin	Clinical Department Chair	Otolaryngology

7/1/2022	6/30/2023	Teasell, Robert	Clinical Department Chair (Interim)	Physical Medicine and Rehab
7/1/2022	6/30/2027	Hutnik, Cindy	Clinical Department Chair	Ophthalmology
7/1/2022	6/30/2027	Chamberlain, Erika	Dean	Law – Office of the Dean
7/1/2022	12/31/2022	Finegan, Joan	Department Chair (Acting)	Psychology
7/1/2022	6/30/2023	Hudson, Robert	Department Chair (Acting)	Chemistry
7/1/2022	6/30/2025	Jones, Manina	Department Chair	English & Writing Studies
7/1/2022	6/30/2025	Pearson, Wendy	Department Chair	Gender, Sexuality, & Women’s Studies
7/1/2022	6/30/2025	Conley, Timothy	Department Chair	Economics
7/1/2022	6/30/2027	Straatman, Anthony	Department Chair	Mechanical & Materials
7/1/2022	6/30/2027	Moser, Katrina	Department Chair	Geography and Environment
7/1/2022	6/30/2027	Moser, Desmond	Department Chair	Earth Sciences
7/1/2022	6/30/2027	Barmby, Pauline	Department Chair	Physics and Astronomy
7/1/2022	12/31/2022	Babenko-Mould, Yolanda	School Director	Nursing – Office of the Director
7/1/2022	12/31/2022	Holmes, Jeffrey	School Director (Acting)	Occupational Therapy
7/1/2022	6/30/2023	Danylchuk, Karen	School Director (Acting)	Kinesiology
7/1/2022	6/30/2027	Archibald, Lisa	School Director	Communication Sciences & Disorders
8/1/2022	6/30/2023	Steele, Shawn	Assistant Dean	Schulich – Office of the Dean
8/1/2022	7/31/2027	Mills, Melanie	Library Director	Information & Media Studies

ITEM 13.0 - Items Removed from the Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

ITEM 14.0 – Discussion and Question Period

ACTION: APPROVAL INFORMATION DISCUSSION

No questions were received in advance of the meeting.

Excerpt from Senate’s Adopted Policies and Procedures:

4.1 Purpose

The Discussion Question Period has two functions:

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

4.2 General Regulations

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

4.3 Process

4.3.1 Questions

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

4.3.2 Issues for Discussion

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